

- 1) September Response and all supporting documents
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1.

September Response and All Supporting Documents

CHICO GREEN SCHOOL

September 13, 2010

Kelly Staley, Superintendent
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95928-5999

Dear Ms. Staley:

The Board of Directors of Chico Green School (CGS) has directed me to respond to the "Notice to Remedy or Face Revocation and Request for Information" dated September 9, 2010. Above all, our Board wishes to convey its intention to comply fully with the directive to remedy violations and the request for information. At the same time, we believe that most of the alleged violations described in the notice to remedy are based upon false information that was provided to the district liaison by a former employee. Please accept our sincere apologies for any misunderstandings caused by this situation and by our failure to communicate adequately with the district liaison.

As you will discover upon reading our responses to the alleged violations, we believe that CGS has complied with the charter, its MOU with the district, and with all applicable state and federal laws governing its operations, with the exception of the premature addition of a junior class. Please understand that we recognize this error and wish to submit for your Board's approval a material revision to the charter petition described below.

The following are our responses to the alleged violations described in the notice to remedy:

Violation: *Chico Green School's first day of instruction was Tuesday, September 7, 2010. The District has received information that the school has not yet hired teachers in all of the areas creditable under the "A" to "G" admissions requirements for UC/CSU, including but not limited to the following:*

- *Pre-Calculus and Trigonometry;*
- *Physics;*
- *Advanced Foreign Language & Immersion*

Response: Chico Green School (CGS) has every intention of providing a curriculum that meets the UC/CSU "A" to "G" requirements in the subject areas of English/Language Arts, Mathematics, Science, Social Sciences / History, Foreign Languages and Visual and Performing Arts. The subject



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areas listed above (i.e., Pre-Calculus and Trigonometry, Physics, and Advanced Foreign Language) are typically taught at a senior level. For those juniors who are advanced in these areas, the faculty spent the first week of classes conducting assessments to determine each student's need for advanced instruction. At the end of this assessment week, CGS hired part-time NCLB compliant, credentialed instructors for advanced mathematics and Spanish. We will do the same prior to offering our first physics block in the spring.

Violation of the Charter: The Chico Green School charter states that "[w]e will begin our first year with a population of 50 students in the 9th and 10th grades. Over the next few years we intend to grow to a size of approximately 200 students in 9th through 12th grades." As of September 7, 2010, the Chico Green School website, under the "Enroll Now" link, states that "Chico Green School is pleased to announce that we are now accepting enrollment for the 11th grade."

Response: The first paragraph of our charter petition under the heading "Whom Will We Educate" reads as follows:

Chico Green School will educate high school students from Chico and surrounding communities within Butte County. We expect that the school's population will reflect Butte County's ethnic and economic diversity. We will begin our first year with a population of 50 students in the 9th and 10th grades. Over the next few years we intend to grow to a size of approximately 200 students in 9th through 12th grades. While we expect our students to represent a broad cross section of the community at large, we will specifically target students who desire and/or would benefit from a small learning community.

The intent of this paragraph on the first page of our charter document was to describe our target population in broad terms. Unfortunately, mixed in with language like "expect" and "intend," we made an overly precise claim that "...we will begin our first year with..." This was a mistake. Strictly speaking, we would be in violation of the charter if we began the year with 49 students or 51 students.

Obviously, making the decision to begin with three grade levels instead of two requires a good deal of planning—planning that is already well underway, since we intend to serve all high school grade levels. However, in an effort to keep to the letter of the petition, we have requested a material revision to the charter to modify the third sentence of the paragraph under "Whom Will We Educate" on page one of the charter petition to read:

We will begin our first year with a population of approximately 50 students in the 9th and 10th grades.

Violation of the Charter: The District has been informed that the charter school has failed to develop curriculum for the educational program set forth in the charter, and that the charter school has failed to implement industry-standard attendance accounting practices.

Response: We have developed and delivered to the district detailed curriculum for all subjects being taught during the 2010-2011 academic year.

At CGS, we take attendance accounting very seriously and will comply fully with our charter petition in this area as well as our MOU with the district which states:

In addition, CGS shall provide all necessary information required to be submitted to the CALPADS by no later than October 31 of each year, including the R-30 Report. Such reports must be generated using the required Standardized Account Code Structure (SACS) and Attendance Reporting software.

Violation: At least two members of the Chico Green School Board have resigned since September 1, 2010. The District also believes that the Board Chair and Secretary have submitted or will soon submit their resignation as well. Such rapid turnover in Board membership during the crucial opening weeks of school threatens the charter school's governance and operations. In addition, after the Board of Directors placed the Director on administrative leave on September 5, 2010. Therefore, in addition to the Board turnover, the school has no director.

Response: Rapid turnover among the directors of any organization is a serious problem but is not uncommon in startup organizations and is clearly not prohibited by law or the charter. We appreciate the district's concern in this area and have taken steps to mitigate the impact upon the school's governance and operations. Specifically, the Board is stable with no vacancies that must be filled at the current time. The Board has terminated its employment agreement with its previous director and has hired an interim director, an experienced former principal and superintendent who possesses an active K-12 administrative credential. In the meantime, the Board of CGS has begun a search for a permanent director.

Violation: The Board recently took personnel action with respect to the charter school's director. The District believes that a quorum of the Board may have met with the school's staff during the first week of September to discuss personnel matters without an agenda meeting, in violation of the Brown Act. (Government Code section 54952.2, 54954.2.)

Response: The Board of CGS recently took action to terminate its Director's employment. The Board reported this action at the first public meeting following a failed mediation effort in accordance with the Brown Act ("...the report of a dismissal or of the nonrenewal of an employment contract shall be deferred until the first public meeting following the exhaustion of administrative remedies, if any.") §54957.1(a)(5).

As with many startup organizations, CGS has an active board. At any given time, it is conceivable that a quorum of Board members may be present and working at the school site. Board members have been cautioned not to gather in a way that would be deemed to be conducting a meeting. As such, Board members do not caucus or discuss among themselves specific business within the Board's jurisdiction §54952.2(c)(3). In reference to the alleged violation occurring during a staff meeting during the first week of September, a quorum of the Board was not present.

Violation: The minutes of the Board's meetings appear to be inaccurate in terms of recording the votes cast by Board members, and/or the Board members present when action was taken. In some instances, votes are recorded as "unanimous" even though the number of persons voting differs from the number of members present. (See, e.g., Minutes from meetings of July 25, 2010, September 3, 2010).

Response: We believe the minutes of the Board of CGS are accurate. Any discrepancies in the vote tallies may be accounted for by the fact that, in accordance with parliamentary procedure, the Board Chair has refrained from voting except to resolve a tie. Although this has been the practice of the CGS Board, we have been advised recently by counsel that this is not a typical arrangement for a charter school board. In addition, recent changes to the Corporations Code may require that all members of a board of directors be deemed voting members of that board. Henceforth, our Board chair will cast votes along with the rest of the Board.

Violation: The District believes that the Board of Directors has not complied with the posting requirements of the Brown Act, including the failure to post agendas of all meetings at the school site.

Response: The Brown Act does not require that meeting agendas be posted at the school site, merely that they are posted within the "jurisdiction" of the public agency in a place that is accessible 24 hours per day (78 Ops.Cal.Atty.Gen. 327, 331-332, 1995). Prior to taking possession of our school site, agendas were posted within the boundaries of Chico Unified School District in advance of each meeting (72 hours for regular meetings, 24 hours for special meetings) in compliance with the Brown Act. Since we took possession of the current school site at the beginning of August, we have always posted meeting agendas at the entrance to the school where they can be viewed 24 hours per day.

Violation of Law: The District has been informed that the charter school's facility does not maintain a sufficient number of fire extinguishers to meet legal requirements.

Response: The CGS facility has maintained a sufficient number of fire extinguishers to meet legal requirements since the first day of classes at its current site. (Please see Appendix I.)

The remainder of this document will address, in Appendices, each of the areas of the district's request for information:

- Appendix A. A list of all teachers hired by the school, a copy of their credential, and a list of assignments by teacher, evidencing that the school is maintaining properly credentialed teaching staff in all of the areas necessary to meet "A" to "G" requirements in the following areas: English/Language Arts, Mathematics, Science, Social Sciences & History, Foreign Languages and Visual and Performing Arts.
- Appendix B. All curricular materials in the following areas: English/Language Arts, Mathematics, Science, Social Sciences & History, Foreign Languages and Visual and Performing Arts.
- Appendix C. All documentation related to the efforts to enroll students for the 11th grade for the 2010-2011 school year, including but not limited to curriculum for courses offered at that grade level.
- Appendix D. Documentation related in any way to the school's retention of a successor Director, as well as successors to any members of the Board of Directors who have resigned within the last month.
- Appendix E. All agendas and minutes from all board meetings since the granting of the charter.
- Appendix F. All documentation relating to training board members in the Brown Act.
- Appendix G. A copy of the Board bylaws, and any and all documentation related to Board approval.
- Appendix H. All documentation related to the school's attendance accounting and reporting practices and procedures.
- Appendix I. All documentation related to compliance with all local fire safety requirements, including an inspection report from the Chico Fire Marshall, the location and number of fire extinguishers, maintenance of proper fire roads, proper signage indicating maximum capacity in each room, and proper fire exits and signage in each room.

Please let us know if there is any additional information that you need.

Sincerely,



Kent Sandoe, Chair
Chico Green School

Appendix A. A list of all teachers hired by the school, a copy of their credential, and a list of assignments by teacher.

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Wednesday, September 8, 2010



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The application status and credential information was last updated on 09/07/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: FIEBERG, LAUREN NICOLE

Document Title Preliminary Single Subject Teaching Credential

Document Number 101196127

Authorization Code(s) R1A

This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.

R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s) R14I

This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Issuance Date 07/16/2010

Expiration Date 08/01/2015

Date of Original Issuance 07/16/2010

Authorized Subject(s) Science: Biological Sciences (Examination)

Supplementary Authorized Subject(s) Chemistry

Plant Science

County of Employment BUTTE

Recommending Institution/Agency UC SANTA CRUZ

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Details of Selected Credential

Name: MILLER, JEREMY SANGER

Document Title Clear Single Subject Teaching Credential

Document Number 090223702

Authorization Code(s) R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

Issuance Date 01/01/2010

Expiration Date 01/01/2015

Date of Original Issuance 02/10/2000

Authorized Subject(s) Science: Biological Sciences

County of Employment BUTTE

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The application status and credential information was last updated on 08/25/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential	
Name: SIMPSON, JAMES GLENN	
Document Title	Preliminary Single Subject Teaching Credential
Document Number	101105873
Authorization Code(s)	R1S This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. R142 This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.
Renewal Code(s)	R14I This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.
Issuance Date	03/18/2010
Expiration Date	04/01/2015
Date of Original Issuance	03/18/2010
Authorized Subject(s)	English (Examination)
County of Employment	BUTTE
Recommending Institution/Agency	ALLIANT INTERNATIONAL UNIVERSITY

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The application status and credential information was last updated on 06/09/2009. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Name: BLODGET, THOMAS ANDREW

Document Title Clear Single Subject Teaching Credential

Document Number 081132944

Authorization Code(s) R1A

This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.

R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

Issuance Date 03/01/2009

Expiration Date 03/01/2014

Authorized Subject(s) English

Foreign Language: Spanish (Examination)

Supplementary Authorized Subject(s) World History

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Details of Selected Credential

Name: VANDEHOVEN, JESSICA RENAE

<u>Document Title</u>	Clear Single Subject Teaching Credential
<u>Document Number</u>	081037704
<u>Authorization Code(s)</u>	R1B <p>This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.</p> R1S <p>This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.</p> R142 <p>This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.</p>
<u>Renewal Code(s)</u>	R20 <p>To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.</p>
<u>Issuance Date</u>	06/15/2008
<u>Expiration Date</u>	07/01/2013
<u>Date of Original Issuance</u>	12/31/2005
<u>Authorized Subject(s)</u>	Social Science (Examination)
<u>Supplementary Authorized Subject(s)</u>	Introductory Spanish
<u>County of Employment</u>	SUTTER
<u>Recommending Institution/Agency</u>	TRI COUNTY BTSA INDUCTION PROGRAM

California Department of Education

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: James Glenn Simpson District: CUSD/Green School
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited. Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
Charter School
Special Classes or Schools as defined in CA Ed Code Section 44865
Alternative Pathway to Graduation course

Bachelor's degree: Name of accredited institution conferring the degree: Pacific Union College 1986

Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
Professional Clear, Preliminary or Clear Single Subject Credential: Subject English
Professional Clear, Preliminary or Clear Special Education Credential
Other: Type

Date of issuance on the document:

Check one box to determine the appropriate option/s:

"New" to the profession teacher. Date of issuance on original credential or intern permit

- "New" elementary school teachers must select Exam option.
"New" middle/high school teachers may select Exam or Coursework option.

"Not new" to the profession teacher. Date of issuance on original credential or intern permit

- "Not new" elementary school teachers may select Exam or HOUSSE option.
"Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

Demonstrated core academic subject area competence by completing one of the following:

Check one box from the option/s available.

EXAM

CTC approved subject matter exam, including but not limited CSET, MSAT, or NTE, in the core subject

SUBJECT MATTER WAIVER PROGRAM (secondary only)

Completed a CTC approved subject matter program in the core subject

OTHER COURSEWORK (secondary only)

- Undergraduate major in the core subject
Undergraduate major equivalent in the core subject (32 non-remedial semester units)

Graduate degree in the core subject Literature MA

Advanced Certification (secondary only)

- National Board Certification in the core subject
Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)

HOUSSE

Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: [Signature] 9/24/10

Verified by Superintendent (or designee): [Signature]

- Attach appropriate documentation and evidence.
The teacher must be provided with a signed copy of this form

California Department of Education

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Hope Hirst District: Chico USD
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
Charter School
Special Classes or Schools as defined in CA Ed Code Section 44865
Alternative Pathway to Graduation course

Bachelor's degree:

Name of accredited institution conferring the degree: CSUC

Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
Professional Clear, Preliminary or Clear Single Subject Credential: Subject English
Professional Clear, Preliminary or Clear Special Education Credential
Other: Type

Date of issuance on the document: 5/31/08

Check one box to determine the appropriate option/s:

- New to the profession teacher. Date of issuance on original credential or intern permit
Not new to the profession teacher. Date of issuance on original credential or intern permit 5/31/08
Not new elementary school teachers may select Exam or HOUSSE option.
Not new middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

Demonstrated core academic subject area competence by completing one of the following: Check one box from the option/s available.

- EXAM
SUBJECT MATTER WAIVER PROGRAM (secondary only)
OTHER COURSEWORK (secondary only)
Advanced Certification (secondary only)
HOUSSE

Signed by Teacher: [Signature]

Verified by Superintendent (or designee): [Signature]

- Attach appropriate documentation and evidence.
The teacher must be provided with a signed copy of this form

California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: James Glenn Simpson District: CVSD/Green School
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
- Charter School
- Special Classes or Schools as defined in CA Ed Code Section 44865
- Alternative Pathway to Graduation course

1. Bachelor's degree:

Name of accredited institution conferring the degree: Pacific Union College 1986

2. Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
- Professional Clear, Preliminary or Clear Single Subject Credential:
Subject EA/156
- Professional Clear, Preliminary or Clear Special Education Credential
- Other: Type _____

Date of issuance on the document: _____

Check one box to determine the appropriate option/s:

- "New" to the profession teacher. Date of issuance on original credential or intern permit
 - "New" elementary school teachers must select Exam option.
 - "New" middle/high school teachers may select Exam or Coursework option.
- "Not new" to the profession teacher. Date of issuance on original credential or intern permit > 10/1/2006
 - "Not new" elementary school teachers may select Exam or HOUSSE option.
 - "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. Demonstrated core academic subject area competence by completing one of the following:
Check one box from the option/s available.

- EXAM
CTC approved subject matter exam, including but not limited CSET, MSAT, or NTE, in the core subject
- SUBJECT MATTER WAIVER PROGRAM (secondary only)
Completed a CTC approved subject matter program in the core subject
- OTHER COURSEWORK (secondary only)
 - Undergraduate major in the core subject
 - Undergraduate major equivalent in the core subject (32 non-remedial semester units)
 - Graduate degree in the core subject Literature MA
- Advanced Certification (secondary only)
 - National Board Certification in the core subject
 - Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)
- HOUSSE
Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: J. Simpson 9/24/10

Verified by Superintendent (or designee): _____

- Attach appropriate documentation and evidence.
- The teacher must be provided with a signed copy of this form

California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Hope Hirst District: Chico USD
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
- Charter School
- Special Classes or Schools as defined in CA Ed Code Section 44865
- Alternative Pathway to Graduation course

1. Bachelor's degree:

Name of accredited institution conferring the degree: CSUC

2. Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
- Professional Clear, Preliminary or Clear Single Subject Credential:
Subject English
- Professional Clear, Preliminary or Clear Special Education Credential
- Other: Type

Date of issuance on the document: 5/31/08

Check one box to determine the appropriate option/s:

- "New" to the profession teacher. Date of issuance on original credential or intern permit
 - "New" elementary school teachers must select Exam option.
 - "New" middle/high school teachers may select Exam or Coursework option.
- "Not new" to the profession teacher. Date of issuance on original credential or intern permit
5/31/08
 - "Not new" elementary school teachers may select Exam or HOUSSE option.
 - "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. Demonstrated core academic subject area competence by completing one of the following:

Check one box from the option/s available.

- EXAM
CTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject
- SUBJECT MATTER WAIVER PROGRAM (secondary only)
Completed a CTC approved subject matter program in the core subject
- OTHER COURSEWORK (secondary only)
 - Undergraduate major in the core subject
 - Undergraduate major equivalent in the core subject (32 non-remedial semester units)
 - Graduate degree in the core subject
- Advanced Certification (secondary only)
 - National Board Certification in the core subject
 - Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)
- HOUSSE
Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: 

Verified by Superintendent (or designee): _____

- ✓ Attach appropriate documentation and evidence.
- ✓ The teacher must be provided with a signed copy of this form

California Department of Education

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Jessica Vandeko District: CUSD; Green School
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
Charter School
Special Classes or Schools as defined in CA Ed Code Section 44865
Alternative Pathway to Graduation course

Bachelor's degree:

Name of accredited institution conferring the degree: CSU, Chico

Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
Professional Clear, Preliminary or Clear Single Subject Credential: Subject HIST, SOC SCI, SPAN
Professional Clear, Preliminary or Clear Special Education Credential
Other: Type

Date of issuance on the document:

Check one box to determine the appropriate option/s:

New to the profession teacher. Date of issuance on original credential or intern permit

- New elementary school teachers must select Exam option.
New middle/high school teachers may select Exam or Coursework option.

Not new to the profession teacher. Date of issuance on original credential or intern permit

- Not new elementary school teachers may select Exam or HOUSSE option.
Not new middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

Demonstrated core academic subject area competence by completing one of the following:

Check one box from the option/s available.

EXAM

CTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject

SUBJECT MATTER WAIVER PROGRAM (secondary only)

Completed a CTC approved subject matter program in the core subject

OTHER COURSEWORK (secondary only)

- Undergraduate major in the core subject
Undergraduate major equivalent in the core subject (32 non-remedial semester units)
Graduate degree in the core subject

Advanced Certification (secondary only)

- National Board Certification in the core subject
Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)

HOUSSE

Completed California's High Objective Uniform State/Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher

Verified by Superintendent (or designee):

- Attach appropriate documentation and evidence.
The teacher must be provided with a signed copy of this form

California Department of Education

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Lauren Fieber District: Chico Green School

NCLB Core Academic Subject: Elementary/Multiple Subjects Secondary/Single Subject

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
Charter School
Special Classes or Schools as defined in CA Ed Code Section 44865
Alternative Pathway to Graduation course

1. Bachelor's degree:

Name of accredited institution conferring the degree: University of California Santa Cruz

2. Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
Professional Clear, Preliminary or Clear Single Subject Credential: Subject Science/Biology
Professional Clear, Preliminary or Clear Special Education Credential
Other: Type

Date of Issuance on the document:

Check one box to determine the appropriate option/s:

- New to the profession teacher. Date of issuance on original credential or intern permit
Not new to the profession teacher. Date of issuance on original credential or intern permit

3. Demonstrated core academic subject area competence by completing one of the following: Check one box from the option/s available.

- EXAM
SUBJECT MATTER WAIVER PROGRAM (secondary only)
OTHER COURSEWORK (secondary only) Supplementary Plant Science / Chemist
Advanced Certification (secondary only)
HOUSSE

Signed by Teacher: [Signature]

Verified by Superintendent (or designee): [Signature]

- Attach appropriate documentation and evidence.
The teacher must be provided with a signed copy of this form

California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: JEREMY MILLER District: _____

NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
- Charter School
- Special Classes or Schools as defined in CA Ed Code Section 44865
- Alternative Pathway to Graduation course

1. Bachelor's degree: ENVIRONMENTAL STUDIES - SOCIETY (COMBINED)

Name of accredited institution conferring the degree: WHITMAN COLLEGE

2. Appropriate California Authorization for this Assignment

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
- Professional Clear, Preliminary or Clear Single Subject Credential:
Subject BIOLOGY
- Professional Clear, Preliminary or Clear Special Education Credential
- Other: Type _____

Date of issuance on the document: _____

Check one box to determine the appropriate option/s:

"New" to the profession teacher. Date of issuance on original credential or intern permit

- "New" elementary school teachers must select Exam option.
- "New" middle/high school teachers may select Exam or Coursework option.

"Not new" to the profession teacher. Date of issuance on original credential or intern permit

MARCH 2003, RENEWED 4/12/10

- "Not new" elementary school teachers may select Exam or HOUSSE option.
- "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. Demonstrated core academic subject area competence by completing one of the following:

Check one box from the option/s available.

EXAM

CTC approved subject matter exam, including but not limited CSET, MSAT, or NTE, in the core subject

~~///~~ SUBJECT MATTER WAIVER PROGRAM (secondary only)

Completed a CTC approved subject matter program in the core subject

OTHER COURSEWORK (secondary only)

- Undergraduate major in the core subject
- Undergraduate major equivalent in the core subject (32 non-remedial semester units)
- Graduate degree in the core subject

Advanced Certification (secondary only)

- National Board Certification in the core subject
- Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)

HOUSSE

Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: _____

Verified by Superintendent (or designee): _____

- Attach appropriate documentation and evidence.
- The teacher must be provided with a signed copy of this form

**California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance**

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Troy Gesman District: Chico Green School/Chico Unified School District
NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
- Charter School
- Special Classes or Schools as defined in CA Ed Code Section 44865
- Alternative Pathway to Graduation course

1. **Bachelor's degree:**

Name of accredited institution conferring the degree: CSU, Chico

2. **Appropriate California Authorization for this Assignment**

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
- Professional Clear, Preliminary or Clear Single Subject Credential:
Subject Math
- Professional Clear, Preliminary or Clear Special Education Credential
- Other: Type

Date of issuance on the document:

Check one box to determine the appropriate option/s:

"New" to the profession teacher. Date of issuance on original credential or Intern permit

- 7-2010 "New" elementary school teachers must select Exam option.
- "New" middle/high school teachers may select Exam or Coursework option.

"Not new" to the profession teacher. Date of issuance on original credential or intern permit

- "Not new" elementary school teachers may select Exam or HOUSSE option.
- "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. **Demonstrated core academic subject area competence by completing one of the following:**

Check one box from the option/s available.

- EXAM**
CTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject
- SUBJECT MATTER WAIVER PROGRAM (secondary only)**
Completed a CTC approved subject matter program in the core subject
- OTHER COURSEWORK (secondary only)**
 - Undergraduate major in the core subject
 - Undergraduate major equivalent in the core subject (32 non-remedial semester units)
 - Graduate degree in the core subject
- Advanced Certification (secondary only)**
 - National Board Certification in the core subject
 - Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)
- HOUSSE**
Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: Troy Gesman

Verified by Superintendent (or designee): [Signature]

- ✓ Attach appropriate documentation and evidence.
- ✓ The teacher must be provided with a signed copy of this form

California Department of Education
NCLB TEACHER REQUIREMENTS: Certificate of Compliance

If you have questions please refer to the NCLB Teacher Requirements Resource Guide on the CDE Website.

Teacher's Name: Daebin Gilmore District: CUSD

NCLB Core Academic Subject: Elementary/Multiple Subjects

Special Settings: If any of the special settings indicated below apply to this certificate of compliance, transferability of this compliance may be limited.

Check the box(es) that apply to this teaching assignment from the option/s available.

- Special Education
- Charter School
- Special Classes or Schools as defined in CA Ed Code Section 44865
- Alternative Pathway to Graduation course

1. **Bachelor's degree:**

Name of accredited institution conferring the degree: CSU Chico

2. **Appropriate California Authorization for this Assignment**

Check one box indicating the authorization for this assignment

- Professional Clear, Preliminary or Clear Multiple subject Credential
- Professional Clear, Preliminary or Clear Single Subject Credential:
Subject
- Professional Clear, Preliminary or Clear Special Education Credential
- Other: Type

Date of issuance on the document:

Check one box to determine the appropriate option/s:

"New" to the profession teacher. Date of issuance on original credential or intern permit

- "New" elementary school teachers must select Exam option.
- "New" middle/high school teachers may select Exam or Coursework option.

"Not new" to the profession teacher. Date of issuance on original credential or Intern permit

- "Not new" elementary school teachers may select Exam or HOUSSE option.
- "Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

3. **Demonstrated core academic subject area competence by completing one of the following:**

Check one box from the option/s available.

EXAM

CTC approved subject matter exam, including but not limited CSET, MSAT, or NTE, in the core subject

SUBJECT MATTER WAIVER PROGRAM (secondary only) Math

Completed a CTC approved subject matter program in the core subject

OTHER COURSEWORK (secondary only)

Undergraduate major in the core subject PE

Undergraduate major equivalent in the core subject (32 non-remedial semester units) Math

Graduate degree in the core subject

Advanced Certification (secondary only)

National Board Certification in the core subject

Subject Matter Verification Process for Middle and High School level teachers in Special Settings (VPSS)

HOUSSE

Completed California's High Objective Uniform State Standard of Evaluation (HOUSSE) in the core subject (See Sec. 3.3 of the TRRG, Form 2 and/or Form 3.)

Signed by Teacher: _____

Verified by Superintendent (or designee): _____

Attach appropriate documentation and evidence.

The teacher must be provided with a signed copy of this form

California State University, Chico

The Trustees of
The California State University
upon recommendation of the Faculty have conferred upon

Barbin Taylor Gilmore

the degree of
Bachelor of Arts
in
Physical Education
Option in Teacher Education

With all rights and privileges pertaining thereto.
Awarded at Chico, California on this thirty-first day of May in the year two thousand.

RW Paul
Chancellor
The California State University

Gray Davis
Governor of California
President of the Trustees

Charles B. Reed
Chancellor
The California State University

Manuel A. Sotelo
President
California State University, Chico



The President, Professors, and Trustees of
New York University

To all persons to whom this writing may come, Greeting:

Be it known that we in recognition of the successful completion of the requisite course of study in our

Graduate School of Arts and Science

do write of authority granted us by charter of the State of New York as follows:

Thomas Andrew Blodget

has degree of
Master of Arts

with all the rights, privileges and immunities thereunto appertaining. In witness whereof we have caused this Diploma to be signed by the duly authorized officers of the University and sealed with our corporate seal, in the City of New York, May, Nineteen hundred ninety-five.

A. C. ...
Secretary



Carroll ...
President
Dated

RES
AS B
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As B
are
who
teach
other
state
This
Code
are
are
Sup
As

State of California Commission on Teacher Credentialing

issues this document to

THOMAS ANDREW BLODGET

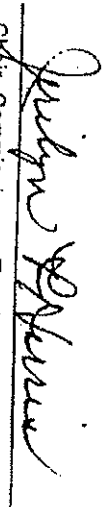
Clear Bilingual Certificate of Competence

Target Language: Spanish

56 This certificate authorizes the holder to teach English as a Second Language in grades twelve and below, including preschool, and in classes organized primarily for adults; and to teach limited-English proficient and non-English proficient students in the target language noted above or in English language development programs, at the level and in the subject of the prerequisite teaching credential.

Valid: May 28, 1993

SSIC This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite teaching credential is held concurrently.

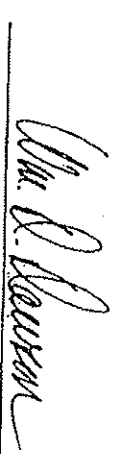


Chair, Commission on Teacher Credentialing

Executive Secretary, Commission on Teacher Credentialing



Governor, State of California



Superintendent of Public Instruction

President, State Board of Education

California State University, Chico

The Trustees of

The California State University

on recommendation of the faculty have conferred upon

Thomas A. Blodgett

the degree of

Bachelor of Arts

Special Major in World Order Studies

with all the rights and privileges pertaining thereto. Awarded at Chico, California, this twenty-second day of May, nineteen hundred eighty-three

George D. Dickinson

Governor of California and President of the Trustees

W. Ann Reynolds

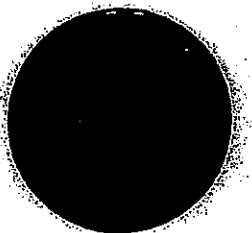
Chancellor of the California State University

John S. Wilson

Chairman, Board of Trustees

Dr. S. Wilson

President of the University



NAME:
STUDENT NR:
PRINT DATE:

alodget, Thomas Andrew

ISSUED TO:
Thomas Andrew alodget

647. 4747 Fall 1992
 MAINTAIN MATRICULATION *** 0.0

NEW YORK
UNIVERSITY
OFFICE OF THE
UNIVERSITY REGISTRAR

GRADUATE ACADEMIC RECORD

HIGHER EDUCATION INSTITUTIONS:
CAL STATE UNIV CRICO 09/79 - 05/83
DEGREE: BA 05/83

Spring 1993
DEGREE REQUIREMENTS COMPLETED FOR
MASTER OF ARTS
MA ESSAY APPROVED: 4/1/93
END OF GRADUATE ACADEMIC RECORD ***

DEGREES AWARDED:
Master of Arts 05/13/93
Graduate School of Arts and Science
MAJOR: Spanish

ADMITTED PROGRAM:

Graduate School of Arts and Science
Master of Arts
MAJOR: Spanish
G95. 1711 GENERAL 1898 IDEOLGY/AESTIA 4.0
G95. 1776 LORCA & HIS POET GENERATI 4.0

Summer 1991
G95. 2478 POETRY/POET IN BAROQUE: A 4.0
G95. 2833 QUEVEDO, GONGORA, SORJUANIA 4.0
 COMT SP NOVEL A-

TRANSFER CREDIT APPLIED TO Summer 1992
SAN FRANCISCO STATE UN 01/89 - 05/90
SPAN 500(A) INTRO TO LIT CRITISM(A) 3.0
SPAN 562 CERVAITES-DOB QUITER(A-) 3.0
SPAN 821 17THC SPANISH NOVEL(A) 2.0
 TOTAL 8.0

Summer 1992
G95. 1865 CONTEMPORARY SPAIN: 1939- 4.0
 TO PRESENT
G95. 2967 TRAV/EXPL SP REN LIT URN 4.0
 ***** NO FURTHER ENTRIES THIS COLUMN *****

ACADEMIC
TRANSCRIPT

RAISED SEAL NOT REQUIRED
This official university transcript is printed on
several pages and when not required a raised seal

George A. Kilmory
OFFICE OF THE REGISTRAR
UNIVERSITY REGISTRAR

SAN FRANCISCO STATE UNIVERSITY
TRANSCRIPT OF RECORD

PAGE 1 OF 2

BLODGET, THOMAS ANDREW

DATE OF BIRTH

TRANSFER DEGREE
BA CALIFORNIA STATE UNIV., CHICO - MAY 1983

ADMITTED: FALL 1989 GRADUATE STUDENT

ALL COLLEGE	SFSU TOTALS				
0.0 0.0 0.0	0.0	0.0	0.0	0.0	0.0

COMPLETE RECORD: C

TRANSFER CREDIT EVALUATION

INSTITUTION	UA	UE	GP	U/ACC
LEWIS AND CLARK CLG	0.0	0.0	0.0	0.0
GEORGETOWN UNIVERSIT	0.0	0.0	0.0	0.0
CAL STATE CHICO	0.0	0.0	0.0	0.0

ALL COLLEGE	SFSU TOTALS				
0.0 0.0 0.0	0.0	0.0	0.0	0.0	0.0

FALL 1989	UNIT	GRD	PTS
SPAN 401 CULTURE+CIVILIZATN SPAIN	3.0	A	12.0
SPAN 405 CULTURE+CIVILIZATN SP/AM	3.0	A	12.0
FR 101 FIRST SEMESTER FRENCH	5.0	B	15.0
SPAN 325 PHONETICS AND PHONEMICS	3.0	A-	11.1
SPAN 500 INTRO LITERARY CRITICISM	3.0	A	12.0
ALL COLLEGE	UA	UE	GP
17.0 17.0 62.1	17.0	17.0	62.1

SPRING 1990	UNIT	GRD	PTS
SPAN 326 MORPHOLOGY + SYNTAX	3.0	A	12.0
SPAN 562 CERVANTES-THE QUIJOTE	3.0	A-	11.1
SPAN 821 19TH CENT SPANISH NOVEL	3.0	A	12.0
SPAN 880 CUMBRES SPAN-AMER LIT	3.0	A	12.0
SPAN 899 SPECIAL STUDY <u>CANTO</u> EDITOR	3.0	A	12.0
ALL COLLEGE	UA	UE	GP
32.0 32.0 121.2	15.0	15.0	59.1

FALL 1990	UNIT	GRD	PTS
SPAN 831 SPANISH RENAISSANCE LIT	3.0	A-	11.1
SPAN 880 CUMBRES SPANISH LIT	3.0	B+	9.9
SPAN 525 POST-CIVIL WAR LIT-SPAIN	3.0	W	0.0
ALL COLLEGE	UA	UE	GP
38.0 38.0 142.2	6.0	6.0	21.0

SEE NEXT PAGE

PRINT DATE: SEPTEMBER 27, 1994

HOME ADDRESS
 210 Olive Avenue
 Redding, California 96001

Secondary Credits From
 9-77 Shasta High School
 H.S. Grad. Date
 1977

Date of Birth
 Place of Birth
 Redding, Calif.
 Parent or Guardian
 Dr/M R. Blodgett

TEST
 480
 V 580

Language requirement for a B.A. degree satisfied by examination (Spanish) 9-28-77

Dept.	Number	Course Title	Courses		Grade & G.P.A.	Grade Points
			Att.	Earn.		
FALL 1977						
MUS	113	BASIC SKILL 1			1	4.00
PHYS	204	ASTRON-SOL SY	1.00	1.00	A	4.00
PSY	101	INTRC PSYCH	1.00	1.00	A	4.00
MUS	100	PERF/CLS GUIT			W	
MUS	100	PERF/PIANO	.16	.16	B	.50
CUM	3.92		2.16	2.16	GP	8.50
AT	2.16	PSD			GP	8.50
WINTER 1978						
ENG	212	PROSE WRITING			CR	3.00
PHYS	208	SPELLAR ASTRO	1.00	1.00	B	3.00
SOC	101	STUDY OF SOC	1.00	1.00	IB	3.00
CUM	3.68		2.00	3.00	GP	6.00
ATT	2.16	PSD			GP	14.50
SPRING 1978						
FRSS	101	ENGLISH			CR	1.00
HPE	100	SKIN & SCUBA	.33	.33	B	1.00
MUS	298	CONTRP TRENDS			W	
PHIL	201	PHIL OF RELIG	1.00	1.00	C	2.00
SOC	339	VISUAL SOCIOLO			CR	3.00
CUM	3.18		1.33	3.33	GP	3.00
AT	3.50	PSD			GP	17.50
FALL 1978						
EDN	306	SOC FND OF ED	.66	.66	B	2.00
MUS	221	ELECTRONC MUS			CR	3.00
RELS	361	CHR TRT ISSUS	1.00	1.00	B	2.00
SOC	315	SOC & CULT THRY	1.00	1.00	C	2.00
CUM	3.00		2.66	3.16	GP	7.00
ATT	8.16	PSD			GP	24.50

Dept.	Number	Course Title	Courses		Grade & G.P.A.	Grade Points
			Att.	Earn.		
WINTER 1979						
ENG	450	SEMINAR-DANTE			CR	3.00
IA	230	AF POL SYSTEMS			CR	3.00
SOC	333	SEM COM INTRM			CR	3.00
CUM	3.00		.00	3.00	GP	24.50
ATT	8.16	PSD			GP	24.50
SPRING 1979						
ENG	223	LITERARY RVW			CR	3.00
ENG	401	ADV POET WRTG	1.00	1.00	B	3.00
RELS	242	NEW TESTAMENT	1.00	1.00	B	3.00
SOC	333	SEM COM INTRN			CR	3.00
CUM	3.00		2.00	3.33	GP	6.00
AT	10.16	PSD			GP	30.50
1602-7792		BLODGET THOMAS	18.00	18.00	GP	30.50

TRM	ATT	PSD	EAR	GP	C
57	2.16	2.16	2.16	8.50	
58	2.16	2.16	2.16	14.50	
59	2.16	2.16	2.16	17.50	
60	2.16	2.16	2.16	24.50	
61	2.16	2.16	2.16	24.50	
62	2.16	2.16	2.16	24.50	
63	2.16	2.16	2.16	24.50	
64	2.16	2.16	2.16	24.50	
65	2.16	2.16	2.16	24.50	

PASS AND CR COURSES DEDUCTED FOR G.P.A. TOT. 7.83

REQUIRED FOR GRADUATION min. 37 course credits, & 2.0 GP

GRADES: A,B,C,D = Passing
 F = Failure
 W = Withdrawal
 CR = Credit
 OF-D = Grade Deferred
 I = Incomplete
 NG = No Grade Submitted

ONE LEWIS AND CLARK COLLEGE CREDIT IS EQUIVALENT TO 5 QUARTER HOURS. Effective 9-1-63

Courses numbered 500 or follow by 6 are Graduate Credit Courses

NOT VALID WITHOUT COLLEGE SEAL
 Student is in good standing unless otherwise indicated
 Registrar

BLODGET THOMAS ANDREW
 NAME Last First Middle Maiden Maiden

DEPT. AND COURSE NO.	COURSE TITLE	SEM. UN.	GR.	PTS.	DEPT. AND COURSE NO.	COURSE TITLE	SEM. UN.	GR.	PTS.
FALL 83 BLODGET THOMAS A	548 72 2259	ICST							
ENGL 100	APPROACHES TO LIT	3.0	A-	11.1					
ENGL 210A	SHAKESPEARE	3.0	B+	9.9					
ENGL 223	STRUC OF ENGL LAN	3.0	A	12.0					
SPDR 020	PRIN DRAL INTERP	3.0	B+	9.9					
SPR 84 BLODGET THOMAS A	548 72 2259	ICST							
EDUC 089A	EDUC FIELD EXPER	1.0	CR	.0					
ENGL 21R	AGF ENLIGHTENMENT	3.0	A	12.0					
ENGL 225	HIST ENGL LANG	3.0	A	12.0					
ENGL 257B	AM LIT 1865-1920	3.0	A-	11.1					
PHCSV 163	HLTH SCI TEACHERS	1.0	C	2.0					
PHED 056A	BEG TENNIS	1.0	CR	.0					
SPDR 080	DRAL COMM FOR TEA	3.0	B	9.0					
FALL 84 BLODGET THOMAS A	548 72 2259	ICST							
EDUC 225	SEC TCH PREP I	12.0	CR	.0					
EDUC 225S	SEC TCH PREP IS	3.0	CR	.0					
SPR 85 BLODGET THOMAS A	548 72 2259	ICST							
EDUC 226	SEC TCH PREP II	6.0	CR	.0					
EDUC 226S	SEC TCH PREP II S	9.0	CR	.0					
CREDENTIAL: Single Subject Teaching Credential Major: English 5-24-85					RMED	Jan	86		

U.S. CONST. STATE AND LOCAL GOVT. U.S. HIST. GEN. STUDIES

CALIFORNIA STATE UNIVERSITY, CHICO

DATE REGISTERED FOR HONORABLE DISMISSAL

BUDGET THOMAS ANDREW
 LAST NAME FIRST MIDDLE MAIDEN SEX
 MARRIAGE DATE AUF SEX
 MAR 23, 1960 SEP 04, 1979
 BIRTH DATE ADMISSION DATE ENTRANCE STATUS

SOCIAL SEC. FILE NO.
 DEGREES GRANTED DATES
 B.A. Special Major in World Order Studies 5-22-83

DEPT AND COURSE NO.	COURSE TITLE	SEM. UN.	GR.	PTS.	DEPT AND COURSE NO.	COURSE TITLE	SEM. UN.	GR.	PTS.
ADVANCED STANDING		U.A.	U.P.	G.P.*					
1977-79 Lewis & Clark CC		33.9	59.9	101.7					
FALL 79 BUDGET THOMAS A	SPECIAL TOPICS	ENGL 1.0	CR	.0	FALL 81 BUDGET THOMAS A	CONTEMP DRAMA	SPH 3.0	BA	.0
PSSC 198A	SPECIAL PROBLEMS	ENGL 2.0	CR	.0		AMERICAN INDIAN	3.0	A	12.0
POLS 199B	ADV POETRY WRIT	3.0	W/CR	.0		REG VOICE	1.0	CP	.0
ENGL 220A	CASTROS CUBA	1.5	W	.0		JAZZ IMPROVISATN	1.0	CR	.0
HIST 267	SEM RELIG STUDIES	3.0	A-	11.1		COMP WITH ELEC MED	1.0	CR	.0
R S 280A	MAGAZINE WRITING	3.0	I #	.0		CHP GJV LATIN AM	3.0	A	12.0
CICS 125	DOCUMENTARY FILM	3.0	A	12.0					
CICS 147	Work completed 5-30-80	3.0	C	6.0					
#CICS 125									
SPR 80 BUDGET THOMAS A	GOVT NAT ST LOCAL	3.0	A	12.0					
POLS 055	SPECIAL TOPICS	1.0	CR	.0					
POLS 198M	SPECIAL TOPICS	1.0	W	.0					
POLS 198W	SPECIAL TOPICS	1.0	CR	.0					
POLS 199A	SPECIAL PROBLEMS	1.0	CR	.0					
SOCI 199C	SPECIAL PROBLEMS	3.0	CR	.0					
HIST 235B	RECENT AMER HIST	3.0	A	12.0					
R S 297C	TUTORIAL IN R ST	3.0	DA-11	.0					
FALL 80 BUDGET THOMAS A	INTL ORGANIZATION	SPH 3.0	BA	.0					
POLS 242	INTL LAW	3.0	I #	.0					
POLS 243		3.0	A-	11.1					
FALL 80 BUDGET THOMAS A	MAKE + SELL RECOR	SPR 3.0	BA	.0					
MUS 176	FAR EAST	3.0	A	4.0					
SPR 81 BUDGET THOMAS A	MODERN MID-EAST	SPH 3.0	BA	.0					
HIST 171B	CRAFTS PRINCIPLES	3.0	A	12.0					
HIST 260	SOCIAL CHANGE	3.0	CR	.0					
ITEC 070	Work completed 12-15-80	3.0	A	12.0					
SOCI 150		3.0	B	9.0					
#POLS 242									

U.S. CONST. STATE AND LOCAL GOVT
 U.S. HIST. GEN. STUDIES

CALIFORNIA STATE UNIVERSITY, CHICO

*A maximum of three units per semester and a total of six units are applicable towards baccalaureate requirements
 POST GRADUATE
 SEE PAGE 2

ENRILLED TO HONORABLE DISMISSAL



For privacy/confidentiality reasons, only the last five digits of your Social Security Number are reported.

P108/222

TEST DATE: 06/14/08
 SSN: >
 ID#: 4

TROY W. GERMAN
 2551 CACTUS AVE
 CHICO, CA 95973

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)
 Permanent Passing Status Verification

TROY W. GERMAN

TEST DATE: 06/14/08 ID#: >
 SSN: >

Reading Section		Scaled Score: 76
# of Items	Skill Area	Performance Indicators
11-20	Critical Analysis and Evaluation	+++
21-30	Comprehension and Research Skills	++++
Mathematics Section		Scaled Score: 64
# of Items	Skill Area	Performance Indicators
11-20	Estimation, Measurement, and Statistical Principles	+++
11-20	Computation and Problem Solving	+++
11-20	Numerical and Graphic Relationships	++++
Writing Section		Scaled Score: 47
Performance on Topic 1:		Performance on Topic 2:
Your topic 1 essay met or exceeded the minimum standard.		Your topic 2 essay met or exceeded the minimum standard.
Cumulative Status: Highest Results		
Section	Highest Score	Test Date
Reading	76	06/08
Mathematics	64	06/08
Writing	47	06/08
Total Passing Score: 187		
CBEST Status: PASSED		
Your scores will be sent to the following:		
Commission on Teacher Credentialing		
California State Univ-Chico		

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)
 Passing Status Transcript Copy

TROY W. GERMAN

TEST DATE: 06/14/08 ID#: 4
 SSN: >

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)
 Passing Status Transcript Copy

TROY W. GERMAN

TEST DATE: 06/14/08 ID#: >
 SSN: >

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

California State University, Chico

The Trustees of
The California State University
upon recommendation of the Faculty have conferred upon

Hope Bethel Hirst
the degree of

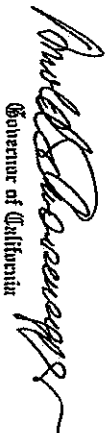
Bachelor of Arts

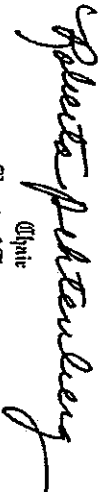
in
English

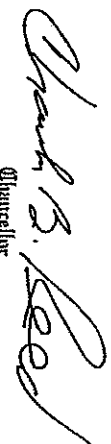
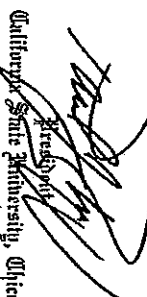
Option in English Education

With all rights and privileges pertaining thereto.

Awarded at Chico, California on this thirty-first day of December in the year two thousand and seven.


Governor of California
President of the Trustees


Chico
Board of Trustees


Chancellor
The California State University
Fresno

California State University, Chico



CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

Passing Status Transcript Copy

HOPE B. HIRST

TEST DATE: 02/10/07

ID#: 0000

SSN: 000 000 000

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

Student Name: Slagson, James Glenn
 Social Security Number:
 Date of Birth:

Pacific Union College

Office of the Registrar
 Astoria, Oregon 97103
 707-325-4673

PERMANENT RECORD

Course Number	Course Title	Grade	Credits Earned	Grade Points	Grade	Course Number	Course Title	Grade	Credits Earned	Grade Points	Grade
TRANSFERRER CREDIT											
MONTEREY PENINSULA											
CREDIT BY EXAM: CLEP											
COLLEGE COMPOSITION											
77TH PERCENTILE											
HIST 124X	EUROPEAN CIVILIZATION QUARTER GPA 3.00	B	3.0	3.0	9.0						
GEOG 124X	INTRO TO GEOGRAPHY QUARTER GPA 2.97	C-	3.0	3.0	14.8						
HIST 125	EUROPEAN CIVILIZATION SURVEY OF MUSIC COED. ELAB. SHIMMING LIFE & TEACH. OF JESUS LIFE & TEACH. OF JESUS QUARTER GPA 2.75	C-	3.0	3.0	6.0						
ART 105	HISTORY OF WESTERN ART LETTERING	B-	3.0	3.0	8.1						
ENGL 101	COLLEGE ENGLISH REPEATED COURSE	F	(4.0)	0.0	4.6						
RELT 121	GREEK I THEOLOGY COLLOQUIUM QUARTER GPA 1.86	D	4.0	4.0	4.0						
RELT 124	GREEK I THEOLOGY COLLOQUIUM QUARTER GPA 1.86	S	4.0	0.0	0.0						
HIST 156	HEALTH EDUCATION LAB CHORUS	C+	1.0	1.0	4.6						
MENB 153	GENERAL PSYCHOLOGY II	A	3.0	3.0	4.0						
PSYC 122	GENERAL PSYCHOLOGY I	B	3.0	3.0	3.0						
PSYC 224	PERS. GROWTH/SOC. INTER	B+	3.0	3.0	3.6						
RELT 125	GREEK I THEOLOGY COLLOQUIUM QUARTER GPA 3.11	B+	4.0	4.0	13.2						
HIST 126	EUROPEAN CIVILIZATION SPRING 1982 EUROPEAN CIVILIZATION	C	3.0	3.0	6.0						
OVERALL GRADE AVERAGE											
PACTRIB UNION COLLEGE GRADE AVERAGE											
PSYC 234	HUMAN DEVELOPMENT STUDIES IN PENINSULA	C+	4.0	4.0	9.2						
RELT 125	GREEK I THEOLOGY COLLOQUIUM QUARTER GPA 2.35	C	4.0	4.0	8.0						
RELT 126	GREEK I THEOLOGY COLLOQUIUM QUARTER GPA 2.35	B	4.0	4.0	12.0						
HIST 324	CHRISTIAN HIST/MID AGES COLLEGE ALPHABET PERSONALITY CHRONAL	B	3.0	3.0	9.0						
MENB 153	PERSONALITY CHRONAL	B	3.0	3.0	9.0						
HIST 107A	ARC SWIN AND STAY FIT REPEATED COURSE	C-	(1.0)	0.0	4.0						
RELT 221	GREEK II THEOL. COLLOQUIUM II	C	3.0	3.0	6.0						
RELT 224	GREEK II THEOL. COLLOQUIUM II	S	(4.0)	0.0	0.0						
RELT 225	GREEK II THEOL. COLLOQUIUM II	C-	(1.5)	11.0	32.0						
CCTR 105	INTRO TO COMPUTERS REPEATED COURSE	D-	(3.0)	0.0	0.0						
ENGL 102	COLLEGE ENGLISH REPEATED COURSE	F	(4.0)	0.0	0.0						
HIST 325	CHRISTIAN HIST/REFORM COLLEGIATE CHORDLE PERSONALITY TYPERITING	D-	3.0	3.0	2.1						
MENB 153	PERSONALITY TYPERITING	D	3.0	3.0	4.0						
OPAD 110	PERSONAL TYPERITING REPEATED COURSE	F	(1.0)	0.0	4.0						
RELT 222	GREEK II THEOL. COLLOQUIUM II	C-	3.0	3.0	5.1						
RELT 225	GREEK II THEOL. COLLOQUIUM II	S	3.0	0.0	15.2						
HIST 326	CHRISTIAN HIST/CONTEMP PERSONALITY CHORDLE PERSONALITY TYPERITING	D-	3.0	3.0	2.1						
MENB 153	PERSONALITY CHORDLE	A	3.0	3.0	4.0						
PSYC 154	PERSONALITY CHORDLE	B	3.0	3.0	3.0						
RELT 329	PAULINE THEOLOGY GREEK EXERCISES QUARTER GPA 1.87	C-	3.0	3.0	5.1						
RELT 226	GREEK EXERCISES QUARTER GPA 1.87	S	3.0	0.0	26.2						
CHEM 101	AUTUMN 1983 INTRO CHEMISTRY	B	4.0	4.0	12.0						
INDS 181	WOODWORKING I	B+	3.0	3.0	8.0						
ENGC 107A	ARC SWIN AND STAY FIT	A	1.0	1.0	4.0						

OVERALL GRADE AVERAGE

PACTRIB UNION COLLEGE GRADE AVERAGE

This is an officially sealed and signed transcript.
 A listed grade is not included on an official transcript
 unless it is a required grade for a degree program.
 If the transcript is altered, it is void.

H. Earl Mundy, Registrar

Student Name: Simpson, James Glenn

Social Security Number:

Date of Birth:

Date Printed:

Pacific Union College

Office of the Registrar
 Anywhr, CA 94108
 707-961-6677

PERMANENT RECORD

Course Number	Course Title	Grade	Hours	Credit	Grade	Hours	Credit	Grade	Hours	Credit
DEAC 108A	AEROBIC FITNESS	B+	1.0	1.0	3.3	3.0	3.0	3.3	3.0	3.3
DEAC 218	VALUERS INNER WLD CHC	C	12.0	12.0	35.12					
	WINTER 1984									
CHEN 102	SURVY OF ORGANIC CHEM	B	4.0	4.0	12.0					
ENGL 102	COLLEGE ENGLISH	B	3.0	3.0	9.0					
IN08 182	WOODWORKING II	B	1.0	1.0	2.7					
OEAD 110	PERSONAL KEYBOARDING	B-	1.0	1.0	2.3					
PRAC 174D	ELEM BODY BUILDING	C+	1.0	1.0	3.0					
	QUARTER GPA: 2.62									
	SPRING 1984									
CHEN 103	SURVY OF BIOCHEMISTRY	C	4.0	4.0	8.0					
CPTR 102	INTRO TO COMPUTERS	B-	3.0	3.0	2.1					
DEAC 108B	DIETARY	C+	3.0	3.0	1.5					
ENIS 102	MAN'S PHYSICAL WORLD	C+	1.0	1.0	3.7					
PHYS 106L	MAN'S PHYS WORLD LAB	A-	14.0	14.0	33.6					
	QUARTER GPA: 2.40									
	AUTUMN 1984									
MUPF 160	PERFORM/QUITTR	C+	1.0	1.0	2.3					
PSYC 121	INTRO TO STATISTICS	C-	4.0	4.0	6.8					
PSYC 164	SOCIAL PSYCHOLOGY	C	4.0	4.0	8.0					
PSYC 499	SYST ISSUES IN PSYC	C-	4.0	4.0	6.8					
	QUARTER GPA: 1.84									
	WINTER 1985									
COMM 225	ORAL INTERPRETATION	B+	3.0	3.0	9.9					
MUPF 160	PERFORM/QUITTR	B	1.0	1.0	3.0					
PSYC 312	RESEARCH DESIGN	B	4.0	4.0	9.0					
PSYC 444	HIST & SYST OF PSYC	B	4.0	4.0	12.0					
RELT 442	THEOLOGY II	B+	2.0	2.0	9.9					
	QUARTER GPA: 2.85									
	SPRING 1985									
ENGL 201	OT BKS-MODERN THOUGHT	B	4.0	4.0	12.0					
MUPF 160	PERFORM/QUITTR	B	1.0	1.0	3.0					
PSYC 122	INTRO TO EXPER PSYC	C-	4.0	4.0	6.8					
PSYC 136	PHYSIOLOGICAL PSYC	D	4.0	4.0	4.0					
PSYC 445	PSYC OF LEARNING	W	(4.0)	(4.0)	0.0					
	QUARTER GPA: 1.90									
	AUTUMN 1985									
PSYC 334	CHILD DEVELOPMENT	B	4.0	4.0	12.0					

OVERALL CUMULATIVE

Letter Grade	2.09
Quality Points	202.5
Hours	522.8
GPA	2.582

PACIFIC UNION COLLEGE CUMULATIVE

Letter Grade	1.89
Quality Points	186.0
Hours	186.0
GPA	4.56

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Appendix B. All curricular materials.


Chico Green School 2010-11 Algebra 1: scope and sequence

Benchmarks	Book section	Standards	"I can" ...	Examples:	Cross-curriculum
1		1.0	I know & can use the vocabulary of arithmetic : rational numbers, integers, evaluate, simplify, opposite, reciprocal I can add and subtract integers.	What is the reciprocal of -7? Which number does not have a reciprocal? 1 -1 0 -1.5	
2		1.0	I can add and subtract integers.	$6 + (-12) - (-5) + (-3)$	
3		1.0	I can multiply and divide integers including finding opposites.	$\frac{5(-2)(-9)}{-3(-4)}$ What is the opposite of -27?	
4		1.0	I can add and subtract fractions.	$-\frac{2}{3} + \frac{4}{5}, \frac{5}{9} - \frac{7}{3}$	
5		1.0	I can multiply and divide rational numbers.	$7\left(\frac{6}{-5}\right), \frac{3}{4} \div \frac{9}{20}$	
6		3.0	I know & can use the vocabulary of equations: expressions, variables, substitute, equation, coefficient, additive inverse, distributive prop. I can solve a one-step equation	Write an example of an expression. What is the coefficient of $-3x$	
7		3.0	I can solve a one-step equation	$x + 13 = 10$ $\frac{t}{2} = 7$	
8		4.0	I can write a simple algebraic expression. (I can translate from	Write as an algebraic expression: "Twelve less than a number" "six times a number"	

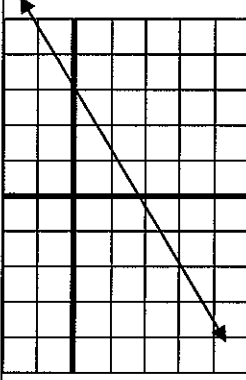
Chico Green School 2010-11 Algebra 1: scope and sequence

		English into "Mathese"							
9		I can solve a one-step word problem.	2.0 5.0		I number decreased by 11 is -21. Find the number.				
10		I can use the distributive property including using the additive inverse.	2.0		multiply: $6(2x+9y-4)$ $-(4x-8y+3)$				
Benchmark	Book section	"I can" ...	Standards		Examples:				Cross-curriculum
11		I can collect like terms	1.0		simplify: $4x+3y-12x+y$ $5x-9y+(-3)-(-x)-11y$				
	End unit 2								
12		I can solve two-step and three-step equations.	5.0		$3-4x=-17$ $5x-9=4x+3$ $4(x-2)+5x=2(x+20)+1$				
13		I can solve a multiple-step equation	5.0						
14		I can identify the incorrect step in a multiple-step equation solution or a partially solved equation			Which equation is equivalent to: $4(2x-3)=5-(9x-1)$				
15		I can solve a formula for a specific variable	5.0		Solve for F: $c=\frac{5}{9}(f-32)$				
16		I can solve a multiple step equation involving fractions	5.0		Solve: $\frac{2}{3}x+\frac{5}{6}=4$				
17		I can write compound algebraic equations and solve it.	5.0		Write as an algebraic equation and solve: "three more than twice a number is 15. Find the number."				
	End unit 2								
18		I know the vocabulary of inequalities and absolute	1.0		Graph: $x > -4$ Write an example of an absolute value				

Chico Green School 2010-11 Algebra 1: scope and sequence

19			value: inequality, graph in one dimension, absolute value.	equation.	
20		5.0	I can solve and graph linear inequalities in one variable	Solve and graph: $-6x + 9 \geq 33$	
21		3.0	I can solve absolute value equations	$ 2x - 3 = 7$	
		3.0	I can solve and graph absolute value inequalities in one variable.	Solve and graph: $5 - 3 - x < 1$	
Benchmarks			"I can" ...	Examples:	Cross-curriculum
22	Book section	6.0	I know the vocabulary of graphing: coordinate plane, axis, quadrants, linear, equations, x & y intercepts, slope, graph in two dimensions.	Draw a coordinate plane Give an example of a linear equation.	
23		7.0	I can determine whether an ordered pair satisfies a given equation or inequality	Does $(3, -2)$ satisfy $x - 2y < 6$? Does $(-\frac{3}{2}, -10)$ satisfy $y = -2x + 7$?	
24		6.0	I can find the slope, x-intercept, and y-intercept of a linear equation	Find the x and y-intercept of $4x + 3y = 5$ Find the slope and y-intercept of $2x - 5y = 10$	
25		6.0	I can graph linear equations.	Graph: $y = \frac{2}{3}x - 1$ Graph: $2x - 3y = 6$	
26		6.0	I can identify an equation given its graph	What is the equation of: 	

Chico Green School 2010-11 Algebra 1: scope and sequence

27			7.0	I can find the equation of a line given a point and a slope or two points										
28			7.0	I can solve word problems involving linear equations	<p>What is the equation of a line going through (4,-2) with slope -3? What is the equation of a line going through (-3,1) and (3,3)?</p> <p>The total cost c in dollars of renting a tractor for n days is given by the equation $c=180+240n$ If the total cost was \$1,140, for how many days was the tractor rented?</p>									
29			7.0	I can write a linear equation given a data table.	<p>What is the equation that matches the table below?</p> <table border="1" data-bbox="776 640 928 1144"> <thead> <tr> <th>Hours (h)</th> <th>Cost in dollars (c)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29</td> </tr> <tr> <td>5</td> <td>45</td> </tr> <tr> <td>9</td> <td>61</td> </tr> </tbody> </table>	Hours (h)	Cost in dollars (c)	3	29	5	45	9	61	
Hours (h)	Cost in dollars (c)													
3	29													
5	45													
9	61													
30			8.0	I can determine if two lines are parallel, perpendicular, or neither.	<p>Are the two lines $2x-3y=7$ and $9x-6y=-14$ parallel, perp, or neither?</p>									
31			6.0	I can graph linear inequalities and write an inequality given a graph	Graph: $y+2x>0$									
32		End unit 2	9.0	I can determine if an ordered pair is a solution to a system of equations.	<p>Is $(\frac{1}{2}, 4)$ a solution to:</p> $2x + y = 5$ $5x - y = 6?$									
33			9.0	I can solve a system of	Solve the system of equations:									

Chico Green School 2010-11 Algebra 1: scope and sequence

			equations using any method	$2x + 3y = 23$ $3x + 5y = 37$	
34	9.0		I can graph a system of inequalities	Graph: $x - 2y > 6$ $x + 2y \leq 4$	
35	13.0		I can solve ratios/simple rational equations.	?	
		End unit 7			

Chico Green School 2010-11 Algebra 1: scope and sequence

Unit	Benchmark	Topics
1	1-5	Pre-skills
2	6-11	Pre-skills and simple equations
3	12-17	Equations
4	18-21	Inequalities and absolute value
5	22-27	Graphing
6	28-31	More graphing
7	32-35	System of equations
8	36-41	Exponents and Polynomials
9	42-46	Factoring
10	47-49	Rationals
11	50-56	Radicals & quadratics
12	57-61	Rate problems and functions
13	62-65	Word problems & proving the quadratic formula
14	66-70	Advanced CST

Benchmark tests:	
BMT #1	1-5
BMT #2	1-11
BMT #3	6-17
BMT #4	12-21
BMT #5	18-27
BMT #6	22-31
BMT #7	28-35
BMT #8	32-41
BMT #9	36-46
BMT #10	42-49
BMT #11	47-56
BMT #12	50-61
BMT #13	57-65
BMT #14	62-70
BMT #15	66-70

Algebra 1

Course Syllabus

Mr. Gilmore

Phone: N/A

E-mail: dgilmore@chicogreenschool.org

Website: sites.google.com/a/chicogreenschool.org/algebra

Chico Green School

2412 Cohasset Road, 2

Chico, CA 95926

Textbook:

CPM (College Preparatory Mathematics)

Prerequisites:

Students should be familiar with all integer operations as well as all operations with fractions, decimals and percents. Students should be familiar with drawing and setting up basic mathematical model from a written or practical problem.

Course Description:

This course is designed to strengthen the student's number sense as well as the understanding of basic properties of the real numbers and the use of algebraic models to solve real-world applications involving linear functions, polynomial and nonlinear functions, as well as radical expressions and equations.

Grading Policy:

Each student's grade is based on a percentage scale of the class. Please review the following:

Category	Percentage
Assignments	20%
Quizzes	20%
Chapter Assessments	40%
Midterms	20%

Letter Grade	Percentage
A	90% – 100.0%
B	80% – 89.99%
C	70% – 79.99%
D	60% - 69.99%
No Credit (NC)	< 60%

Students will be expected to participate in class by asking questions and be successful with all of the homework and classwork assigned throughout the year. Practice is important to the mastery of skills and concepts in mathematics, and all assigned work is given for the purpose of preparing students for success in future math classes and college.

Quizzes will be given on a regular basis and they are based on the objectives covered. Chapter assessments will be given at the end of each chapter and they will be based on the California State Standards. Midterms are given at the end of Unit 2 and Unit 4 and they will be accumulative. In order to pass the class, the student must achieve 60% or higher as an overall grade in the class. However, it is

strongly recommended that the student achieve 70% or higher as an overall grade in the class prior to moving on to the next math level.

Classroom Policies:

Homework: Students will be given homework on most nights. The average time students will spend on homework will be approximately 30 minutes. However, there will be nights when homework will not be assigned as well as nights when the time it takes to complete homework will be more than 45 minutes. Students will learn to be flexible and do an excellent job on their homework so that they are prepared for the level of academic rigor at the University level.

Late Work: Late work will not be accepted. If a student is absent, they will need to make an appointment with the teacher to discuss about making up the missing work.

Bathroom: Please use the bathroom during your break. If it is an emergency, then excuse yourself without making it a disruption to your fellow students.

Tardy: If you are tardy, do not disrupt the flow of class. If you are tardy more than twice, a teacher and student conference will be called to discuss the tardiness issue.

Late: Late is defined as missing more than the first 5 minutes of class. If a student is late, they will need to make up for the time lost after school.

Absent: Absent is defined as not being present. If a student is absent, they will need to make an appointment with the teacher to discuss about making up the missing work.

Cheating: There is zero tolerance for cheating. If a student is cheating, they will receive a zero for that particular assignment.

Materials:

To be successful in this class, you need to be prepared everyday with the following materials:

- 1) Functioning pencils and erasers.
- 2) Three-hole-punched binder papers. Graph paper is recommended for graphing.
- 3) An organized binder for math.

Behavioral Expectations:

Chico Green students are well-prepared, hard-working, respectful, positive, and contributors to their community. Chico Green School is a community that prepares students for success in college and the professional world. Thus, there are expectations I have for my classroom. I expect students to meet and surpass these expectations, as I am committed to a classroom of hard work and success. The following is what I expect of my students:

- 1) **Work hard and be nice**
 - This course will be challenging, and students will use every resource available to them to understand and master the material.
 - A learning community shows support for each other in all situations, especially when we disagree.
- 2) **Raise your hand to ask and answer questions**
 - When a student has a question or comment, I will know to call on them when they raise their hand. Please do not call out the answer. Practice self-control.
- 3) **Listen to the ONE person who is talking**

- I promise to listen attentively when I have called on a student to speak. Therefore, all of us, students and teacher, will listen attentively when someone is speaking.

If there are any questions or concerns about these expectations, please contact me and I would love to hear from you.

Teacher/Parent/Student Contract

I have developed policies and procedures that are meant to produce character in the student and mastery of the course objectives. I will do my very best to be a resource for every student by providing high-quality instruction.

Teacher's Name: _____

Teacher's Signature: _____

We the parent/guardian and child (student), have read and understand all of the above-stated information and will try, to the best of our abilities, to do all that is stated in the information on these pages.

Parent/Guardian' Name: _____

Parent/Guardian's Signature: _____

Child's (Student's) Name: _____

Child's (Student's) Signature: _____

Please print the following information:

Parent/Guardian's E-mail: _____

Parent/Guardian's Home Phone: _____

Parent/Guardian's Work Phone: _____

Parent/Guardian's Mobile Phone: _____

What is the primary language of your household? _____

Is English spoken by the parent/guardian of the household? _____

CGS Art 11
Standards 1.1-1.4,
2.1-2.5, 4.1-4.5

Fall Semester: 9/10-12/17- (16 weeks)

Week	Media	Activities	Goal	HW
1	graphite	Go over syllabus Draw your neighbor w/o picking up the pencil- <u>contour</u> -outer lines only Gallery walk/pos critique	Students know course expectations Students get to know each other Students introduced to critiques	Bring supplies on syllabus Plus 1 object/plant from home
2	graphite	Use <u>Continuous lines</u> to draw object/plant	students become familiar with continuous line	
3	graphite	<u>Mass gesture.</u> <u>Cross hatching.</u> <u>Stippling</u>	Students become familiar with creating mass/ value using line	Main lesson summary for graphite
4	Charcoal	play with media round robin piece creating <u>shadow/</u> <u>shading</u> <u>still life</u> of round object	artistic collaboration casting shadow practice of still life	Practice casting shadow-bring in
5	Charcoal/ conté	work on still life/shadow critique? introduce idea of <u>perspective</u>	spending time on a piece	
6	Charcoal/ conté	<u>figure drawing</u> in costume-students rotate <u>critique</u>	figure drawing	
7	Charcoal/ graphite	<u>field sketching</u> in garden Introduce color and mixing with colored pencils		Field sketch of at least 1 organism/ place Main Lesson summary for charcoal/ conté/colored pencils

8	Field sketching	Bidwell Park Animals in <u>gesture/sketch in color</u>		
9	1/2pt. Perspective	Draw building using 1 pt. and 2pt. perspective	Understanding mathematics/techniques of perspective	Draw a room in your house without perspective Use any media/technique(s)
10	Block printing	Discussion and demonstration of carving techniques, safety and printing types Introduce negative and positive space Students draw design for their print	Students understand carving techniques and safety Students know the difference between positive and negative space	
11	Block printing	Students carve and print their design-several repetitions Students begin 2 nd design using elements of perspective and shading/shadow		Main Lesson book 1 pg essay describing best piece-describe media, techniques used, subject, purpose?
12	Block printing	Discussion of color mixing when printing Students print secondary design Critique		
13	Open	FreeArt using any media we learned this quarter		
14	Block printing	Freestyle printing using and style of block type		Main Lesson book: Block printing
15	open	FreeArt using any media we learned this quarter		Main lesson book and best piece due tomorrow

16	Final showing -best piece/ turn in Main Lesson Books	Class gallery walk		Main Lesson Book Due: graphite, charcoal/ conte. figure drawing field sketching perspective, printing, all terms/techniques used
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Visiting Artists:

TBD

CGS ART Syllabus (11th)

Teacher: Ms. Fieberg

Contact: lfieberg@chicogreenschool.org

Website: <https://sites.google.com/a/chicogreenschool.org/cgs-art-web/>

Course Mission:

To engage students in creative processes and allow them to develop their personal artistic style. Students should come away with foundation in artistic techniques and a sense of confidence in their abilities as an artist.

Course Description:

The 11th grade art courses will focus on learning a variety of artistic techniques and exploring different media. Emphasis will be placed on development of individual style. Students will utilize color throughout their artistic endeavors and develop an understanding of its role in art. All students will begin with drawing, painting and printing and later incorporate handwork (including basketry and ceramics). Students will use a variety of media including (but not limited to): Charcoal, Graphite, Sumi Ink, Pastel, Oil/Acrylic, Watercolor, Paper Mache and Mixed media/recycled materials.

Students are expected to:

- arrive on time and fully prepared (with all materials) to engage in active learning
- have respected for all others in the classroom as well as the art materials
- do all assignments with best effort and turn them in on time
- have fun and explore each new media

Recommended texts (not required):

New Eyes for Plants (by: Margaret Colquhoun and Axel Ewald)

Materials needed:

- Worn shirt for painting in
- Old rag
- Box for pencils
- Empty Yogurt container/or other for water
- Eraser
- Pencil sharpener

**Please let me know if you are unable to get any of the materials and I will accommodate you.

Grade breakdown:

Class participation	50%
Main Lesson Book	30%
Assignments	20%

Absences:

Heavily affect student class participation scores. Students will know of assignments several days in advance. If you are absent due to illness your assignment is due the following day.

Late work:

Main Lesson books will not under any circumstances be accepted late. Class work may be turned in late due to absence (see absences above). Late work will be accepted up to a week late for a lower score.

Food/Drink/electronics:

Students may eat fruits/vegetables and drink water in class. No candy or soda may be consumed at anytime during the course. Electronic devices (cell phones/ipods/ipads) are not to be used at anytime during class, those that are seen will be removed.

** Questions or concerns??? Please contact me via e-mail:

lfieberg@chicogreenschool.org

CGS Studio Art
(9th and 10th grade)
100 min/week

Topics:

- Drawing (graphite, Charcoal, conte)
- Field Sketching
- Basketry

Visual Arts Standards:

1.1-1.4, 2.1-2.5, 4.1-4.5

Fall Semester: 1st Quarter: 9/10-10/29 (8 weeks)

2nd Quarter: 11/1-12/17- (7 weeks)

Date	Media	Activities	Goal	Std.	HW
	graphite	Go over syllabus Draw your neighbor w/o picking up the pencil- <u>contour</u> -outer lines only Gallery walk/pos critique	Students know course expectations Students get to know each other Students introduced to critiques		Bring supplies on syllabus Plus 1 object/plant from home
2	graphite	Use <u>Continuous lines</u> to draw object/plant	students become familiar with continuous line		
3	graphite	<u>Mass gesture.</u> <u>Cross hatching.</u> <u>Stippling</u>	Students become familiar with creating mass/ value using line		Main lesson summary for graphite
4	Charcoal	play with media round robin piece creating <u>shadow/ shading</u> <u>still life</u> of round object	artistic collaboration casting shadow practice of still life		Practice casting shadow- bring in
5	Charcoal/c onte	work on still life/shadow critique?	spending time on a piece		

		introduce idea of <u>perspective</u>			
6	Charcoal/conté	<u>figure drawing</u> in costume-students rotate <u>critique</u>	figure drawing		
7	Charcoal/graphite	<u>field sketching</u> in garden 10 th grade: introduce <u>color</u> (colored pencils)			Field sketch of at least 1 organism/place Main Lesson summary for charcoal/conté/colored pencils
8	Field sketching	Bidwell Park Animals in <u>gesture/sketch</u>			
9	1/2pt. Perspective	Draw building using 1 pt. and 2pt. perspective			Bring photo of a room to draw out of perspective
10	Out of perspective	Draw room using no perspective Use any media/technique(s)			Main Lesson book 1 pg essay describing best piece-describe media, techniques used, subject, purpose?
11	Basketry	Construction: Newspaper baskets			
12	Basketry	Construction/History:Reed baskets			
13	Thanksgiving	FreeArt using any media you have learned this year			
14	Basketry	Reed baskets How to finish a basket			Main lesson book basketry

					Finish basket (soak 20 min before use)
15	Open	FreeArt using any media you have learned this year			
16	Final showing- best piece/ turn in Main Lesson Books	Class gallery walk			Main Lesson Book Due: graphite, charcoal, figure drawing field sketching perspective, all terms/tech.

CGS ART Syllabus (9/10th)

Teacher: Ms. Fieberg

Contact: lfieberg@chicogreenschool.org

Website: <https://sites.google.com/a/chicogreenschool.org/cgs-art-web/>

Course Mission:

To engage students in creative processes and allow them to develop their personal artistic style. Students should come away with foundation in artistic techniques and a sense of confidence in their abilities as an artist.

Course Description:

The 9/10th grade art courses will focus on learning a variety of artistic techniques and exploring different media. Emphasis will be placed on individuality and practice. Students will be utilizing black and white throughout their artistic development to develop a sense for value and texture. All students will begin with drawing, painting and printing and later incorporate handwork (including basketry and ceramics). Students will use a variety of media including (but not limited to): Charcoal, Graphite, Sumi Ink, Pastel, Oil/Acrylic/Watercolor, Paper Mache and Mixed media/recycled materials.

Students are expected to:

- arrive on time and fully prepared (with all materials) to engage in active learning
- have respected for all others in the classroom as well as the art materials
- do all assignments with best effort and turn them in on time
- have fun and explore each new media

Recommended texts (not required):

New Eyes for Plants, Margaret Colquhoun and Axel Ewald

Materials needed:

- Worn shirt for painting in
- Old rag
- Box for pencils
- Empty Yogurt container/or other for water
- Eraser
- Pencil sharpener

**Please let me know if you are unable to get any of the materials and I will accommodate you.

Grade breakdown:

Class participation	50%
Main Lesson	30%

Book	
Assignments	20%

Absences:

Heavily affect student class participation scores. Students will know of assignments several days in advance. If you are absent due to illness your assignment is due the following day.

Late work:

Main Lesson books will not under any circumstances be accepted late. Class work may be turned in late due to absence (see absences above). Late work will be accepted up to a week late for a lower score.

Food/Drink/electronics:

Students may eat fruits/vegetables and drink water in class. No candy or soda may be consumed at anytime during the course. Electronic devices (cell phones/ipods/ipads) are not to be used at anytime during class, those that are seen with be removed.

** Questions or concerns??? Please contact me via e-mail:
lfieberg@chicogreenschool.org

CGS Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

10th English *Process*: The Origins and Development of Language, The Epics, Mythic Drama: Greek/Roman & Norse. The Sophomore track and literature block courses are designed to develop and reinforce the skills you will need to pass the California High School Exit Exams in reading and writing. You will also practice skills and develop insights on how to be successful in the Advanced Placement (AP) program—which begins in the junior year. To meet these needs you will:

- Develop writing skills intended to reflect your personal voice through journal reflections, essay writing, and research based projects.
- Achieve a sharp, critical focus for reading and analyzing literature. This will include structure, conflict, characterization, point of view, setting, irony, figurative language, symbolism, theme, and much more.
- Practice speaking activities to enhance meaningful class discussions, individual and group oral presentations, and an individual reflection/teaching of information discovered through the research process.
- Prepare for the SAT exams through extensive reading, vocabulary exercises, and skill-based test taking practices.

The literature studied this year will represent a variety of cultures around the world, different time periods, and genres. Students are expected to work effectively in small groups, partnerships, and individually. Reading assignments **MUST** be completed outside of the classroom to allow adequate time for reflective discussions and teaching during the formal class period each day.

The all-encompassing theme for the works being studied this year is “How does Our Language and Literature Create Our World.” Each text will require you to reflect on this theme and analyze its effect on the culture, time, individual characters, and yourself. Works to be studied this year will include: The Ramayana: A Shortened Modern Prose Version of the Indian Epic, Beowulf, The Iliad (Complete Version), Das Nibelungenlied: Song of the Nibelungs, and a number of short stories and poems by various authors. Other works will be considered as time permits.

Additional Description:

Sophomore English Literature Block courses serve as both an broadening of the high school English curriculum as well as an opportunity for students to

critically explore the world which they stand to inherit through the lens of literature.

The rigors of the Sophomore English Track course is intended to be commensurate with the preparation students need for success in high school, in college and in the working world. Students are being trained to be excellent critical thinkers, readers, textual analysts, writers, and creative, cogent producers of argument.

Together, the Track and Block courses will demand both high quantity and quality of effective writing for a range of audiences and purposes. By so writing, students will demonstrate their mastery of the conventions of the standard written language. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

Block Courses

CA STATE STANDARDS CONNECTIONS—10 TH		# Days				
Reading: 1.1, 1.2 CrtvResp: 2.1, 2.2 Discussion: 2.3, 2.4, 2.5, 2.6 MLB: 3.0 Journal: 1.1-3 :1.2, 1.2 :3.11-12, 3.3-10, 2.3 :1.1, 1.2 :1.0-3 :1.1-3 :1.0-14, 2.0-6 :2.1, 2.2 :3.0 :3.0, 2.2		5 5 5 5 5 5 5 5				
Poetry: Epic & Ancient The Ramayana: A Shortened Modern Prose Version of the Indian Epic [Kindle Edition]. R. Narayan (Author) Beowulf. Seamus Heaney verse translation Mythic Drama: Greek/Roman & Norse The Iliad (Complete Version) [Kindle Edition]. Homer (Author), Alexander Pope (Translator) Das Nibelungenlied: Song of the Nibelungs [Kindle Edition]. Burton Raffel (Translator)						
BLOCK ENGLISH—10 TH						
CALENDAR OF TOPICS, ACTIVITIES, FORMATIVE & SUMMATIVE ASSESSMENTS						
Dates	M	T	W	H	F	# Days
8/30 – 9/3						5
9/7 – 9/10 (Labor Day)						5
9/13 – 9/17						5
9/20 – 9/24						5
9/27 – 10/1						5
10/4 – 10/8						5
10/11 – 10/15						5
10/18 – 10/22						5
10/25 –						5
11/1 – 11/5	Reading		Reading		Reading	

	Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	
4/18 – 4/22									5
4/25 – 4/29									5
5/2 – 5/6									5
5/9 – 5/13									5
5/16 – 5/20									5
5/23 – 5/27									4
5/31 – 6/3 (Mem. Day)									5
6/6 –									5

Track Courses

		CA STATE STANDARDS CONNECTIONS—10 TH					# Days
Dates	M	T	W	H	F		
	<p>Allen: <u>GTD</u>: Students read <u>Getting Things Done</u> by David Allen. Critically analyzing, organizing, and integrating productivity skills across their curricular work, documenting work through iPad calendar and reflective journals.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>					5	
	<p><u>Dark</u>: Students read Carl Sagan's <u>The Demon Haunted World: Science as a Candle in the Dark</u>. Critically analyzing the process of analysis itself and the elements of rhetoric used in presenting Sagan's case.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>						
	<p><u>Chico Green School</u>: Students use the Chico Green School cross-curricular recommended reading list to select books to be read in small book groups and their response to the literature presented in various classical and technological media formats.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>						
	<p><u>Transitive Vampire</u>: Students use Karen Elizabeth Gordon's <u>Transitive Vampire</u> to inform their grammar and style as they revise cross-curricular Block Colloquium projects.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>						
	<p><u>Transitive Vampire</u>: Students use Elizabeth Gordon's <u>Transitive Vampire</u> to inform their grammar and style as they revise of cross-curricular Block Colloquium projects.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>						
TRACK ENGLISH—10TH							
CALENDAR OF TOPICS, ACTIVITIES, FORMATIVE & SUMMATIVE ASSESSMENTS							
	M	T	W	H	F		
8/30 – 9/3 Camping Trip							
9/7 – 9/10 (Labor Day)						4	

9/13 – 9/17	Allen: <u>GTD</u>						5
9/20 – 9/24	Allen: <u>GTD</u>						5
9/27 – 10/1	Allen: <u>GTD</u>						5
10/4 – 10/8	Allen: <u>GTD</u>						5
10/11 – 10/15	Allen: <u>GTD</u>						5
10/18 – 10/22	Allen: <u>GTD</u>						5
10/25 –							5
11/1 – 11/5	Allen: <u>GTD</u>						5
11/8 – 11/12 (Vet. Day)	Allen: <u>GTD</u>						4
11/15 – 11/19	Allen: <u>GTD</u>						5
11/22 – 11/23 (T'gvin')	Allen: <u>GTD</u>						2
11/29 – 12/3	Allen: <u>GTD</u>						5

12/6 - 12/10	Allen: GTD		Exam Review			5
12/13 -						5
	Allen: GTD					(0)
1/3 - 1/7	Allen: GTD					5
1/10 - 1/14	Allen: GTD					5
1/18 - 1/21 (MLK Day)	Allen: GTD					4
1/24 - 1/28	Allen: GTD					5
1/31 - 2/4	Allen: GTD					5
2/7 - 2/11	Allen: GTD					5
2/14 - 2/18	Allen: GTD					5
2/22 - 2/25 (Pres. Day)	Allen: GTD					4
2/28 - 3/4	Allen: GTD		Exam Review			5

3/7 - █												5
3/14 - 3/18	Allen: <u>GTD</u>											(0)
3/21 - 3/25	Allen: <u>GTD</u>											5
3/28 - 4/1 (Chavez Day)	Allen: <u>GTD</u>											4
4/4 - 4/8	Allen: <u>GTD</u>											5
4/11 - 4/15	Allen: <u>GTD</u>											5
4/18 - 4/22	Allen: <u>GTD</u>											5
4/25 - 4/29	Allen: <u>GTD</u>											5
5/2 - 5/6	Allen: <u>GTD</u>											5
5/9 - 5/13	Allen: <u>GTD</u>											5
5/16 - 5/20	Allen: <u>GTD</u>											5
5/23 - 5/27	Allen: <u>GTD</u>											5

5/31 - 6/3 (Mem. Day)	Allen: GTD	Exam Review			4	5
6/6 - Sum Break Sem Grades						

English Syllabus: 10th
Mr. Simpson
gsimpson@chicogreenschool.org

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

10th English *Process*: The Origins and Development of Language, The Epics, Mythic Drama: Greek/Roman & Norse. The Sophomore track and literature block courses are designed to develop and reinforce the skills you will need to pass the California High School Exit Exams in reading and writing. You will also practice skills and develop insights on how to be successful in the Advanced Placement (AP) program—which begins in the junior year. To meet these needs you will:

- Develop writing skills intended to reflect your personal voice through journal reflections, essay writing, and research based projects.
- Achieve a sharp, critical focus for reading and analyzing literature. This will include structure, conflict, characterization, point of view, setting, irony, figurative language, symbolism, theme, and much more.
- Practice speaking activities to enhance meaningful class discussions, individual and group oral presentations, and an individual reflection/teaching of information discovered through the research process.
- Prepare for the SAT exams through extensive reading, vocabulary exercises, and skill-based test taking practices.

The literature studied this year will represent a variety of cultures around the world, different time periods, and genres. Students are expected to work effectively in small groups, partnerships, and individually. Reading assignments **MUST** be completed outside of the classroom to allow adequate time for reflective discussions and teaching during the formal class period each day.

The all-encompassing theme for the works being studied this year is “How does Our Language and Literature Create Our World.” Each text will require you to reflect on this theme and analyze its effect on the culture, time, individual characters, and yourself. Works to be studied this year will include: The Ramayana: A Shortened Modern Prose Version of the Indian Epic, Beowulf, The Iliad (Complete Version), Das Nibelungenlied: Song of the Nibelungs, and a number of short stories and poems by various authors. Other works will be considered as time permits.

Additional Description:

Sophomore English Literature Block courses serve as both an broadening of the high school English curriculum as well as an opportunity for students to critically explore the world which they stand to inherit through the lens of literature.

The rigors of the Sophomore English Track course is intended to be commensurate with the preparation students need for success in high school, in college and in the working world. Students are being trained to be excellent critical thinkers, readers, textual analysts, writers, and creative, cogent producers of argument.

Together, the Track and Block courses will demand both high quantity and quality of effective writing for a range of audiences and purposes. By so writing, students will demonstrate their mastery of the conventions of the standard written language. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

Composition & Grammar: The Sophomore “Track” Course Texts:

Critical Thinking Texts:

Getting Things Done: The Art of Stress-Free Productivity. Allen, David. *Provides a method to take large unformed tasks and break them down and organize them into smaller, sequential steps for exactly what to do and when. Abundant examples and guidance for implementation are included. It's simple common sense, but with discipline.*

A 21st Century Ethical Toolbox. Weston, Anthony. *A clear and comprehensive introduction to ethical reasoning and application.*

The Demon-Haunted World: Science as a Candle in the Dark. Sagan, Carl. *“Sagan has devoted himself to the noble mission of rousing us from our stuporous neglect of science”* (Booklist).

Writing & Style Reference:

The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, Eager and the Doomed. Gordon, Karen Elizabeth. *The title says it all.*

Literature: The Sophomore “Block” Course Texts:

Poetry: Epic & Ancient:

The Ramayana: A Shortened Modern Prose Version of the Indian Epic [Kindle Edition]. R. Narayan (Author)

Beowulf. Seamus Heaney verse translation

Mythic Drama: Greek/Roman & Norse:

The Iliad (Complete Version) [Kindle Edition]. Homer (Author), Alexander Pope (Translator)

Das Nibelungenlied: Song of the Nibelungs [Kindle Edition]. Burton Raffel (Translator)

***Students may wish to purchase their own copies of all supplemental texts (if they are able) so they may write in and keep their books though this is by no means required.

Materials and Supplies:

To be prepared and successful, you'll need each of these items everyday

Multiple writing sticks (pens and/or pencils)

Plenty of paper

A journal or notebook of some kind

iPad and appropriate textbooks

General Policies:

Due dates- Assignments are due at the beginning of the period unless otherwise specified. Major/Long term assignments may be due online in advance of the class period in which associated presentations or hard copies are collected. Online submission deadlines are firm regardless of student absences. See below for further explanation of policy for absences and make-ups.

Cheating- Cheating, suspected cheating, or attempted cheating (this includes talking during a test) will result in a zero on the assignment and appropriate disciplinary action. Further, any written material or ideas that are borrowed, quoted, or otherwise included from an outside source must be cited or their inclusion will be considered plagiarism. Plagiarism and other academic integrity violations will be dealt with in accordance with school policy as delineated in the student handbook.

Cell phones and iPods- Cell phones/iPods are a distraction in class and are not allowed. I will confiscate these devices if I observe them being used during class time. Further, if they are used during tests, such use will be considered cheating and subject to the above policy.

Absences- If you know you will be absent for any reason (doctor's appointment, sporting event, family trip, college presentation, etc.) you must schedule a make-up time with me for tests you will miss (see "Office Hours"). Work due during a planned absence should be turned in before the absence unless special arrangements are made. If you are absent for any reason, you have only the number of days you were gone to make-up missing work (Example: Absent 3 days = 3 days to complete missed work) unless special arrangements are made. Students are responsible for finding out from other students and/or me what they missed during an absence as soon as they return.

***Please note: I know that special circumstances do exist. If you have a question about any of the above policies or need a special accommodation please speak to me (ahead of time whenever possible).

Grading:

Grades in the class are based on a weighted scale; consequently some assignments are worth more than others in determining a student's final grade. Grades are given for quizzes and tests (30% of overall grade); homework (15% of overall grade); presentations, written work, and projects (45% of overall grade); and class participation (10% of overall grade). This means that a student who does not complete his or her homework cannot earn higher than a "C" in the class. Students should keep all work to provide a check for possible recording errors and to help in studying for final exams at the end of each semester. Grades will be awarded using the following scale:

- A 100-90%
- B 89-80%
- C 79-70%
- D 69-60%

Office Hours/Extra Help/Extra Credit:

In addition to my standing Office Hours (Before school daily and after by appointment) students may need to arrange additional time to meet with me for individual help. I expect students to be willing to rearrange their work, sports, and extra curricular activities in support of their academic achievement.

There is no extra credit work in Sophomore English. Under some circumstances students may redraft essays in order to improve writing (and grades). Restrictions and requirements (often a writing conference and a time limit) will be announced in class.

CGS Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

11th English *Identity*: Romanticism & the Quest, Expository Writing. To finish high school, to continue your education, and to work successfully in the career you choose, you must read and write well. Since these sequential, cumulative skills build one upon the other, it is important for you to keep up with assignments. The Junior track and literature block courses are designed to develop and practice these skills. Writing well requires rewriting. You will draft some pieces several times, with attention to audience, thoughtful content, and acceptable mechanics. Some pieces may remain rough drafts. Your writing portfolio is the best evidence of your progress as a writer. Reading well emphasizes comprehension, not just what happened, but what it means. Reflection and interpretation demonstrate how well you understand what you have read. You will succeed in this class if you do your work. If you need help, ask questions during class and see me during office hours.

The all-encompassing theme for the works being studied this year is “The Journey to Being and Becoming Humane.” Each text will require you to reflect on this theme and analyze its effect on the culture, time, individual characters, and yourself. Works to be studied this year will include: Parzival, Faust, and Hero of a Thousand Faces, as well as a number of short stories and poems by various authors. Other works will be considered as time permits.

Additional Description:

The Junior English Literature Block courses serve as both a deepening of the high school English curriculum as well as an opportunity for students to critically explore themselves and their own life vision through the lens of literature.

The rigors of the Junior English Track course is intended to be commensurate with the preparation students need for success in high school, in college and in the working world. Students are being trained to be excellent critical thinkers, readers, textual analysts, writers, and creative, cogent producers of argument.

Together, the Track and Block courses will demand both high quantity and quality of effective writing for a range of audiences and purposes. By so

writing, students will demonstrate their mastery of the conventions of the standard written language. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

CA STATE STANDARDS CONNECTIONS—11 TH						
Reading: 1.1, 1.2 CrtvResp: 2.1, 2.2 Discussion: 2.3, 2.4, 2.5, 2.6 MLB: 3.0 Journal: 1.1-3						
:1.2, 1.2 :3.11-12, 3.3-10, 2.3 :1.1, 1.2 :1.0-3 :1.1-3 :1.0-14, 2.0-6 :2.1, 2.2 :3.0 :3.0, 2.2						
Parzival: Our Selves in the World Parzival. Mustard/Passage translation. Hero of a Thousand Faces. Joseph Campbell Faust: Our Search for Knowledge Faust. Johann Wolfgang Von Goethe. Bayard Taylor translator. [Kindle Edition]						
BLOCK ENGLISH—11 TH						
CALENDAR OF TOPICS, ACTIVITIES, FORMATIVE & SUMMATIVE ASSESSMENTS						
M	T	W	H	F	#	Days
PARSIFAL: OUR SELVES IN THE WORLD						
8/30 - 9/3	Field Journaling Reflective Journaling Narrative Writing: The Familial Tall Tale Note Taking: Lectures by Ranger & Geologist Performance: Mock the Teachers!, Storytelling					5
9/7 - 9/10 (Labor Day)	Reading CrtvResp Discussion MLB	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB		
9/13 - 9/17	Reading CrtvResp Discussion MLB	Reading CrtvResp Discussion MLB	Reading CrtvResp Discussion MLB	Reading CrtvResp Discussion MLB		

9/20 – 9/24	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Journal	Journal
9/27 – 10/1						5
10/4 – 10/8						5
10/11 – 10/15						5
10/18 – 10/22						5
10/25 –						5
11/1 – 11/5						5
11/8 – 11/12 (Vet. Day)						5
11/15 – 11/19						5
11/22 – 11/23 (T' givin')						5
11/29 – 12/3						5
12/6 – 12/10						5
12/13 –						5
1/3 – 1/7	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Exam Rvw	Journal
1/10 – 1/14	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Exam Rvw	Journal
1/18 – 1/21 (MLK Day)						5
1/24 – 1/28	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Exam Rvw	Journal
1/31 – 2/4	Reading CrtvResp Discussion	Reading CrtvResp Discussion	Reading CrtvResp Discussion	Reading CrtvResp Discussion	Exam Rvw	Journal

FAUST: OUR SEARCH FOR KNOWLEDGE

MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal	MLB Journal
2/7 - 2/11										5
2/14 - 2/18										5
2/22 - 2/25 (Pres. Day)										4
2/28 - 3/4										5
3/7 -										5
3/14 - 3/18										(0)
3/21 - 3/25										5
3/28 - 4/1 (Chavez Day)										4
4/4 - 4/8										
4/11 - 4/15										
4/18 - 4/22										
4/25 - 4/29										
5/2 - 5/6										
5/9 - 5/13										5
5/16 - 5/20										5
5/23 - 5/27										5
5/31 - 6/3 (Mem. Day)										4
6/6 -										5

English Syllabus: 11th
Mr. Simpson
gsimpson@chicogreenschool.org

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

11th English *Identity*: Romanticism & the Quest, Expository Writing. To finish high school, to continue your education, and to work successfully in the career you choose, you must read and write well. Since these sequential, cumulative skills build one upon the other, it is important for you to keep up with assignments. The Junior track and literature block courses are designed to develop and practice these skills. Writing well requires rewriting. You will draft some pieces several times, with attention to audience, thoughtful content, and acceptable mechanics. Some pieces may remain rough drafts. Your writing portfolio is the best evidence of your progress as a writer. Reading well emphasizes comprehension, not just what happened, but what it means. Reflection and interpretation demonstrate how well you understand what you have read. You will succeed in this class if you do your work. If you need help, ask questions during class and see me during office hours.

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Additional Description:

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Composition & Grammar: The Junior "Track" Course Texts:

Critical Thinking Texts:

Getting Things Done: The Art of Stress-Free Productivity. Allen, David. *Provides a method to take large unformed tasks and break them down and organize them into smaller, sequential steps for exactly what to do and when. Abundant examples and guidance for implementation are included. It's simple common sense, but with discipline.*

A 21st Century Ethical Toolbox. Weston, Anthony. *A clear and comprehensive introduction to ethical reasoning and application.*

The Demon-Haunted World: Science as a Candle in the Dark. Sagan, Carl. *"Sagan has devoted himself to the noble mission of rousing us from our stuporous neglect of science"*
(Booklist).

Writing & Style Reference:

The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, Eager and the Doomed. Gordon, Karen Elizabeth. *The title says it all.*

Literature: The Junior "Block" Course Texts:

Parzival: Our Selves in the World:

Parzival. Katherine Paterson translation. [Kindle Edition]

Faust: Our Search for Knowledge:

Faust. Johann Wolfgang Von Goethe. Bayard Taylor translator. [Kindle Edition]

Hero of a Thousand Faces. Joseph Campbell

***Students may wish to purchase their own copies of all supplemental texts (if they are able) so they may write in and keep their books though this is by no means required.

Materials and Supplies:

To be prepared and successful, you'll need each of these items everyday

Multiple writing sticks (pens and/or pencils)

Plenty of paper

A journal or notebook of some kind

iPad and appropriate textbooks

General Policies:

Due dates- Assignments are due at the beginning of the period unless otherwise specified.

Major/Long term assignments may be due online in advance of the class period in which associated presentations or hard copies are collected. Online submission deadlines are firm regardless of student absences. See below for further explanation of policy for absences and make-ups.

Cheating- Cheating, suspected cheating, or attempted cheating (this includes talking during a test) will result in a zero on the assignment and appropriate disciplinary action. Further, any written material or ideas that are borrowed, quoted, or otherwise included from an outside source must be cited or their inclusion will be considered plagiarism. Plagiarism and other academic

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- A 100-90%
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- C 79-70%
- D 69-60%

Office Hours/Extra Help/Extra Credit:

In addition to my standing Office Hours (Before school daily and after by appointment) students may need to arrange additional time to meet with me for individual help. I expect students to be willing to rearrange their work, sports, and extra curricular activities in support of their academic achievement.

There is no extra credit work in Junior English. Under some circumstances students may redraft essays in order to improve writing (and grades). Restrictions and requirements (often a writing conference and a time limit) will be announced in class.

CGS Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

9th English Polarities: Dramatic Literature, Grammar and Writing Process, The Short Story, The Research Paper. Freshman English instruction focuses on the central themes of maturation, diversity, and the development of compassion, empathy, and respect for others. The curriculum teaches the skills of reading, writing, discussion, language use, and vocabulary development through the study of literature. Core readings include novels, plays, short stories, and poetry. Students will be asked to explore additional works of literature from an extended list of titles. Writing modes targeted are expository and fictional or personal narrative.

Additional Description:

Freshman English Literature Block courses serve as both an introduction to the high school English curriculum as well as an opportunity for students to critically explore their own maturation process through the lens of literature.

The rigors of the Freshman English Track course is intended to be commensurate with the preparation students need for success later in high school, in college and in the working world. Students are being trained to be excellent critical thinkers, readers, textual analysts, writers, and creative, cogent producers of argument.

Together, the Track and Block courses will demand both high quantity and quality of effective writing for a range of audiences and purposes. By so writing, students will demonstrate their mastery of the conventions of the standard written language. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

Block Course

CA STATE STANDARDS CONNECTIONS—9 TH							# Days
M	T	W	H	F	F		
Reading: 1.1, 1.2 CrtvResp: 2.1, 2.2 Discussion: 2.3, 2.4, 2.5, 2.6 MLB: 3.0 Journal: 1.1-3 :1.2, 1.2 :3.11-12, 3.3-10, 2.3 :1.1, 1.2 :1.0-3 :1.1-3 :1.0-14, 2.0-6 :2.1, 2.2 :3.0 :3.0, 2.2							5
Romeo & Juliet. William Shakespeare Tragedy & Comedy in Drama Shane to Dickens: The Novel Shane. Jack Schaefer Huckleberry Finn. Mark Twain A Tale of Two Cities. Charles Dickens							5
BLOCK ENGLISH—11 TH							
CALENDAR OF TOPICS, ACTIVITIES, FORMATIVE & SUMMATIVE ASSESSMENTS							
M	T	W	H	F	F		
TRAGEDY & COMEDY IN DRAMA Reading CrtvResp Discussion MLB Journal Reading CrtvResp Discussion MLB							5
TRAGEDY & COMEDY IN DRAMA Reading CrtvResp Discussion MLB Journal Reading CrtvResp Discussion MLB							5
TRAGEDY & COMEDY IN DRAMA Reading CrtvResp Discussion MLB Journal Reading CrtvResp Discussion MLB							5
8/30 - 9/3 9/7 - 9/10 (Labor Day) 9/13 - 9/17 9/20 - 9/24 9/27 - 10/1 10/4 - 10/8							

10/11 – 10/15	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	5
10/18 – 10/22	Journal Reading CrtvResp Discussion MLB Journal	Journal Reading CrtvResp Discussion MLB Journal	Exam Rvw	Journal Reading CrtvResp Discussion MLB Journal	5
10/25 –					5
11/1 – 11/5					5
11/8 – 11/12 (Vet. Day)					5
11/15 – 11/19					5
11/22 – 11/23 (T' givin')					5
11/29 – 12/3					5
12/6 – 12/10					5
12/13 –					5
1/3 – 1/7					5
1/10 – 1/14					5
1/18 – 1/21 (MLK Day)					5
1/24 – 1/28					5
1/31 – 2/4					5
2/7 – 2/11					5
2/14 – 2/18	Reading CrtvResp Discussion MLB Journal	SHANE TO DICKENS: THE NOVEL Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	5
2/22 – 2/25 (Pres. Day)				Reading CrtvResp Discussion MLB Journal	4
2/28 – 3/4	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	5

3/7 -	Reading CrtvResp Discussion MLB Journal	Reading CrtvResp Discussion MLB Journal	Exam Rvw	5
3/14 - 3/18				(0)
3/21 - 3/25				5
3/28 - 4/1				4
(Chavez Day)				
4/4 - 4/8				
4/11 - 4/15				
4/18 - 4/22				
4/25 - 4/29				
5/2 - 5/6				
5/9 - 5/13				5
5/16 - 5/20				5
5/23 - 5/27				5
5/31 - 6/3				4
(Mem. Day)				
6/6 -				5

Track Course

CA STATE STANDARDS CONNECTIONS—9 TH		TRACK ENGLISH—9 TH		# Days		
Dates	M	T	W	H	F	
8/30 – 9/3 Camping Trip	<p>Allen: <u>GTD</u>: Students read <u>Getting Things Done</u> by David Allen. Critically analyzing, organizing, and integrating productivity skills across their curricular work, documenting work through iPad calendar and reflective journals.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p> <p><u>Sagan</u>: Students read Carl Sagan's <u>The Demon Haunted World: Science as a Candle in the Dark</u>. Critically analyzing the process of analysis itself and the elements of rhetoric used in presenting Sagan's case.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p> <p><u>Students</u>: Students use the Chico Green School cross-curricular recommended reading list to select books to be read in small book groups and their response to the literature presented in various classical and technological media formats.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p> <p><u>Students</u>: Students use Karen Elizabeth Gordon's <u>Transitive Vampire</u> to inform their grammar and style as they revise cross-curricular Block Colloquium projects.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p> <p><u>Students</u>: Students use Elizabeth Gordon's <u>Transitive Vampire</u> to inform their grammar and style as they revise of cross-curricular Block Colloquium projects.</p> <p>Reading: Research Discourse 2.3, 2.4, 2.5, Argument and Persuasion 2.7, 2.8, Technology 2.6</p> <p>Writing: Research Discourse 1.3, 1.5, 1.7, 2.3, Argument and Persuasion 2.4, Technology 1.8</p> <p>Written and oral English-language conventions: Research Discourse 1.0, 1.5</p> <p>Listening and speaking: Research Discourse 2.2, Argument and Persuasion 1.1, 1.3, 2.5</p>					5
9/7 – 9/10	<p>CALENDAR OF TOPICS, ACTIVITIES, FORMATIVE & SUMMATIVE ASSESSMENTS</p> <p>Field Journaling</p> <p>Reflective Journaling</p> <p>Narrative Writing: The Familial Tall Tale</p> <p>Note Taking: Lectures by Ranger & Geologist</p> <p>Performance: Mock the Teachers!, Storytelling</p>					4

Date	Attendance	Notes	Exam	Grade
12/3	GTD			
12/6 – 12/10	Allen: GTD	Exam Review		5
12/13 –				5
1/3 – 1/7	Allen: GTD			(0)
1/10 – 1/14	Allen: GTD			5
1/18 – 1/21 (MLK Day)	Allen: GTD			5
1/24 – 1/28	Allen: GTD			4
1/31 – 2/4	Allen: GTD			5
2/7 – 2/11	Allen: GTD			5
2/14 – 2/18	Allen: GTD			5
2/22 – 2/25 (Pres. Day)	Allen: GTD			4
2/28 – 3/4	Allen:	Exam		5

	GTD	Review																		
3/7 - █																				5
3/14 - 3/18	Allen: GTD																			(0)
3/21 - 3/25	Allen: GTD																			5
3/28 - 4/1 (Chavez Day)	Allen: GTD																			4
4/4 - 4/8	Allen: GTD																			5
4/11 - 4/15	Allen: GTD																			5
4/18 - 4/22	Allen: GTD																			5
4/25 - 4/29	Allen: GTD																			5
5/2 - 5/6	Allen: GTD																			5
5/9 - 5/13	Allen: GTD																			5
5/16 - 5/20	Allen: GTD																			5
5/23 - 5/27	Allen: GTD																			5

5/31 – 6/3 (Mem. Day)		Exam Review				
Allen: GTD						4
6/6 – Sum Break Sem Grades						5

English Syllabus: 9th

Mr. Simpson

gsimpson@chicogreenschool.org

Goal:

Students will know and use the tools and techniques of philosophy, ethics, and science to advance the breadth and depth of their critical engagement with their coursework and their world.

Course Description:

9th English *Polarities*: Dramatic Literature, Grammar and Writing Process, The Short Story, The Research Paper. Freshman English instruction focuses on the central themes of maturation, diversity, and the development of compassion, empathy, and respect for others. The curriculum teaches the skills of reading, writing, discussion, language use, and vocabulary development through the study of literature. Core readings include novels, plays, short stories, and poetry. Students will be asked to explore additional works of literature from an extended list of titles. Writing modes targeted are expository and fictional or personal narrative.

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Critical Thinking Texts:

Getting Things Done: The Art of Stress-Free Productivity. Allen, David. *Provides a method to take large unformed tasks and break them down and organize them into smaller, sequential steps for exactly what to do and when. Abundant examples and guidance for implementation are included. It's simple common sense, but with discipline.*

A 21st Century Ethical Toolbox. Weston, Anthony. *A clear and comprehensive introduction to ethical reasoning and application.*

The Demon-Haunted World: Science as a Candle in the Dark. Sagan, Carl. *"Sagan has devoted himself to the noble mission of rousing us from our stuporous neglect of science"* (Booklist).

Writing & Style Reference:

The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, Eager and the Doomed. Gordon, Karen Elizabeth. *The title says it all.*

Literature: The Freshman "Block" Course Texts:**Tragedy & Comedy in Drama:**

"Mystery" Plays. Anonymous Medieval Authors.

Romeo & Juliet. Shakespeare, William.

Shane to Dickens: An Introduction to the Novel:

Shane. Schaefer, Jack.

Huckleberry Finn. Twain, Mark.

A Tale of Two Cities. Dickens, Charles.

***Students may wish to purchase their own copies of all supplemental plays and novels (if they are able) so they may write in and keep their books though this is by no means required.

Materials and Supplies:

To be prepared and successful, you'll need each of these items everyday

Multiple writing sticks (pens and/or pencils)

Plenty of paper

A journal or notebook of some kind

iPad and appropriate textbooks

General Policies:

Due dates- Assignments are due at the beginning of the period unless otherwise specified.

Major/Long term assignments may be due online in advance of the class period in which associated presentations or hard copies are collected. Online submission deadlines are firm regardless of student absences. See below for further explanation of policy for absences and make-ups.

Cheating- Cheating, suspected cheating, or attempted cheating (this includes talking during a test) will result in a zero on the assignment and appropriate disciplinary action. Further, any written material or ideas that are borrowed, quoted, or otherwise included from an outside source must be cited or their inclusion will be considered plagiarism. Plagiarism and other academic integrity violations will be dealt with in accordance with school policy as delineated in the student handbook.

Cell phones and iPods- Cell phones/iPods are a distraction in class and are not allowed. I will confiscate these devices if I observe them being used during class time. Further, if they are used during tests, such use will be considered cheating and subject to the above policy.

Absences- If you know you will be absent for any reason (doctor's appointment, sporting event, family trip, college presentation, etc.) you must schedule a make-up time with me for tests you will miss (see "Office Hours"). Work due during a planned absence should be turned in before the absence unless special arrangements are made. If you are absent for any reason, you have

only the number of days you were gone to make-up missing work (Example: Absent 3 days = 3 days to complete missed work) unless special arrangements are made. Students are responsible for finding out from other students and/or me what they missed during an absence as soon as they return.

***Please note: I know that special circumstances do exist. If you have a question about any of the above policies or need a special accommodation please speak to me (ahead of time whenever possible).

Grading:

Grades in the class are based on a weighted scale; consequently some assignments are worth more than others in determining a student's final grade. Grades are given for quizzes and tests (30% of overall grade); homework (15% of overall grade); presentations, written work, and projects (45% of overall grade); and class participation (10% of overall grade). This means that a student who does not complete his or her homework cannot earn higher than a "C" in the class. Students should keep all work to provide a check for possible recording errors and to help in studying for final exams at the end of each semester. Grades will be awarded using the following scale:

A 100-90%

B 89-80%

C 79-70%

D 69-60%

Office Hours/Extra Help/Extra Credit:

In addition to my standing Office Hours (Before school daily and after by appointment) students may need to arrange additional time to meet with me for individual help. I expect students to be willing to rearrange their work, sports, and extra curricular activities in support of their academic achievement.

There is no extra credit work in Freshman English. Under some circumstances students may redraft essays in order to improve writing (and grades). Restrictions and requirements (often a writing conference and a time limit) will be announced in class.

English Seminar and Subject Course Overviews
Glenn Simpson

❖ Grade 9: Freshmen

➤ Main Courses / Seminars:

- In the freshman literature seminars we explore drama from its ritual origins in ancient Greece through the medieval religious festivals and finishing with Shakespeare's *Romeo & Juliet*. Our work with the novel begins with the classic western, *Shane* and leads through Twain's *Tom Sawyer* to Dickens's *A Tale of Two Cities*. Students trace the development of how humanity now sees itself and the world through original creative writing inspired by characters and events in the dramas and novels, using drama games and exercises to deepen our understanding of the plays, and putting together Main Lesson Books containing each student's summaries, creative writing, and artwork.

➤ Subject Track Course: 5 days per week

- Your main task in English 9 as a freshman is to develop your abilities to distill and express the facts of what you are taking in through reading, observation, and reflection. *Who? What? and When?* will be your framework as you build your skills in better understanding what you are reading and more clearly expressing what you are thinking.

❖ Grade 10: Sophomores

➤ Main Courses / Seminars:

- In the sophomore literature seminars we saturate ourselves in the ancient world's epic poetry. From the *Rig Veda* and *Upanishads* of ancient India through Zarathustra, *Gilgamesh*, and the Egyptian *Book of the Dead*, to the Hebrew *Bible*, Grecian *Iliad* and *Odyssey*, and Norse *Kalevala*, and finishing with the Anglo-Saxon *Beowulf* we trace the development of how humanity has seen itself and the world through writing original poetry inspired by characters and events in the epics and putting together Main Lesson Books containing each student's summaries, poetry, and artwork.

➤ Subject Track Course: 5 days per week

- Sophomore English focuses on understanding and explaining the processes that connect people, events, and outcomes. *How? By what means? and Why?* are our guiding questions. Students work with the essay, creating thesis statement about literature covered and learning to support their thoughts from the readings. Students are given some freedom choosing a topic of interest for their sophomore report, but it usually has something to do with an indigenous culture. In addition to individual help with this process and strict guidelines to follow, students are given access to the computer lab during class time and are also expected to use the local library. A brief oral report covering an interesting aspect of your research is presented by each student after the first draft paper is turned in, returned, corrected, and resubmitted.

❖ Grade 11: Juniors

➤ Main Courses / Seminars:

- In the junior literature seminars our work aims to develop a more exact and differentiated perception of the different levels of language and seeks to help students grasp these in a more individual way. Our lessons focus on a more intensive confrontation with the human being's inner world and the process by which he or she finds their own identity. We work with Wolfram von Eschenback's *Parzival* to explore its important aspects: the encounter with the medieval courtly world, the limitations (and possibilities) of a society that is guided by external principles; the Gawain sub-plot which reveals a whole cosmos of human traps and tasks in connection with the relationship between 'you and me'; and the *Parzival* story itself which concentrates on inwardness and the individual's path to harmony. Each student seeks to re-trace through their own autobiographical writing, poetry, and art the development of how they see themselves in the world through original works inspired by characters and events in *Parzival* and putting together Main Lesson Books containing each student's autobiographical work.
- Track Course: 5 days per week
 - In Junior English 11 we work to broaden and deepen your skills in research and writing. Emphasis will be put on developing a practical understanding and use of the research methodologies and presentation requirements within various disciplines of the humanities and sciences.

History of ARCHITECTURE Syllabus

Teacher: Ms. Vandehoven

Contact: jvandehoven@chicogreenschool.org

Website: <https://sites.google.com/a/chicogreenschool.org/9th-grade-history/>

Course Description

The History of Architecture course is a survey of over 5000 years of architecture in which students explore the principles of form, function, space, and structure as they are expressed in human artistic activity. To fully experience architecture we will observe the world as an architect might. We will sharpen our architectural perception through sketch, notes, adding poetry, and other descriptions to clarify. Students will learn the importance of labeling all pictures with building name, location, date, style, and architect.

History of Architecture Course Objectives

Students will be able to:

- 1. Define the origins of architecture**
- 2. Distinguish similarities and differences in classical era architecture, including Asia, Egypt, Greece, and Rome**
- 3. Architectural change over time from the classical to the post-classical with Romanesque, Gothic, Renaissance, Baroque, and Revivalism**
- 4. Architectural development in Polynesian culture**
- 5. Architectural development in the modern world through post-modernist architecture.**

Students are expected to

- **Arrive on time and fully prepared (with all materials) to engage in active learning**
- **Have respect for all others in the classroom as well as the course material**
- **Do all assignments with best effort and turn them in on time**
- **Have fun and explore each new media**

Classroom Policies & Rules and Regulations

- **Students have the right to learn; the teacher has the right to teach; do not interfere with either!**
- **Respect: yourself, your peers, staff, the environment, the community, and our school!**
- **Responsibility: You are responsible for your own work as well as your role in any group activities. You are also responsible for your actions.**
- **Students stay on task and do not distract others from learning.**

Grade Breakdown

Participation	20%
Main Lesson Book	40%
Assignments/Presentations/Quiz	40%

Absences

Heavily affect student class participation scores. Students will know of assignments several days in advance. If you are absent due to illness your assignment is due the following day.

Late work

Main Lesson books will not under any circumstances be accepted late. Class work may be turned in late due to absence (see absences above). Late work will be accepted up to a week late for a lower score.

Food/Drink/electronics

Students may eat fruits/vegetables and drink water in class. No candy or soda may be consumed at anytime during the course. Electronic devices (cell phones/ipods) are not to be used at anytime during class, those that are seen with be removed.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students disregarding the standard of honesty must accept the consequences; the teacher, administrators, or other designated people, assess the penalties. In other words, all of your assignments must be your own original work. If I become convinced, either by your actions or the work itself, that it is not original, I will take action as severe as, but not limited to recording a letter grade of an "F" for that assignment, an "F" for the course, and/or removal from the class. There will be absolutely NO exceptions to this policy under any circumstance.

NO Hoods: NO EXCEPTIONS!

Hall and Restroom Passes

Hall passes are only for emergencies. You will need to make-up time spent outside of class at lunch or after school.

I have read, understand, and agree to follow the above syllabus and course policies.

Student's Name (please print)

Signature

Date

I have read and am aware of the above syllabus and course policies, and will do my best to assure that my child follows them.

Parent Name (please print)

Signature

Date

Home Phone: _____ Work Phone: _____ Cell: _____

Parent e-mail: _____ Student e-mail: _____

Popular Revolutions
The Rise and Fall of European Imperialism
10th Grade - World History - Fall semester block
Sept 7 - Oct. 1

	Week One - AFRICA	Standard	Week Two - China	Standard	Week Three - AMERICAS	Standard	Week Four - S / SE ASIA	Standard	
M	1. Polit, social, econ, environ causes of Eur Imperialism - primary vs. secondary source - mapping exercises		C/C Greco-Roman values w/ African, Chinese, native Americans		10.1 Spanish colonization in Amer - TUPAC Rebellion		1. Vietnam - Trung Sisters - Sinification 10.4		10 th grade Reading List Achebe: <i>Things Fall Apart</i> <i>The Good Earth</i> <i>Johnny Got His Gun</i>
T	1. Prince Henry - map of Africa - White Man's Burden - Triangular Trade - Read <i>Power of One</i> , Bryan Courtenay	10.4			Haitian Revolution		2. India 10.2 -Seven Yrs War	10.4	<i>Power of One</i>
W	2. Berlin Conference - White Man's Burden				L.A. Independence Movements - Father Hidalgo - San Martin - Bolivar		3. The Great War RQ: <i>Johnny Got His Gun</i>	10.5; 10.8	
Th	Read excerpt from Achebe Groups-primary source document analysis	10.2	Opium Wars/ Taiping Rebellion	10.4	Industrial Rev		10.3 Rise of Nationalism	10.2	
F	British Colonies - group activity Quiz: <i>Power of One</i> , p 1-36		3. Boxer Rebellion	10.4	Industrial Rev		Rise of Totalitarianism	10.7	
SPRING semester 1910 to present Nation-state bldg Jan 18 - Feb 11									
	Week One	Standard	Week Two	Standard	4. French Rev	Standard	Week Four	Standard	
M	Russian Rev RQ: <i>Animal Farm</i>	10.7	Decolonization of Middle East RQ: <i>A Stone in my Hand</i>	10.10.	African Decolonization RQ: <i>A Long Way Gone</i> Rwanda	10.10.	- Cold War - Vietnam War - Rise of Khmer Rouge RQ: <i>We Wish to Inform You That Tomorrow We will be Killed W/our Fam.</i>	10.9	<i>The Underdogs</i> <i>Animal Farm</i> <i>We Wish to Inform You that Tomorrow We will be Killed The Breadwinner</i> by Deborah Ellis <i>A Stone in my Hand</i>
T	WWI	10.8					Korea		
W		10.10.	Cuban Rev	10.9	Film <i>Hotel Rwanda</i>		Globalization	10.11	
Th	Communist Revolution China - People's Republic of China	10.9							
F					Indian Independence - Partition RQ: <i>The Breadwinner</i>	10.9			

History Block Course Guidelines Chico Green School

Teacher – Ms. Jessica Vandehoven

jvandehoven@chicogreenschool.org

<https://sites.google.com/a/chicogreenschool.org/9th-grade-history/syllabi>

CGS Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Course Description

The 10th grade social science course is a survey of the classical through early modern world from a social, political, economic, and environmental lens. Emphasis is placed on developing college level critical thinking and evaluative skills, interpretation of original documents and secondary sources, assessing issues of change and continuity over time, and questions of cause and effect. There is a strong emphasis on cross-cultural interaction. Students will be presented with recent scholarship and will engage in discussions of differing interpretations of historical events. Students will study the impact of interaction among major societies, the impact of geography, technology, economics, and demography on people and the environment. An in depth study of social, gender, cultural, religious, and intellectual developments will accompany the examination of political systems, functions and structures of states, and attitudes toward state and political identities, including the emergence of the nation-state.

World History Themes

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies.
3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

Course Objectives

At the conclusion of the history course, students will be able to:

1. master a broad body of historical knowledge
2. demonstrate an understanding of historical chronology
3. use historical data to support an argument or position
4. differentiate between historiographical schools of thought
5. interpret and apply data from original documents, including cartoons, graphs, letters, etc.
6. effectively use analytical skills of evaluation, cause and effect, compare and contrast, change and continuity over time, cross-cultural interaction, and point of view analysis
7. work effectively with others to produce products and solve problems

Course Texts and Readings

Stearns, Peter, Schwatz, and Adas. *World Civilizations: A Global Experience*. (AP Edition, 2005)

Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, Volumes 1 & 2*. (New York: Houghton Mifflin Company, 2005).

Wiesner, Merry E., William Bruce Wheeler, et al. *Discovering The Global Past: A Look at the Evidence, Volumes 1 & 2*. (New York: Houghton Mifflin Company, 2007).

Various articles and handouts – Almost every day in class we will analyze primary sources both texts and visuals. This primary source analysis will help you directly with the tasks required for the DBQ essay on the exam, but the daily use of historical materials will help you practice using evidence to make plausible arguments. You will become expert at identifying point of view, context, and bias in these sources.

Students should also be familiar with current events. It is expected that they will read or listen to a world news report daily.

Taking Sides: Clashing Views on Controversial Issues (New York, NY: McGraw-Hill, 2004 & 2006).

Numerous novels, primary source documents, and secondary essays will be presented throughout the course.

Students should also be familiar with current events. It is expected that they will read or listen to the news daily.

Attendance

Absences will affect your grade! You need to be here in order to understand projects, work with your groups, and share your discoveries with the rest of the class. Other students are counting on you!

Tardy Policy

The school tardy policy will be enforced.

Classroom Policies & Rules and Regulations

1. Students have the right to learn; the teacher has the right to teach; do not interfere with either!
2. Respect: yourself, your peers, the environment, the community, and our school!
3. Responsibility: You are responsible for your own work as well as your role in any group activities. You are also responsible for your actions.
4. Students are in class every day on time!
5. Students stay on task and do not distract others from learning.

Notebooks

All agenda/notebook checks will be unannounced except for the first one, so you will need to be prepared everyday. You must be organized!

-Focused Notes/Research
-Vocab/Writing

-Friday Forum guest speakers
-Socratics/Philosophical Chairs

Main Lesson Book requirements

- Due by 4pm on the last day of the block; two passes for late MLB highest grade of which can be a C.
- Illuminated manuscript
- Professionalism
- Title Page
- Reflection
- Completion – incomplete portfolios will not be accepted for grading
- Illustration on every page
- Table of Contents
- Cohesiveness & Flow
- Bibliography

Homework

There is no study hall during the regular school day! You will need to arrive early or stay after school to work collaboratively on homework. A minimum of two to three hours of homework/study time each night is required to succeed at CGS. All assignments are to be written in ink or typed as assigned.

Make-Up Work Policy

When you are absent, it is your responsibility to request your make up work from each instructor before or after school. You will need to consult with peers to get notes from missed lectures.

Grading Scale

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 0 % = F

Grading Categories

20% Participation / Attendance / Notes
20% Essays
20% Quiz / Exam
40% Main Lesson Book / Projects

NO Food /Drink/Hats/Hoods/Electronic Devices: NO EXCEPTIONS!

Hall and Restroom Passes

Hall passes are only for emergencies. You will need to make-up time spent outside of class at lunch or after school.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students disregarding the standard of honesty must accept the consequences; the teacher, administrators, or other designated people, assess the penalties. In other words, all of your assignments must be your own original work. If I become convinced, either by your actions or the work itself, that it is not original, I will take action as severe as, but not limited to recording a letter grade of an "F" for that assignment, an "F" for the course, and/or removal from the class. **There will be absolutely NO exceptions to this policy under any circumstance.**

**History Block Course Guidelines
Chico Green School**

Teacher - Ms. Jessica Vandehoven

jvandehoven@chicogreenschool.org

<https://sites.google.com/a/chicogreenschool.org/9th-grade-history/syllabi>

I have read, understand, and agree to follow the above stated course syllabus and course policies.

Student's Name (please print)

Signature

Date

I have read and am aware of the above stated classroom policies and rules, and will do my best to assure that my child follows them.

Parent Name (please print)

Signature

Date

Home Phone: _____

Work Phone: _____

Cell: _____

Parent e-mail: _____

Student e-mail: _____

**History Block Course Guidelines
Chico Green School**

Teacher – Ms. Jessica Vandehoven

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Signature

Date

I have read and am aware of the above stated classroom policies and rules, and will do my best to assure that my child follows them.

Parent Name (please print)

Signature

Date

Home Phone: _____

Work Phone: _____

Cell: _____

Parent e-mail: _____

Student e-mail: _____

The Americas before and after European conquest
11th Grade - History - Fall semester block

Oct 25 - Nov 23

	Week One - Native American Cultures	Standard	Week Two - Revolution	Standard	Week Three - Sectionalism	Standard	Week Four - Reconstruction	Standard	11th grade reading list
M	1. Built social, economic, political effects of European imperialism - primary vs. secondary source - mapping exercises	11.3.1.16	1. Declaration of Independence	11.1.1.1 - flowery - map of Africa - Triangular Trade	11.2.1.1 - map of Africa	11.2.1.1 - map of Africa	11.2.1.1 - map of Africa	11.1; 11.2	11th grade reading list Night, Ellis Wheat When One Elephants Dance Black Rain 1984, Orwell The Little School: Tales of Adventure & Survival in Argentina The Zookeeper's Wife Bury My Heart at Wounded Knee
T	2. Tribes of NE / CA coast Growth of 18 colonies	11.3.1.17	2. Articles of Confederation	11.3.1.1 Manifest Destiny	11.2.2.1 - Civil War	11.2.2.1 - Civil War	11.2.2.1 - Civil War	11.1; 11.2	
W	3. British colonies' Wars w/ Native Seven Yr War/French-Indian Film: French & Indian War	11.3.1.18	3. Federalists vs Anti-Fed	11.3.3.1 Compromise 1820	11.2.3.1 Reconstruction	11.2.3.1 Reconstruction	11.2.3.1 Reconstruction	11.1; 11.2	
Th	Colonial response to F-Indian War End of Era of Solitary Respect	11.3.1.19	4. Constitution & Ratification Great Compromise	11.1.4.1 Terror / Mo-Amer War	11.3.4.1 Compromise of 1877	11.3.4.1 Compromise of 1877	11.3.4.1 Compromise of 1877	11.1; 11.2	

F READING Document Pocket

Spring 11th grade Block - 1877-Present
-Cold War & the Developing World
May 16 - June 10

	Week One Cited Age-Progressives	Standard	Week Two 1920s - Great Depression	Standard	Week Three Post-WWI	Standard	Week Four Cold War-Present	Standard
M		11.3		11.4.1.1.5		11.7; 11.8		11.8
T								11.10; 11.11
W								
Th								
F								

Civil Rights

11.6

CGS History of Art 9th
 History Standards: 6.1, 6.2, 6.4, 6.5, 7.2, 7.3, 7.5, 7.8
 Visual Art Standards (Advanced): 3.3, 4.1, 4.2, 4.3, 5.2

First Quarter: 9/10-10/29(Every Fri: 45 min each) Theme: Ancient Art

Week	Period	Activities	Goals/Themes	Std.	HW
1	What is Art? Beauty?	Review Syllabus Discussion on What is Art? What is Beauty? How is it portrayed in our culture? In others?	Get students questioning Art and prepare them to observe art from their own unique lens		Write 1 paragraph on favorite artists and discuss why you are drawn to their work (What makes it Art?)
2	Prehistoric: Paleolithic	Share hw Observation of art (Alta mira, Lascaux: Hall of Bulls) Discussion Art activity: cave paintings	Use of line and form Use of pigment	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	
3	Prehistoric: Paleolithic	Observation of art (Cosquer) Discussion Art activity: Anthropozoomorphic figures	Anthropozoo-morphic figures Spiritual experience, hunting magic	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	Finish Anthropozoo morphic figure and be ready to share
4	Prehistoric: Late Paleolithic/ Neolithic	Observation of art (Venus figures) Discussion	Beauty Development of tools Agriculture Lifestyle shift	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	Main lesson books: elements of Paleolithic art- include drawings Notebook check
5	Egypt	Notebook check Summary of Prehistoric Observation of Art Discussion	Form Culture of death Vitality of life Landscape Anthropozoo-	H:6.2 VA: 3.3, 4.1, 4.3,	Progress reports

		Movement: walk like an Egyptian Art Activity: Egyptian gods/Godesses	morphism	5.2	
6	Egypt	Observation of Art Discussion Art Activity	Role of Sphinx Change in style (with Ahkenaton)	H:6.2 VA: 3.3, 4.1, 4.3, 5.2	
7	Egypt	Observation of Art Discussion Movement: sit like an Egyptian Review: Prehistoric, Egypt	Statues backspace Roles in society Heiroylphics: Language of symbols	H:6.2 VA: 3.3, 4.1, 4.3, 5.2	Main Lesson book: elements of Egyptian art Main Lesson Books and Final Exam Fri
8	Final Exam	Main Lesson Books Due			

Second Quarter: 11/5-12/17 (no class week of 11/21) Theme: European and Asian

Week	Period	Activities	Goals/Themes		HW
1	Greece	Observation of Art Discussion Art Activity: Greek figures	Classical Period Hellenistic	H:6.4 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Finish Greek figures
2	Greece/Renaissance	Observation of Art Discussion Art Activity: Renaissance (stained glass)	Free Form Mythraic Mysteries	H:6.4, 7.8 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Main Lesson Book: Greece Notebook check
3	Renais	Observation of Art		H:7.8	Main Lesson

	sance	Discussion Notebook Check		VA: 3.3, 4.1, 4.2, 4.3, 5.2	Books: Renaissance
4	NA	Thanksgiving			Progress Reports
5	Religious/East	Observation of Art in Asia: Mongolia, Tibet, Japan, China Discussion	Culture of Religion Buddhism Nature	H:7.3, 7.5 VA: 3.3, 4.1, 4.2, 4.3, 5.2	
6	Religious/East	Observation of Art in Asia: Indian, Islamic Discussion Review	Culture of Religion Hinduism Form/Line	H:6.5, 7.2 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Finish Main Lesson Books and Review For Final Exam
7	Final Exam	Main Lesson Books Due			

CGS History of ART Syllabus (9th)

Teacher: Ms. Fieberg

Contact: lfieberg@chicogreenschool.org

Website: <https://sites.google.com/a/chicogreenschool.org/cgs-art-web/>

Course Mission:

To awaken the artistic spirit and spark enthusiasm for the beauty and greatness in art and gain an understanding of how it has played an important role throughout history.

Course Description:

This course provides students with an overview of the History of Art from Paleolithic times to the High Renaissance. Material is presented through a combination of lecture, slides, prints, presentations and artistic activities. Emphasis is placed on development of keen observational skills and interpretation. Students will demonstrate an understanding of various elements in each artistic time period, gain an overview of the history of art, and gain an understanding of how it relates to their lives and human consciousness.

Students are expected to:

- Arrive on time and fully prepared (with all materials) to engage in active learning
- Have respected for all others in the classroom as well as the art materials
- Do all assignments with best effort and turn them in on time
- Have fun and explore each new media

Recommended texts (not required):

Spirit and Art, Van James

Art and Human Consciousness, Gerhard Richter

Grade Breakdown:

Class participation/discussion	50%
Main Lesson Book	30%
Assignments/presentations	20%

Absences:

Heavily affect student class participation scores. Students will know of assignments several days in advance. If you are absent due to illness your assignment is due the following day.

Late work:

Main Lesson books will not under any circumstances be accepted late. Class work may be turned in late due to absence (see absences above). Late work will be accepted up to a week late for a lower score.

Food/Drink/electronics:

Students may eat fruits/vegetables and drink water in class. No candy or soda may be consumed at anytime during the course. Electronic devices (cell phones/ipods/ipads) are not to be used at anytime during class, those that are seen with be removed.

** Questions or concerns??? Please contact me via e-mail:
lfieberg@chicogreenschool.org

Movement units

weeks	Ninth grade	Tenth Grade	Eleventh grade
1	Outdoor education <i>Mt. Lassen</i>	Outdoor education <i>Mt. Lassen</i>	Outdoor education <i>Mt. Lassen</i>
3	BalavisX	Balavis X	Balavis X
2	Strength	Strength	Strength
5	Flexibility	Flexibility	Flexibility
4	Dance	Dance	Dance

Winter break

3	Wrestling	Wrestling	Wrestling
5	Cooperative games <i>Rods</i>	Cooperative games <i>Rods</i>	Cooperative games <i>Rods</i>
8	Team games <i>Fitness tests</i>	Team games <i>Fitness tests</i>	team games <i>fitness tests</i>
4	Levity games	Levity games	Levity games
2	Swim	swim	Swim

Movement (PE)

Course syllabus

Mr. Gilmore

Phone: 530 343-1232

E-mail: dgilmore@chicogreenschool.org

Chico Green School

2412 Cohasset Road, 2

Chico. CA 95926

Course description:

Physical education supports the experiential learning process as it relieves stress, opens neurological pathways, builds strength and discipline, improves self-esteem, and enhances relationship skills. Through exposure to a wide variety of physical activities, students will develop healthful habits that last a lifetime.

Grading policy:

Each student's grade is based on a percentage scale of the class. Please review the following:

Category	Percentage
Participation	60%
Written work	10%
Assessment	20%
Citizenship	10%

Letter Grade	Percentage
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% - 69%
No Credit (NC)	< 60%

Students must be dressed appropriate for physical activity, so comfortable, closed-toed shoes and loose fitted clothes must be worn at class to participate. Students who are not prepared for class will lose points toward their grade. I expect everyone to try their best at everything we do in class unless they have a legitimate reason to be excused.

Written work will be minimal in class, but there will be periodical assignments sent home as homework. Assessments will be measured according to individual progress and a student's promptness, attitude, and behavior will determine their citizenship portion of their grade.

Behavioral Expectations:

Self-expression through movement takes a lot of courage, so we expect students to be respectful of their fellow classmates. When a student engages in a conflict with another student, both seek to have their needs met. Through open communication with-in the group, we will teach our students to solve their conflicts with the support of others in the class. Behavior problems will then be a responsibility of the entire class, not just the teacher. If a student becomes unwilling to cooperate and their behavior does not improve, then discipline actions will be met through the school director. The following is what I expect of my students:

- 1. Be nice and try your best.*
- 2. Treat others as you wish to be treated.*
- 3. When you need a break, stop and breathe out, especially if you are stressed.*

Chemistry Block
 (10th grade based on 9th grade)
 4- weeks (110 min/day) 10/4-10/29

Topics covered:

- ❖ Plant chemistry/ photosynthesis/allelopathy
- ❖ Water chemistry/ creeks and streams/macro-invertebrates/Pollution
- ❖ Soil chemistry/ macro and micro organisms/decomposition (compost)/fermentation
- ❖ Air chemistry/pollution/plastics

Chemistry Standards: 4a-c, 6a-c, 8a-c, 10a-d, 10f

Earth Science: 7a-c

Bio: 6a, 6b, 6d, 6e

Proposed Schedule of Activities by week/day:

Date	Topic(s)	Activities	Std.	HW
10/4 (Mon.)	Chemistry	<p><u>Lecture:</u> Review Syllabus and go over course expectations Go over lab safety; Go over equipment drawers <u>Activity:</u> Students brainstorm how chemistry relates to their lives (in groups); Draw web of chemistry with all arrows pointing back to you and (Individual) <u>Lecture:</u> Main Lesson Book and Lab Reports; History of Chemistry <u>PreLab:</u> Chemistry of plants procedure (sugars, starches, oils)</p>		<p><u>Lab Safety Sheet signed by you and guardian Notebook Check Wed.</u></p>
10/5	Plant Chemistry	<p><u>Lecture:</u> Review safety procedure; Plant uses; lab demo <u>Lab:</u> Sample various plants, attempt to attach names to the compounds found</p>	<p><u>Chem:</u> 10a-f <u>Earth:</u> 7b</p>	<p><u>Bring in plant material for allelopathy lab: stems, roots and</u></p>

		within (sugar in fruit, oil in nuts, strong flavors in herbs, starches etc.). Burning a peanut, what can be observed (p.,191-200); students work on lab		<u>leaves</u>
10/6	Photosynthesis /Cellular respiration	<u>Activity:</u> The first scientific study on photosynthesis (reading with discussion questions) other historical background. <u>Lecture:</u> review of photosynthesis p.177, different pathways <u>ML:</u> Students diagram photosynthesis and CAM, C3, C4 <u>Lab:</u> Elodea (Respiration) Set-up: Allelopathy Lab	<u>7a</u>	
10/7	Plant Nutrition / Agriculture	<u>Lecture:</u> Plant nutrition (Micro and macronutrients); Conventional agriculture (pesticides and fertilizers); Organic agriculture (inputs) Nitrogen cycle	<u>7c</u>	<u>Research a local farm- find out inputs to system</u>
10/8	Allelopathy (Where Ecology and Chemistry meet)	<u>Review:</u> plant nutrition <u>Lecture:</u> Allelopathy <u>Lab:</u> Allelopathic affects of common plants		<u>Finish lab write up for allelopathy</u>
10/11 (Mon.)	Use of plants: Fermentation/ Distillation	<u>Review:</u> Allelopathy <u>Lecture:</u> Discussion of boiling point, heat of vaporization, distillation and fermentation in society, affects of alcohol on the human body <u>Lab:</u> Making yogurt and rootbeer/gingerale	<u>Chem:</u> <u>7a-c.</u> <u>8a-c</u>	

		(Franks page);		
10/12	Water Chemistry (Introduction to water and exploration of its propert.)	<p><u>Properties of water</u>- have students draw water in all it's forms beginning with the form most familiar then draw the molecular form, but let them explore properties</p> <p><u>Demo</u>- how different substances interact with water (oil, gasoline, salt, sugar, lemon juice and provide some other choices for students to explore)- solution, mixtures ect. Q. How does this translate to real life? Explain lab</p> <p><u>Lab stations</u>- (to explore properties) Q. What are some of the properties of water?</p> <p>(Waterballoon lab?)</p> <ul style="list-style-type: none"> • Ice in water-a-c-floats-why? What about other substances, concrete, wood, plastics, trash (less dense as a solid than as a liquid) • Boiling pt.? What happens when you hit boiling point? (boiling pt., heat of vaporization, condensation) • # drops that fit on a penny (w and w/o soap) (surface tension) 	<u>Chem:</u> <u>6a-c</u>	<u>Finish lab report write up complete with drawings</u>

		Summary - Q. What did you learn about properties of water?		
10/13	Creeks and Streams: macroinverts and intro to water chem.. (Bidwell)	<p><u>Recap</u>- properties of water</p> <p><u>Intro. Water Chemistry of Creeks and identifying macroinvertebrates</u>- introduce turbidity, dissolved oxygen ect.</p> <p><u>Lab</u>- have students identify and draw and observe macroinverts they find, have students provide written descriptions for each (hand lenses) Q. How might changes in water chemistry affect their behavior?</p>	<u>Bio: 6a-d</u>	<p><u>Investigate a nearby watershed write a brief 1 paragraph description (plants, animals, where does water come from and go) and include drawing</u></p>
10/14	Water chem./pollution (Bidwell)	<p><u>Recap</u>- macro inverts and water chemistry</p> <p><u>Lab</u>- have students collect and test water samples from different parts of the creek, have students draw and describe their part of the creek and the organisms that live there (groups) and draw procedure/lab set-up (clean-up trash in area before we leave)</p> <p><u>Group discussion/summary</u>- Q. What were the similarities and differences in each site tested? Why? Increased disturbance? Less filtering plants? Ect.</p>	<u>Finish drawing s and conclusion questions</u>	<p><u>Be ready to provide your groups results and 2 potential solutions to improving our water quality</u></p>

		<p>Q. What industries in your local community may be responsible for water pollution?</p> <p>Q. How could we inform them?</p>		
10/15	Water Pollution	<p><u>Recap:</u> Water testing- students summarize from the day before, review tests</p> <p><u>Presentat:</u> Group results/solutions</p> <p><u>Lecture/Discussion:</u> What constitutes as water pollution? How does it affect water chemistry? Where/Who faces the biggest threat? (What cultures) Who poses this threat? What organisms are being affected? What can we do about it?</p>		<u>Work on Main lesson book for water unit</u>
10/18 (Mon.)	Greenhouse Effect/Climate Change	<p><u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO2 and other air pollutants/greenhouse gases, gases in the environment</p> <p><u>Lab:</u> Carbon Dioxide Lab (from WHS)</p>	<p><u>Chem:</u> 4a-c, 8a-c</p> <p><u>Earth:</u> 7a-c</p>	<u>Finish CO2 lab report with conclusion</u>
10/19	Synthetic polymers/plastics and Plastic pollution	<p><u>Review:</u> Greenhouse Effect and Climate Change</p> <p><u>Lab:</u> TBD</p>		
10/20	The building blocks of life: Sugars, amino acids and proteins	<p>Sugars: What our body burns for fuel:</p> <p>Exploration of the properties of sugars, amino acids and proteins</p>	<u>Chem:</u> 10a-f	

10/21	Soil testing	<u>Lab:</u> testing soils from disturbed and undisturbed sites		
10/22	Chemistry of Decomposition	<u>Lecture:</u> Decomposition, chemical components of a compost pile, macro and microorganisms <u>Lab:</u> Compost pile, soil testing and macroorganism id	<u>Earth:</u> <u>7a-c</u>	
10/25 (Mon.)	Atmosphere/ Air Pollution	<u>Lecture:</u> composition of the earths atmosphere, chemical components of air/ air pollution (VOCs,PCBs, CFCs etc.); introduce gas laws/properties, discuss local issues <u>Note:</u> choose research groups for HW	<u>Chem:</u> <u>4a-c</u> <u>8a</u>	<u>Investigating Global or Local Air Pollution and Climate Change (see handout)</u>
10/26	Greenhouse Effect/Climate Change	<u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO2 and other air pollutants/greenhouse gases, gases in the environment <u>Lab:</u> Carbon Dioxide Lab (from WHS)	<u>Chem:</u> <u>4a-c,</u> <u>8a-c</u> <u>Earth:</u> <u>7a-c</u>	<u>Finish CO2 lab report with conclusion</u>
10/27	Synthetic polymers/plastics and Plastic pollution	<u>Review:</u> <u>Lab:</u>		
10/28	Review	<u>Student led Review:</u> Water, Soil, Atmosphere, Polymers Activity: Finish Main Lesson Book		Finish MLB Study for Final
10/29	Final Exam	Main Lesson Book Due		

9/10thGrade Environmental Chemistry Chico Green School

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CGS Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Course Description

The 9/10th grade chemistry block is a 4-week long block in the main lesson rotation at CGS. The course will provide students with an overview of general chemistry concepts focusing on chemistry of water, soil, plants, food and our atmosphere. Emphasis will be placed on and understanding of how chemistry plays a role in environmental processes and relates to our daily lives. Ecological and Biological concepts will be interwoven throughout the course to help students begin to make essential connections. Observation, interpretation, data collection, analysis, laboratory skills and field sketching will be introduced throughout the four weeks. Students must have the willingness to engage in the material presented, enact their critical thinking skills and begin to develop and ask questions.

Themes:

1. Water: unique properties, nutrients/quality, watersheds, local freshwater invertebrates, pollution/contamination
2. Soil: properties, nutrients, pH, decomposition, macroorganisms, fermentation
3. Plants: transport structure, photosynthesis (pathways: CAM, C4, C3), pollination, plant nutrition
4. Food and Nutrition: starches, lipids, essential oils, esters, carbohydrates, alcohols
5. Atmosphere: chemical components, pollution, climate change

Course Objectives:

1. To gain an understanding of chemistry as it relates to environmental processes and our daily lives
2. To develop keen observation and critical thinking skills
3. To become familiar with conducting lab and field investigations

What you will need:

1. One 3-inch binder with dividers for each class. **OR** 2-½ inch binders with dividers for each class.
2. Pencils and pens
3. Agenda and notes in class everyday
4. Highlighters (multiple colors)
5. Scientific Calculator
6. Small field spiral bound notebook
7. Colored pencils (received in art class)

Classroom Policies & Rules and Regulations

1. Students have the right to learn; the teacher has the right to teach; do not interfere with either!
2. Respect: yourself, your peers, the environment, the community, and our school!
3. Responsibility: You are responsible for your own work as well as your role in any group activities. You are also responsible for your actions.
4. CGS students are in class every day on time!
5. CGS students are prepared to start class immediately when the bell rings.
6. CGS students stay on task and do not distract others from learning.

Notebooks

All agenda/notebook checks will be unannounced except for the first one, so you will need to be prepared everyday. You must have the following tabs labeled with papers organized accordingly.

- Homework log
- Lecture Notes
- Water
- Soil
- Plant
- Food/Nutrition
- Atmosphere

Main Lesson Book requirements

- Illuminated manuscript
- Illustration on every page
- Professionalism
- Table of Contents
- Title Page
- Cohesiveness & Flow
- Completion – incomplete portfolios will not be accepted for grading
- Reflection
- Bibliography

Grading policy

All assignments must be turned in complete and on time.

20% Participation

20% Homework/lab reports

20% Quizzes and exams

40% Main Lesson Books

Attendance

Absences will affect your grade! You need to be here in order to understand projects, work with your groups, and share your discoveries with the rest of the class. Other students are counting on you! If you are sick your homework is do one day after your return. You are responsible for getting make-up work and notes.

Tardy Policy

The school tardy policy will be enforced.

AP Environmental Science
 Block #2: Population Dynamics and Food Systems
 (11th grade)
 15 days: 11/29-12/17

Topics Covered:

- Population Dynamics
- Farming Methods/Impacts
- Genetically Modified Foods
- Local/Global Food Systems

Day	Topic(s)	Activities	Std.	HW
1	Introduction Birth/Death rates Age Structure Current growth rates	Read syllabus <u>Question:</u> Biggest threat to our environment? <u>Answer:</u> Pop growth <u>Reading:</u> Botkin, 53 <u>Discussion:</u> Third world countries vs. U.S. <u>Lecture:</u> Basic concepts of pop growth, age structures rates of current growth	<u>6c</u>	<u>Reading (Miller)</u>
2	Exponential Growth curves Logistic growth curves Carrying capacity Future Growth History of Growth	<u>Review</u> <u>Lecture:</u> Growth curves (Exponential/Logistic/Carrying Capacity) People and Animals, History of growth <u>Discussion</u> <u>Lab:</u> Predicting future population growth	<u>6c</u>	<u>Reading (Miller)</u>
3	Population Impacts on the Environment Curbing population growth	<u>Review</u> <u>Lab:</u> In-class researching impacts of pop. growth around the world and solutions	<u>6c</u>	<u>Reading (Miller)</u>
4	Presentations	<u>Presentations</u> <u>Discussion</u>	<u>6c</u>	<u>Main Lesson Book: Population Dynamics</u>
5	Food for the World	<u>Review:</u> Pop. Dynamics and Reading <u>Question:</u> Can we feed the	<u>6c</u>	<u>Reading (Miller)</u>

		<p>world?</p> <p><u>Reading:</u> p. 194</p> <p><u>Lecture:</u> Major crops, growth regions, destructive methods</p> <p><u>Discussion</u></p> <p><u>Activity:</u> Altern. Farming presentation groups</p>		
6	Genetically Modified Foods and Big Business (Monsanto)	<p><u>Review:</u> Food for world</p> <p><u>Lecture:</u> GM foods, Social Justice Issues</p> <p><u>Discussion/Debate:</u> Are GM foods good or bad?</p>	5c	<p><u>Work on Student presentations</u></p> <p><u>Reading (Miller)</u></p>
7	Genetically Modified Foods and Big Business (Monsanto)	<p><u>Video:</u> Future of Food or King Corn</p> <p><u>Discussion</u></p>	5c	<p>Reflection on Video in ML, Notebook Check</p>
8	Presentations	<p><u>Share:</u> HW</p> <p><u>Student Presentations:</u> Alternatives to conventional agriculture</p>		
9	Presentations	<p><u>Student Presentations:</u> Alternatives to conventional agriculture</p>		<p>Main Lesson Books: Farming methods</p>
10	Local Growers	<p><u>Field Trip:</u> Grubb</p>		
11	Global Food Systems	<p><u>Recap:</u> Grubb</p> <p><u>Lecture:</u> Global Food Systems, Farm Bill, Social Justice Issues, Import/Export</p> <p><u>Video Clips:</u> Food Inc.</p>		<p>In groups Investigate local grocery store: Food labeling , be ready to report back</p> <p>Reading (Article TBD)</p>
12	Local Food Systems	<p><u>Share:</u> HW</p> <p><u>Discussion:</u> Redefining our food system</p> <p><u>Activity:</u> Local issues and solutions in groups</p>		<p>Main Lesson Book: Food Systems</p>
13	Open			

14	Review for Final Exam	Review: Population Dynamics, Food Systems		Finish Main Lesson Books and Study for Final Exam
15	Final Exam			

AP Environmental Science
 Block #2: Population Dynamics and Food Systems
 (11th grade)
 15 days: 11/29-12/17

Topics Covered:

- Population Dynamics
- Farming Methods/Impacts
- Genetically Modified Foods
- Local/Global Food Systems
- Reading: Botkin, Omnivores Dilemma
- Fair Trade Project/Action For Final Project

Biology Standards: 5c, 6c

Day	Topic(s)	Activities	Std.	HW
1	Introduction Birth/Death rates Age Structure Current growth rates	Read syllabus <u>Question:</u> Biggest threat to our environment? <u>Answer:</u> Pop growth <u>Reading:</u> Botkin, 53 <u>Discussion:</u> Third world countries vs. U.S. <u>Lecture:</u> Basic concepts of pop growth, age structures rates of current growth	<u>6c</u>	
2	Exponential Growth curves Logistic growth curves Carrying capacity Future Growth History of Growth (Daebin Math)	<u>Review</u> <u>Lecture:</u> Growth curves (Exponential/Logistic/Carrying Capacity) People and Animals, History of growth Discussion <u>Lab:</u> Predicting future population growth	<u>6c</u>	
3	Population Impacts on the Environment Curbing population growth	<u>Review</u> <u>Lab:</u> In-class researching impacts of pop. growth around the world and solutions	<u>6c</u>	<u>Reading:</u> <u>Botkin</u> <u>p.195-199</u>
4	Presentations	<u>Presentations</u> <u>Discussion</u>	<u>6c</u>	<u>Main Lesson Book:</u> <u>Population Dynamics</u>

5	Food for the World	<u>Review:</u> Pop. Dynamics and Reading <u>Question:</u> Can we feed the world? <u>Reading:</u> p. 194 <u>Lecture:</u> Major crops, growth regions, destructive methods, aquaculture? <u>Discussion</u> <u>Activity:</u> Altern. Farming presentation groups	6c	<u>Reading:</u> <u>Botkin p. 199-214</u>
6	Genetically Modified Foods and Big Business (Monsanto/ADM Rice/Cargill) @ Masa (?)	<u>Review:</u> Food for world <u>Lecture:</u> GM foods, Social Justice Issues, Chico Rice <u>Discussion/Debate:</u> Are GM foods good or bad?	5c	<u>Work on Student presentations</u>
7	Genetically Modified Foods and Big Business (Monsanto/ADM Cargill)	<u>Video:</u> Future of Food or King Corn <u>Discussion</u>	5c	<u>Reflection on Video in ML, Notebook Check</u>
8	Presentations	<u>Share: HW</u> <u>Student Presentations:</u> Alternatives to conventional agriculture		<u>How much Land Activity (other activities)</u>
9	Presentations	<u>Student Presentations:</u> Alternatives to conventional agriculture		<u>Main Lesson Books: Farming methods</u>
10	Local Growers	<u>Field Trip:</u> Grubb		
11	Global Food Systems	<u>Recap:</u> Grubb <u>Lecture:</u> Global Food Systems, Farm Bill, Social Justice Issues, Import/Export, What happens when you purchase global vs. local? <u>Video Clips:</u> Food Inc.		<u>In groups Investigate local grocery store: Food labeling, be ready to report back</u>
12	Local Food Systems	<u>Share: HW</u> <u>Discussion:</u> Redefining our food system <u>Activity:</u> Local issues and		<u>Main Lesson Book: Food</u>

		solutions in groups		<u>Systems</u>
13	Open			
14	Review for Final Exam	Review: Population Dynamics, Food Systems		<u>Finish Main Lesson Books and Study for Final Exam</u>
15	Final Exam			

Biology Block #1
(9th grade)
2 weeks-110 min/day

Topics covered:

- The Senses
- Bones/Body plan and Muscles
- Muscles/Heart
- Respiration
- Digestion

Proposed Schedule of Activities by week/day:

Day	Topic(s)	Activities	Std.	HW
1	Introduction Senses: Taste/Smell	<u>Lecture:</u> Go over the syllabus <u>Lab:</u> Making a tongue map (sour, salty, sweet, bitter) and No Nose surprise <u>Discussion</u>	<u>9b,e</u>	<u>Finish Lab,</u> <u>Main</u> <u>Lesson</u> <u>Book</u>
2	Sense: Sight	<u>Review:</u> Taste <u>Lab:</u> (Stations) Making a model eye, stereo vision, eye observation <u>Movement:</u> making a human eye	<u>9b,e</u>	Finish Lab, Main Lesson Book
3	Sense: Ears and balance	<u>Review:</u> Sight <u>Lab:</u> <u>Discussion</u>	<u>9b</u>	
4	Senses: Touch/Nervous System	<u>Review:</u> Ears/Balance <u>Lab:</u> <u>Discussion</u>	<u>9b-e</u>	
5	Bones and Body plan	<u>Review:</u> Touch/NS <u>Lecture:</u> skeletal system (humans/animals) <u>Lab:</u> Construct an arm/leg or wing	<u>9b</u>	
6	Muscles/heart	<u>Review:</u> Bones/Body <u>Lab:</u> <u>Discussion</u>	<u>9a,b</u>	
7	Lungs and respiration	<u>Review:</u> Muscles and Heart <u>Lab:</u> Lung capacity <u>Discussion</u>	<u>9a,b</u>	
8	Digestion and waste	<u>Review:</u> Lungs and	<u>9a,b</u>	

	removal	Respiration Lab: Discussion		
9	Open			
10	Review for exams (student presented) and work on Main Lesson Books			Finish Main Lesson Books and Review for final
11	Final Exam			

Chemistry Block
(9th grade)
5- weeks (110 min/day)

Topics covered:

- ❖ Water chemistry/ creeks and streams/macro-invertebrates/Pollution
- ❖ Soil chemistry/ macro and micro organisms/decomposition (compost)/fermentation
- ❖ Plant chemistry/ photosynthesis/pollination/Sugars/Fibers
- ❖ Air chemistry/pollution/combustion/wood stoves

Chemistry Standards: 4a-c, 6a-c, 8a-c, 10a-d, 10f

Earth Science: 7a-c

Bio: 6a, 6b, 6d, 6e

Proposed Schedule of Activities by week/day:

Day	Topic(s)	Activities	Std.	HW
1	Water Chemistry (Introduction to water and exploration of its propert.)	<p><u>Properties of water</u>- have students draw water in all it's forms beginning with the form most familiar then draw the molecular form, but let them explore properties</p> <p><u>Demo</u>- how different substances interact with water (oil, gasoline, salt, sugar, lemon juice and provide some other choices for students to explore)- solution, mixtures ect. Q. How does this translate to real life? Explain lab</p> <p><u>Lab stations</u>- (to explore properties) Q. What are some of the properties of water? (Waterballoon lab?)</p> <ul style="list-style-type: none"> • Ice in water-a-c-floats-why? What about other substances, 	Chem: <u>6a-c</u>	<u>Finish lab report write up complete with drawings</u>

		<p>concrete, wood, plastics, trash (less dense as a solid than as a liquid)</p> <ul style="list-style-type: none"> • Boiling pt.? What happens when you hit boiling point? (boiling pt., heat of vaporization, condensation) • # drops that fit on a penny (w and w/o soap) (surface tension) <p><u>Summary</u> - Q. What did you learn about properties of water?</p>		
2	Creeks and Streams: macroinverts and intro to water chem.. (Bidwell)	<p><u>Recap</u>- properties of water <u>Intro. Water Chemistry of Creeks and identifying macroinvertebrates</u>-introduce turbidity, dissolved oxygen ect. <u>Lab</u>- have students identify and draw and observe macroinverts they find, have students provide written descriptions for each (hand lenses) Q. How might changes in water chemistry affect their behavior?</p>	<u>Bio:</u> 6a-d	<p><u>Investigate a nearby watershed write a brief 1 paragraph description (plants, animals, where does water come from and go) and include drawing</u></p>
3	Water chem./pollution (Bidwell)	<p><u>Recap</u>- macro inverts and water chemistry <u>Lab</u>- have students collect and test water samples from different parts of the creek, have</p>		<p><u>Finish drawings and conclusion questions</u> <u>Be ready</u></p>

		<p>students draw and describe their part of the creek and the organisms that live there (groups) and draw procedure/lab set-up (clean-up trash in area before we leave)</p> <p><u>Group discussion/summary-</u> Q. What were the similarities and differences in each site tested? Why? Increased disturbance? Less filtering plants? Ect.</p> <p>Q. What industries in your local community may be responsible for water pollution?</p> <p>Q. How could we inform them?</p>		<p><u>to provide your groups results and 2 potential solutions to improving our water quality</u></p>
4	Water Pollution	<p><u>Recap:</u> Water testing- students summarize from the day before, review tests</p> <p><u>Presentat:</u> Group results/solutions</p> <p><u>Lecture/Discussion:</u> What constitutes as water pollution? How does it affect water chemistry? Where/Who faces the biggest threat? (What cultures) Who poses this threat? What organisms are being affected? What can we do about it?</p>		<p><u>Work on Main lesson book for water unit</u></p>
5	Ecocolumns	<p><u>Summary:</u> water unit</p> <p>Lab: create group ecocolumn for chemical testing and observation throughout the 4 week block</p>		

6	Soil chemistry (Introduction and exploration of the properties of soil) (In the garden)	<p><u>Properties of soil-</u> students get to play with diff. soils, add water, soil ect. provide them with a variety of materials and have them explore.</p> <p>Introduction to pH (brief)</p> <p><u>Group discussion-</u> Q. What are some of the properties of soil based on your exploration? Discuss some of the ways scientists test soil properties (ribbon test, percolation, pH ect.)</p> <p><u>Lecture: soil chemistry (moisture, ph, etc. processes (decomposition/fermentation)</u></p> <p><u>**note: set up fermentation for distillation (7 days before lab)</u></p>		<u>Collect soil for soil lab disturbed and undisturbed site (1 ziploc full)</u>
7	Soil testing	<u>Lab:</u> testing soils from disturbed and undisturbed sites	<u>Earth:</u> <u>7a-c</u>	
8	Chemistry of Decomposition	<p><u>Lecture:</u> Decomposition, chemical components of a compost pile, macro and microorganisms <u>Lab:</u> Compost pile, soil testing and macroorganism id</p>	<u>Earth:</u> <u>7a-e</u>	<u>Main Lesson Book for Soil</u>
11	Plant Chemistry	<p><u>Review:</u> previous days activities <u>Lab:</u> Sample various plants, attempt to attach names</p>	<u>Chem:</u> <u>10a-f</u> <u>Earth:</u> <u>7b</u>	<u>Hw: bring in plant material for allelopath</u>

		to the compounds found within (sugar in fruit, oil in nuts, strong flavors in herbs, starches etc.). Burning a peanut, what can be observed (p.,191-200) Set up: allelopathy lab		<u>y lab-stems, roots and leaves</u>
12	Photosynthesis /Cellular respiration	<u>Lecture:</u> review of photosynthesis p.177, different pathways <u>Lab:</u> Elodea (Respiration)	<u>Chem:</u> <u>7a</u>	
13	Plant Nutrition/ Agriculture	<u>Lecture:</u> Plant nutrition (Micro and macronutrients); Conventional agriculture (pesticides and fertilizers); Organic agriculture (inputs) Nitrogen cycle	<u>Chem:</u> <u>7c</u>	<u>Hw:</u> <u>research a local farm- find out inputs to system</u>
14	Allelopathy/Pollination?	<u>Review:</u> plant nutrition <u>Lecture:</u> Allelopathy <u>Lab:</u> Allelopathic affects of common plants		<u>Hw:</u> <u>finish lab write up for allelopathy</u>
15	Use of plants: Fermentation/ Distillation	<u>Review:</u> Allelopathy <u>Lecture:</u> Discussion of boiling point, heat of vaporization, distillation and fermentation in society, affects of alcohol on the human body <u>Lab:</u> Making yogurt and rootbeer/gingerale (Franks page);	<u>Chem:</u> <u>7a-c.</u> <u>8a-c</u>	

16	The building blocks of life: Sugars, amino acids and proteins	Sugars: What our body burns for fuel: Exploration of the properties of sugars, amino acids and proteins	<u>Chem:</u> <u>10a-f</u>	
17	Other uses of nature-derived oils, fats, waxes, lipids and sugars	Soap-Making, Essential Oils		<u>Main Lesson Book for Plants and Nutrition</u>
18	The chemistry of fibers in nature: Silk, cotton, spider webs, hair (wool)			
19	Other synthetic polymers	Experiments, historical perspective: Polymers have been a part of everyday life for less than 100 years of human history!		<u>Main Lesson Book for Fibers and Polymers</u>
20	Atmosphere	<u>Lecture:</u> composition of the earth's atmosphere, chemical components of air	<u>Chem:</u> <u>4a-c,</u> <u>8a</u>	
21	Air Pollution	<u>Lecture:</u> air pollution (VOCs, PCBs, CFCs etc.); discuss local issues	<u>Chem:</u> <u>4a-c,</u> <u>8a</u>	<u>Investigating Global or Local</u>

		<u>Note:</u> choose research groups for HW		<u>Air Pollution and Climate Change (see handout)</u>
22	Greenhouse Effect/Climate Change	<u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO ₂ and other air pollutants/greenhouse gases, gases in the environment <u>Lab:</u> Carbon Dioxide Lab (from WHS)	<u>Chem:</u> 4a-c, 8a-c <u>Earth:</u> 7a-c	<u>Finish CO₂ lab report with conclusion</u>
23	Pollution: Woodsmoke	<u>Lecture:</u> Chico's wood smoke dilemma, demo: Relighting of a blown-out candle by lighting the smoke Review		<u>Essay:</u> How would you solve Chico's wood smoke PM 2.5 dilemma? <u>Main Lesson Book for Atmosphere</u>
24	Review			<u>Review for exam and finish Main Lesson Book</u>
25	Final Exam			

9th/10th Grade Earth Science Block 2010-11
 (9th Grade 14 days: 9/7 – 9/24, 10th Grade 15 days: 11/29 – 12/17)

Earth Science Standards
 9th, 10th grade: 3a, 3b, 3c, 3d, 3e, 3f, 9a, 9b
 10th grade only: 9c

Blocks are 100 minutes each day.

Day	Topic	Activity	Homework	Coordination with other disciplines
1	Introduction to Main Lesson Blocks KWL: Rocks, volcanoes, earthquakes, plate tectonics, landscape features, agents of change.	Landscape features brainstorm. Name types of landscape elements, names of the landscapes Drawing a landscape with five of those elements NOTE-TAKING SKILLS Brainstorming agents of change to the landscape Redrawing the landscape accounting for those agents of change: 200K years ago, 200K years into the future Why do we know about these things? (Human interactions) Where do humans interact with these agents of change? Where do human time and geological time coincide? Determine project topics: NEWSCAST Table Mountain Mount Lassen Mount Shasta Sutter Buttes	Download CLRN Earth Science PDF Short essay: Interaction of human time and geologic time Binder Check due Thursday	

		Gold Rush California Earthquakes Hot Spots: Hawaii, Yellowstone, Iceland		
2	Continental plates, location of earthquakes and volcanoes, Tectonic Plates, Ring of Fire	What Geologic feature best describes you and why? What Geologic process best describes you and why? Main Lesson Book Expectations How to track your grade Unifying theory: Wegener as told by Bryson Playdough Continents: Trying to fit them together: materials— playdough, wax paper Mapping the plates using earthquakes and volcanoes, and the discovery of mid-ocean ridges—connect the dots		
3	Cross-section of the earth, age of mid-ocean ridges (magnetic dating) Convection, Plate movement	Binder Check, QUIZ Diagram: Cross-section of the Earth Towel Geology, modeling movement of plates, plate boundaries, lava lamp convection	Improve drawing for main lesson book	
4	Rock exploration: Drawing, owning, Rock Cycle, types of rocks	Rock collection at Lindo Channel, Andrew Goldsworthy art with Rocks,		
5	Rock Cycle, Rock classification, Igneous Rocks	Rock cycle lecture, diagram of Rock Cycle, Crystals on a Spoon	Improve diagram for Main Lesson Book	
6	Mapping: Topographic Maps, Geologic Maps	QUIZ Use of Geologic Maps?— Resources etc.	Assignment: Draw a topo map, plot a	

		clay topography maps	route	
7	Geologic Time Diagram to scale	Looking at Geologic Time vs. Human Time, scales, key geological events (asteroid impact) What happens slow? What happens fast?		Math: Scale drawing
8	Geologic Time (Continued)	Finish Geologic Time strips MAIN LESSON BOOK CHECK-IN Student Presentation Work Day		
9	Earthquakes	Cultural Perspective: John McPhee Reading S and P Waves		
10	Earthquakes	S and P Waves Lab Slinkies		
11	Volcanoes	Cultural perspective: Crater Lake, Vesuvius, St. Helens, Hawaiian Mythology Volcano Lecture and diagram		
12	Volcanoes Hotspots			
13	Student Presentation Work Day	Work on presentations, finalize main lesson book.		
14	Student Presentations, closure			
----	(Extra day for water-10 th graders)			

THIS SHOULD BE THE FIRST PAGE IN YOUR SCIENCE BINDER

Main lesson Block : Dynamic Earth Fall 2010 Chico Green School

Instructor : Mr. Miller
e-mail : jmiller@chicogreenschool.org
School Phone :

Chico Green School Mission

The mission of Chico Green School is to provide a small high school setting with a curriculum that is innovative, rigorous, and relevant. Our innovative approach relies upon students: (1) being given developmentally appropriate challenges, (2) being actively involved in their education through direct experience, and (3) building meaningful relationships with teachers, parents, peers, and their community. In terms of rigor, Chico Green School will meet all statewide standards and conduct pupil assessments required in public schools. In addition, the educational program will meet or exceed the University of California a-g requirements. Finally, students will find meaning and purpose in a curriculum that focuses on sustainability.

Course Description: The Dynamic Earth

The Dynamic Earth block is a 3-week course in the main lesson rotation at CGS. The course will provide students with an overview of general physical geography concepts including plate tectonics, the rock cycle, seismology, and volcanology. Emphasis will be placed on local geology and where key events in the human and geological timelines coincide (such as major earthquakes). Observation, interpretation, data collection, analysis, laboratory skills and field sketching will be introduced throughout the four weeks. Students must desire and willingness to engage in the material presented, enact their critical thinking skills, and begin to develop and ask questions.

What you will need for this course:

1. One 2-inch binder with dividers **dedicated to this main lesson block**. The dividers should be labeled and in the following order: NOTES, CURRENT ASSIGNMENTS, GRADED ASSIGNMENTS, MAIN LESSON, BLANK PAPER. **All work and handouts for the block are to be kept in this binder in the appropriate location unless otherwise noted.**
2. Blue or black ball-point pens
3. Sharpened #2 pencil
4. Colored pencils (received in art class)
5. Personal calendar/assignment book
6. Highlighters (multiple colors)
7. Scientific Calculator
8. Small field spiral bound notebook (no lines)
9. Lined paper, 8.5" x 11"
10. White paper 8.5" x 11" (single-sided, previously-used paper preferred)

Classroom Policies

1. Students have the right to learn; the teacher has the right to teach.
2. Respect: yourself, your peers, the environment, the community, and our school.

3. Responsibility: You are responsible for your own work as well as your role in any group activities. You are also responsible for your actions.
4. CGS students are in class every day on time.
5. CGS students stay on task and do not distract others from learning.
6. Be Present.

Work Done for class:

1. Neatness counts. Points will be deducted if your work cannot be easily read.
2. Written answers to all questions should be done neatly in complete sentences that restate the question, unless otherwise noted.
3. Tests and quizzes are to be completed in blue or black pen.
4. All work must have an appropriate heading which includes first and last name, date, and course ("ML" for "Main Lesson") in the upper right hand corner and a title centered on the first line. Work that does not have a proper heading will lose a point.
5. Work turned in with no name will receive a zero. Completed work turned in with no name may be resubmitted and will be treated as a late assignment.

Grading policy

All assignments must be turned in complete and on time.

20% Participation

20% Assignments (essays, worksheets, lab reports, etc.)

20% Quizzes and exams

40% Main Lesson Books

Attendance and Tardies

Absences will affect your grade. You need to be here in order to understand projects, work with your groups, and share your discoveries with the rest of the class. Other students are counting on you. If you are sick your homework is do one day after your return. You are responsible for getting make-up work and notes. The school tardy policy will be enforced.

Teacher Responsibilities

As your teacher, it is my responsibility to:

1. Treat students with respect and care as individuals.
2. Provide an orderly and positive learning environment.
3. Come prepared for class with all necessary materials.
4. Provide the necessary rules, discipline, guidelines and expectations.
5. Teach the required content.

Teacher's signature: _____

CUT HERE=====CUT HERE=====CUT HERE=====CUT HERE=====CUT HERE=====CUT HERE=====CUT HERE

I have read and understood all of the policies and guidelines for the Dynamic Earth Main Lesson Block, and I have gone over these policies and guidelines with my parent(s)/guardian.

STUDENT NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____

EXTRA CREDIT OPPORTUNITIES—Students are entitled to complete an extra credit report once during the block. Full credit on an extra credit assignment will allow a student to raise the “Assignment” portion of their overall grade by a full letter grade. Extra credit reports relate to science events in the news in the last month (newspaper, television, movie, magazine, internet site). Reports **MUST** comply to the following guidelines or they **WILL NOT BE ACCEPTED**:

- a) Must be neatly written in complete sentences in pen on lined paper OR typed, double-spaced in 12-pt font with 1”inch margins.
- b) Report must be **NO LESS** than one full page, and **NO MORE** than two pages.
- c) Proper heading (name, date, period)
- d) **TITLE** of article or topic on first line.
- e) On the second line include the **SPECIFIC SOURCE** of the report, including the date of the source, and if applicable, the time. Clip or photocopy newspaper/magazine articles and attach to the back of the report.
- f) First paragraph is a **SUMMARY** of the article/program.
- g) Second paragraph is a **PERSONAL REACTION** to the article/program. You should answer why the topic discussed is of interest to you, and how it **PERSONALLY** affects (or could affect) your life.

Scope and Sequence of Science Main Lesson Blocks
Chico Green School
8/23/2010

Class of 2014 (9th graders in 2010-2011)

Year	BLOCK/TOPIC	*Standards	Notes
INTEGRATED SCIENCE I			
1	Q1 INTRODUCTION TO ORGANIC AND ENVIRONMENTAL CHEMISTRY Organic Chemistry, Environmental Chemistry--focus on air, soil, water, plant, and food chemistry	CHEM: 4a, 4b, 4c, 6a, 6b, 6c, 8a, 8b, 8c, 10a, 10b, 10c, 10d, 10f EARTH SCI: 7a, 7b, 7c BIO: 6a, 6b, 6d, 6e	Covers AP Environmental Science course requirements: carbon cycle, nitrogen cycle, and intro to photosynthesis and respiration
	Q2 HUMAN ANATOMY AND PHYSIOLOGY Human anatomy and physiology, effect of drugs and alcohol on the human body	BIO: 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 10d, 10e	
	Q3 DYNAMIC EARTH Where human timelines and geological timelines intersect: Earthquakes, volcanology, plate tectonics, introductory geology, California Geology, Topographic Maps	EARTH SCI: 3a, 3b, 3c, 3d, 3e, 7c, 9a, 9b INV/EXP: 1h	Entire block overlaps AP Environmental Science course requirements
	Q4 HARNESSING ENERGY Heat and Thermodynamics, Electricity and Magnetism	PHYS: 3a, 3b, 3c, 3d, 3e, 3g, 5a, 5b, 5c, 5e, 5f, 5g, 5h, 5i CHEM: 4c, 4f, 7a, 7c, 7d	Covers AP Env. Sci. course requirements: human energy use and home energy audits
INTEGRATED SCIENCE II			
2	Q1 CELL BIOLOGY Cell Biology, mitosis, meiosis	BIO: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a	
	Q2 CHEMISTRY OF SOLUTIONS Atomic and Molecular Structure Chemical Bonding Acids, bases, salts, solubility Introduction to Stoichiometry	CHEM: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	
	Q3 EVOLUTION Genetic changes in populations over time, Natural selection	BIO: 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d	
	Q4 NEWTONIAN PHYSICS Mechanics and motion	PHYS: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 2g	
INTEGRATED SCIENCE III			
3	Q1 CHEMISTRY: GAS LAWS AND THE CONSERVATION OF MATTER Exploration of the motion of atoms and molecules in gases, principle of the conservation of matter	CHEM: 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7b, 9a, 9b	
	Q2 GENETICS Mendelian Genetics, DNA and RNA sequences, translation and transcription, chromosomes	BIO: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b	
	Q3 ASTRONOMY The Earth's place in the universe, planets, solar systems, stars, galaxies, the moon, history of the galaxy and universe, science fiction	EARTH SCI: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d	
	Q4 LIGHT, OPTICS, AND WAVES Exploring and discovering the properties of waves including light, sound, and radio waves	PHYS: 4a, 4b, 4c, 4d, 4e, 4f	
AP ENVIRONMENTAL SCIENCE			
4	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE Human Impacts on the Environment: Air, Water, and Land Use, Pollution	EARTH SCI: 8c, 9c	

Q4	AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e
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*Investigation and Experimentation Standards 1a – 1n are integrated within all blocks

Class of 2013 (10th graders in 2010-2011)

Year	Block/Topic	*Standards	Notes
INTEGRATED SCIENCE II			
2	Q1 INTRODUCTION TO ORGANIC AND ENVIRONMENTAL CHEMISTRY Organic Chemistry, Environmental Chemistry--focus on air, soil, water, plant, and food chemistry	CHEM: 4a, 4b, 4c, 6a, 6b, 6c, 8a, 8b, 8c, 10a, 10b, 10c, 10d, 10f EARTH SCI: 7a, 7b, 7c BIO: 6a, 6b, 6d, 6e	Covers AP Environmental Science course requirements: carbon cycle, nitrogen cycle, and intro to photosynthesis and respiration
	Q2 HUMAN ANATOMY AND PHYSIOLOGY Human anatomy and physiology, effect of drugs and alcohol on the human body	BIO: 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 10d, 10e	
	Q3 DYNAMIC EARTH Where human timelines and geological timelines intersect: Earthquakes, volcanology, plate tectonics, introductory geology, California Geology, Topographic Maps	EARTH SCI: 3a, 3b, 3c, 3d, 3e, 7c, 9a, 9b INV/EXP: 1h	Entire block overlaps AP Environmental Science course requirements
	Q4 HARNESSING ENERGY Heat and Thermodynamics, Electricity and Magnetism	PHYS: 3a, 3b, 3c, 3d, 3e, 3g, 5a, 5b, 5c, 5e, 5f, 5g, 5h, 5i CHEM: 4c, 4f, 7a, 7c, 7d	Covers AP Env. Sci. course requirements: human energy use and home energy audits
INTEGRATED SCIENCE III			
3	Q1 CELL BIOLOGY Cell Biology, mitosis, meiosis	BIO: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a	
	Q2 CHEMISTRY OF SOLUTIONS Atomic and Molecular Structure Chemical Bonding Acids, bases, salts, solubility Introduction to Stoichiometry	CHEM: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	
	Q3 EVOLUTION Genetic changes in populations over time, Natural selection.	BIO: 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d	
	Q4 NEWTONIAN PHYSICS Mechanics and motion	PHYS: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 2g	
**3	Q1 CHEMISTRY: GAS LAWS AND THE CONSERVATION OF MATTER Exploration of the motion of atoms and molecules in gases, principle of the conservation of matter	CHEM: 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7b, 9a, 9b	**Possible alternate blocks for the junior year of the Class of 2014.
	Q2 GENETICS Mendelian Genetics, DNA and RNA sequences, translation and transcription, chromosomes	BIO: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b	
	Q3 ASTRONOMY The Earth's place in the universe, planets, solar systems, stars, galaxies, the moon, history of the galaxy and universe, science fiction.	EARTH SCI: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d	
	Q4 LIGHT, OPTICS, AND WAVES Exploring and discovering the properties of waves including light, sound, and radio waves	PHYS: 4a, 4b, 4c, 4d, 4e, 4f	
AP ENVIRONMENTAL SCIENCE			
4	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE	EARTH SCI: 8c, 9c	

	Human Impacts on the Environment: Air, Water, and Land Use, Pollution	
Q4	AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e

*Investigation and Experimentation Standards 1a - 1n are integrated within all blocks

Class of 2012 (11th graders in 2010 - 2011)

Year	Block/Topic	*Standards	Notes
AP ENVIRONMENTAL SCIENCE			
3	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE Human Impacts on the Environment: Air, Water, and Land Use, Pollution	EARTH SCI: 8c, 9c	
	Q4 AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e	
CHEMISTRY or PHYSICS			
4	Q1 CHEMISTRY or PHYSICS	CHEM or PHYS	Based on the needs of the majority of the students, the class of 2012 will either take a year of college-prep chemistry or college prep physics
	Q2 CHEMISTRY or PHYSICS	CHEM or PHYS	
	Q3 CHEMISTRY or PHYSICS	CHEM or PHYS	
	Q4 CHEMISTRY or PHYSICS	CHEM or PHYS	

*Investigation and Experimentation Standards 1a - 1n are integrated within all blocks

Chico Green School Science Topics and Themes, Fall 2010

General Waldorf Themes

9th Grade: Chaos, Struggle, Tension, Opposition, Polarities, **Observations**

10th Grade: Order, Balance, Lawfulness, **Comparisons, Measurement**

11th Grade: **Comprehension, Introspection, Identity, Asking "Why?"**

Science Block Topics and Themes

9th Grade

"Dynamic Earth" (September, Jeremy):

The interaction of the geological world with the human world, including earthquakes, volcanoes, California Gold Rush and understanding topographic and geologic maps. Using geology to hone observation skills. Imagining the physical landscape of the past and of the future, including human impact. How do we explain "natural disasters" to the public at large? **History and Language Arts connections/ideas:** Importance of maps in history, history of maps; how natural disasters were described at other times in history (Pompeii, Krakatoa, Mt. Mazama eruption aka Crater Lake as told by native American oral tradition), journaling and documentation of observations.

"Human Anatomy and Physiology" (November, Lauren):

Using the senses as a portal to the study of the human body as a whole. **Possible history connections:** Perceptions of the human body, limits of the human body, health and wellness through history, etc. Continued emphasis on observation

10th Grade

"Introduction to Organic and Environmental Chemistry" (October, Lauren):

Focus on air, soil, water, plant, and food chemistry. **History context:** Scientists who tried to understand the chemical world through "alchemy," those who strove to understand life-giving elements that they could not see (such as oxygen), and how they went about doing so (The search for lawfulness, balance in the chemical world).

"Dynamic Earth" (December, Jeremy)

Similar to 9th grade block, with more emphasis on measurement, for example, earthquake richter scale and triangulated earthquake epicenters by comparing the speed and direction of s and p waves (**math connection!**). Additional topic of water resources- esp. groundwater, more emphasis on cycles (lawfulness, order)

11th Grade

AP ENVIRONMENTAL SCIENCE: "The Earth as we know it: Ecosystems, earth cycles, ecological principles" (October, Jeremy)

Comprehending the living system that we call planet earth. Major theme will be **involvement** of the student in the practice of being an environmentally/sustainably-conscious and active citizen, through documentation and awareness of existing ecological systems, especially from a local perspective. **Language Arts: Trancendentalists?**

AP ENVIRONMENTAL SCIENCE: "Population Dynamics and Food Systems" (December, Lauren).

Math and **history** connections regarding the study of human population growth and movement, looking at history of agriculture/food production, and how present day food systems operate. Students' personal role in food systems.

Scope and Sequence
Algebra II
Chico Green School

Assessment Grouping	California State Standard	# of Weeks
Probability	18.0 Students use fundamental counting principles to compute combinations and permutations.	4
	19.0 Students use combinations and permutations to compute probabilities.	
	20.0 Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.	
Solving Equations	1.0 Students solve equations and inequalities involving absolute value.	3
	2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	
Polynomials	4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.	7
	7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.	
	3.0 Students are adept at operations on polynomials, including long division.	
Complex Numbers	5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.	3
	6.0 Students add, subtract, multiply, and divide complex numbers.	
Quadratics	8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.	4
	10.0 Students graph quadratic functions and determine the maxima, minima, and zeros of the function.	
	9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y = a(x-b)^2 + c$.	
Conic Sections	16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.	3
	17.0 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.	
Logarithms	11.0 Students prove simple laws of logarithms.	4
	11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	
	11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.	

	15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.	
	13.0 Students use the definition of logarithms to translate between logarithms in any base.	
	14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.	
	12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	
Functions	24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.	3
	25.0 Students use properties from number systems to justify steps in combining and simplifying functions.	
Series	22.0 Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.	3
	23.0 Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.	
Induction	21.0 Students apply the method of mathematical induction to prove general statements about the positive integers.	2

Scope and Sequence
Geometry
Chico Green School

Assesment Groups	California State Standards	# of Weeks
Angles	7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.	4.5
	13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.	
Triangles	4.0 Students prove basic theorems involving congruence and similarity.	6
	5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	
	6.0 Students know and are able to use the triangle inequality theorem.	
	12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.	
Right Triangles	15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.	7.5
	18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.	
	19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.	
	20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.	
	14.0 Students prove the Pythagorean theorem.	
Perimeter, Area, Volume	10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	6
	8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.	

	9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.	
	11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	
<u>Cartesian Geometry</u>	17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.	4.5
	22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	
<u>Constructions</u>	16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.	3
<u>Circles</u>	21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	4.5

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<u>Methods of Proof (Taught through other objectives)</u>	1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	
	2.0 Students write geometric proofs, including proofs by contradiction.	
	3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	

Spanish Syllabus

Teacher: Ms. Vandehoven

Contact: jvandehoven@chicogreenschool.org

Website: <https://sites.google.com/a/chicogreenschool.org/9th-grade-history/>

Course Description

The Spanish One course includes the vocabulary and the grammar skills necessary to communicate in the present tense on a conversational level in Spanish. All five language competencies – speaking, listening, reading, writing, and culture, will be addressed regularly. Daily activities will include: singing, vocabulary review, conversation practice, listening to native speakers on audio and video recordings, cultural studies, fieldtrips, reciting poems, and reading stories in Spanish.

Course Texts and Readings:

Blodget, Tom. *Musicapaedia* (Chico, CA: Tom Blodget, Sign of the Times Records, and Global Zoo Publishing, 1998).

Numerous other documents, stories, and essays will be presented throughout the course.

Students are expected to

- Arrive on time and fully prepared (with all materials) to engage in active learning
- Have respect for all others in the classroom
- Do all assignments with best effort and turn them in on time
- Have fun and explore each new media

Classroom Policies & Rules and Regulations

- Students have the right to learn; the teacher has the right to teach; do not interfere with either!
- Respect: yourself, your peers, staff, the environment, the community, and our school!
- Responsibility: You are responsible for your own work as well as your role in any group activities. You are also responsible for your actions.
- Students stay on task and do not distract others from learning.

Grade Breakdown

Participation/discussion	50%
Quiz/Exam	30%
Assignments/presentations	20%

Absences

Heavily affect student class participation scores. Students will know of assignments several days in advance. If you are absent due to illness your assignment is due the following day.

Late work

Assignments will not under any circumstances be accepted late. Class work may be turned in late due to absence (see absences above). Late work will be accepted up to a week late for a lower score.

Food/Drink/electronics

Students may eat fruits/vegetables and drink water in class. No candy or soda may be consumed at anytime during the course. Electronic devices (cell phones/ipods) are not to be used at anytime during class, those that are seen with be removed.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students disregarding the standard of honesty must accept the consequences; the teacher, administrators, or other designated people, assess the penalties. In other words, all of your assignments must be your own original work. If I become convinced, either by your actions or the work itself, that it is not original, I will take action as severe as, but not limited to recording a letter grade of an "F" for that assignment, an "F" for the course, and/or removal from the class. **There will be absolutely NO exceptions to this policy under any circumstance.**

NO Hoods: NO EXCEPTIONS!

Hall and Restroom Passes

Hall passes are only for emergencies. You will need to make-up time spent outside of class at lunch or after school.

I have read, understand, and agree to follow the above stated classroom policies and rules.

Student's Name (please print)

Signature

Date

I have read and am aware of the above stated classroom policies and rules, and will do my best to assure that my child follows them.

Parent Name (please print)

Signature

Date

Home Phone: _____

Work Phone: _____

Cell: _____

Parent e-mail: _____ **Student e-mail:** _____

Appendix C. All documentation related to the efforts to enroll students for the 11th grade for the 2010-2011 school year, including but not limited to curriculum for courses offered at that grade level.

The decision to add an 11th grade was made at the Board meeting of May 8, 2010, in response to unsolicited demand for the addition of this grade level. Once the decision was made, we updated our website and Facebook page to reflect the change. (We have since removed the website information.) No special marketing or outreach effort was undertaken that focused specifically on this grade level.

Curriculum for courses offered at the 11th grade level is contained within Appendix B.

Appendix D. Documentation related in any way to the school's retention of a successor Director, as well as successors to any members of the Board of Directors who have resigned within the last month.

The Board approved the appointment of Cheryl Eining as Interim Director on September 13, 2010. Ms. Eining is an experienced school administrator who holds a current K-12 Administrative Credential. In addition to managing the school's day-to-day operations, Ms. Eining will assist in the recruitment of a permanent director.

The bylaws of CGS specify a board size of five to nine members. The board currently has five active members. Despite the fact that three board members resigned recently, there is no requirement that any vacancies be filled at this time.

Appendix E. All agendas and minutes from all board meetings since the granting of the charter.

AGENDA for Regular Meeting of the Board of Directors of Chico Green School, Inc.

November 10, 2009 at 7 PM
Grilla Bites, 196 Cohasset Rd, Chico

1. Welcome and roll call

Amy Antongiovanni, Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe, Martin Schwabe, Harry Winand

2. Approval of minutes of October 9th

3. Discussion and action items

3.1. Treasurer's report

- Financial management policy

3.2. Recruiting

- Budget and resources

3.3. Founders policy

3.4. Memberships

- Alliance for Public Waldorf Education
- WASC

4. Calendar and announcements

- Fundraiser, November 14th

5. Adjournment

**Minutes for Special Meeting
Board of Directors of Chico Green School, Inc.**

December 22, 2009 at 5:30 PM
Butte County Library

1. Welcome and roll call 5:48pm

Selena Logan, Kent Sandoe, Martin Schwabe, Harry Winand, Sarah Parada, Portia Ceruti

2. Discussion and action items

2.1. Governance Structure: Much discussion was had on the subject, no conclusions were drawn, conversation to be continued.

3. Calendar and announcements

3.1. Next Board Meeting: Friday, Jan 8th, 4:00pm, Grilla Bites

4. Adjournment Motion Selena 2nd Martin Unanimous 6:56pm

Minutes for Regular Meeting of the Board of Directors of Chico Green School, Inc.

January 8, 2010 at 4 PM
Grilla Bites, 196 Cohasset Rd, Chico

1. Welcome and roll call 4:14

Selena Logan, Maioue Lor, David Orneallas, Harry Winand, Sarah Parada, Portia Ceruti

1.1. Approval of minutes of December 11th M Harry 2nd David Unanimous

2. Discussion and action items

2.1. Ratification of Chair's appointment to board of Portia Ceruti and Sarah Parada M David, 2nd Maioue Unanimous

2.2. Treasurer's report

2.3. Recruiting

2.3..1. Committee report: 1 English Candidate that we are fairly sure that we will make an offer to; 2 science & 3 history candidates that we are still considering and will have a second interview with this weekend; 1st interviews for PE this weekend. Rainbow Rosenbloom is hired and helping with the interviews. We would like to send the candidates to the Alliance conference next weekend to assess their affinity to Waldorf methods.

2.3..2. Proposed salary schedule: Discussed many ideas of how to run a schedule Selena will write full proposal for next meeting.

2.4. Insurance (see requirements to follow) Maioue will research this.

2.5. Facilities: Scott Wolf confirmed desired property requirements, Scott needs to have budget information and timeline.

3. Calendar and announcements

3.1. Annual Conference of the Alliance for Public Waldorf Education, "Shepherding Stewardship: Teaching about Nature and Sustainability in Schools Inspired by Waldorf Education" January 15-17, Rudolf Steiner College, Fair Oaks

3.2. Next Board Meeting: Friday, Feb 12th, 4:00pm, Grilla Bites

4. Adjournment M Harry 2 David Unanimous

Insurance Requirements per MOU with CUSD, signed December 10, 2009

Prior to hiring employees, leasing facilities, signing contracts or receiving grant funding, the CGS, at its expense, shall procure and maintain General Liability insurance with a minimum per occurrence limit of \$15,000,000 and the deductible/self-insurance retention shall not exceed \$10,000. Insurance shall include coverage for claims against the CGS, it's elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the CGS) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party the CUSD, it's elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the CGS under this Agreement, and that any insurance procured by the CUSD, it's elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted. CUSD is not responsible for personal property losses suffered by the CGS, it's elected or appointed officials, employees, agents, volunteers or students.



CHICO GREEN SCHOOL

AGENDA Regular Meeting of Board of Directors

FEBRUARY 12, 2010 AT 4PM

GRILLA BITES, 196 COHASSET RD. CHICO, CA

I. Call to Order

II. Roll call

Board Members- Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda Modifications

IV. Public Comments

Chico Green School, Inc. welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have five minutes to make comments or ask questions.

V. Consent Agenda

- a) Approval of Minutes:
 - a. Special Meeting December 22, 2009
 - b. Regular Meeting January 8, 2010

VI. Agenda Items

- a) Report of Nominations Committee
Nominations committee will present the board with recommendations for officers for the 2010 year.
 - a. Election of Officers
 - b. Welcome new board members
Description of duties and responsibilities.
- b) Recruiting Committee Report
Presentation of hiring recommendations for positions in history/Spanish, physical science/art, biological science/service learning, and PE. Director position will also be discussed.
 - a. Approval of Recruiting Committee Recommendations
 - b. Compensation Plan
Proposal of guidelines for making offers to prospective hires.
- c) Fundraising
 - a. Board Commitment
Presentation of the importance of holistic fundraising efforts.
 - b. Committee Report
Discussion of plans and needs for success at our annual spring fund/awareness raising event.

- d) Name Change
Discussion for process and timeline of deciding on an official name for Chico Green School, Inc.'s high school.
- e) Enrollment
Discussion of the creation of an action plan for enrolling our first 50 students for 2010.
- f) Founders' Policy
Review/Adopt policy with intent of making clear future enrollment of children of Founding Members including definition of "Founding Members".
- g) Treasurer Report
 - a. Grant revision 2009-2010

VII. Next Meeting and Possible Agenda Items

VIII. Calendar and Announcements

- a) Facilities meeting 3pm at Great Harvest on East **February 19**
- b) A Green Tie Affair **March 27**
- c) Deadline for accepting English and Math applications **March 1**
- d) 2nd Anniversary of the Election of the first Board of Directors of Chico Green School, Inc
April 3

IX. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
March 12, 2010 at 4 PM
Grilla Bites, 196 Cohasset Rd, Chico, CA

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas,
Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda Modifications

IV. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

V. Consent Agenda

A. Approval of Minutes:

1. Regular Meeting February 12, 2010
2. Special Meeting March 3, 2010

VI. Agenda Items

A. Personnel

1. Approval of Recruiting Committee recommendations
2. Report of Hiring Committee
3. Discussion of staffing options for school administration
4. Approval of employee handbook

B. Fund development

1. Update on plans for annual spring fund/awareness raising event

C. Outreach

1. Enrollment plans
2. Advertising strategy

D. Founders/volunteers

1. Report of hours by volunteers

E. Facilities

1. Status of negotiations for site

F. Finance

1. Treasurer's Report
2. Approval of resolution for employer pickup of STRS contributions (attached)

VII. Next Meeting and Possible Agenda Items

VIII. Calendar and Announcements

A. Information event, Hooker Oak School, March 24, 6 PM

B. A Green Tie Affair March 27

IX. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
March 26, 2010 at 4 PM
1222 West 11th Avenue, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas,
Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Items

A. Personnel

1. Approval of employee handbook
2. Approval of employee agreements
3. Approval of teacher job description

B. Facilities

1. Report on site negotiations
2. Approval of resolution to apply for CDE revolving loan (attached)

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
April 2, 2010 at 4 PM
1232 Oakdale Street, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas,
Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Items

A. Facilities

1. Report on site negotiations
2. Approval of lease agreement (attached)

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
April 9, 2010 at 4 PM
Grilla Bites, 196 Cohasset Rd, Chico, CA

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas,
Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda Modifications

IV. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

V. Consent Agenda

A. Approval of Minutes:

1. Regular Meeting March 12, 2010
2. Special Meeting March 26, 2010
3. Special Meeting April 2, 2010

VI. Agenda Items

A. Outreach

1. Enrollment plans
2. Advertising strategy

B. Founders/volunteers

1. Report of hours by volunteers

C. Finance

1. Treasurer's Report

VII. Next Meeting and Possible Agenda Items

VIII. Calendar and Announcements

- A. George Hoffecker, May 22, all day event with board and faculty

IX. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors

April 9, 2010 at 4 PM

1232 Oakdale Street, Chico, CA

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Selena Logan, Maioue Lor, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda Modifications

IV. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

V. Consent Agenda

A. Approval of Minutes:

1. Regular Meeting, April 9, 2010

VI. Agenda Items

A. Outreach

1. Enrollment plans
2. Advertising strategy
3. Farmers' Market

B. Board vacancies

C. Personnel

1. Director
2. Clerical

D. Finance

1. Treasurer's Report

VII. Next Meeting and Possible Agenda Items

VIII. Calendar and Announcements

- A. Farmers' Market, every Thursday evening
- B. George Hoffecker, May 22, all day event with board and faculty

IX. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
April 30, 2010 at 4 PM
1139 Broadway Street, Chico, CA

- I. Call to Order
- II. Roll call
Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand
- III. Agenda Modifications
- IV. Public Comments
Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.
- V. Consent Agenda
 - A. Approval of Minutes:
 1. Regular Meeting, April 9, 2010
 2. Regular Meeting, April 23, 2010
- VI. Agenda Items
 - A. Outreach
 1. Enrollment plans
 - B. Board vacancies – status report
 - C. Personnel
 1. Classified positions
 2. Approval of STRS redeposit payroll resolution (attached)
 - D. Finance
 1. Treasurer's Report
- VII. Next Meeting and Possible Agenda Items
- VIII. Calendar and Announcements
 - A. Site visit: Sunday, May 2, 8 AM
 - B. Farmers' Market: Thursday, May 6
 - C. Musical event: Saturday, May 15
 - D. George Hoeffcker: Saturday, May 22 (all day event with board and faculty)
 1. Accommodations for George and Donna?
- IX. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
May 6, 2010 at 12:30 PM
1139 Broadway Street, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Items

A. Closed Session – Public Employment: Director

B. Report on Closed Session

C. Facilities – Report on site negotiations

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
May 12, 2010 at 5:00 PM
1139 Broadway Street, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Items

- A. Closed Session – Public Employment: Director, Assistant Director
- B. Report on Closed Session

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
May 24, 2010 at 8:00 PM
1139 Broadway St, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Items

A. Discussion of the Brown Act

B. Personnel: Appointment process for Administrative Assistant

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors

June 4, 2010 at 4:30 PM

1139 Broadway Street, Chico, CA

I. Call to order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda modifications

IV. Consent agenda

V. Approval of minutes:

- Regular Meeting, April 30, 2010
- Special Meeting, May 6, 2010
- Special Meeting, May 8, 2010
- Special Meeting, May 12, 2010
- Special Meeting, May 19, 2010
- Special Meeting, May 24, 2010

VI. Agenda Items

A. Facilities update

B. Outreach

1. Enrollment plans
 - a. New enrollments
 - b. Maintaining our base
 - c. Market research

C. Personnel

1. Approval of Director contract and job description
2. P.E. / Math teacher contract changes
3. History teacher
4. Process for hiring/contracting specialty teachers

D. Board vacancies – status report

E. School meals program

F. Next meeting and possible agenda items

1. Regular meeting schedule

G. Calendar and announcements

1. Farmers' Market: Thursdays, June and July, please sign up!
2. Monday Morning adMinistration Meetings (with Tami)

VII. Adjournment

Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors

June 10, 2010 at 3:00 PM

1139 Broadway St, Chico

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda Item

A. Facilities

V. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors

June 18, 2010, 4 PM

CSU, Chico - Glenn Hall - Rm. 109

I. Call to Order

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Opening

IV. Agenda Modifications

V. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

VI. Agenda Items

A. Personnel; Classified Positions

1. Approval of Director Job Description

2. Approval of Assistant Director hiring recommendation

B. Facilities Report

C. Meeting Schedule Proposal

VII. Closing

VIII. Adjournment



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
June 25, 2010 at 4:30 PM
Glenn 109, CSU Chico, CA

- I. Call to order
- II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

- III. Agenda modifications
- IV. Consent agenda
- V. Approval of minutes:

- Regular Meeting, April 30, 2010
- Special Meeting, May 6, 2010
- Special Meeting, May 8, 2010
- Special Meeting, May 12, 2010
- Special Meeting, May 19, 2010
- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Special Meeting, June 10, 2010
- Special Meeting, June 18, 2010

VI. Agenda Items

- A. Facilities update
- B. Outreach/enrollment
 - 1. Current enrollment
 - 2. Direct Mailer
 - 3. Craig's list
 - 4. Other strategies
- C. Personnel
 - 1. Approval of Director agreement
 - 2. Approval of Administrative Assistant agreement and job description
 - 3. P.E. / Math teacher contract changes
 - 4. Hiring of part-time physics, advanced math, and Spanish teachers

D. Fiscal

1. Financial statements for FY 2009-10
2. Proposed budget for FY 2010-11

E. Student handbook

F. Next meeting and possible agenda items

1. Regular meeting schedule

G. Calendar and announcements

1. Farmers' Market: Thursdays, July, please sign up!

VII. Adjournment

Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors

July 9, 2010 at 4:00

1139 Broadway Street, Chico

- I. Call to order
 - II. Roll call
 - III. Agenda modifications
 - IV. Opening
 - V. Consent agenda
 - A. Approval of minutes of Regular Meeting, June 25, 2010
 - VI. Agenda Items
 - A. Facilities update
 - B. Outreach/enrollment & direct mail campaign
 - C. Fiscal
 - 1. Financial statements for FY 2009-10
 - 2. Proposed budget for FY 2010-11
 - D. Calendar and announcements
 - 1. Farmers' Market: Thursdays, July, please sign up!
 - VII. Adjournment
 - VIII. Closing
- Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors

July 20, 2010 at 11:30 AM
1139 Broadway Street, Chico

- I. Call to order
- II. Roll call
- III. Agenda modifications
- IV. Opening
- V. Agenda Items
 - A. Facilities update
- VI. Adjournment
- VII. Closing

Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
July 23, 2010 at 4:30 PM
Glenn 109, CSU Chico, CA

I. Call to order – Opening

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda modifications

IV. Consent agenda

A. Approval of minutes:

- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Regular Meeting, June 25, 2010
- Special Meeting, July 9, 2010
- Special Meeting, July 20, 2010

B. Approval of financial statements for FY 2009-10

V. Agenda Items

A. Facilities update

B. Outreach/enrollment

1. Current enrollment

C. Fiscal

1. Approval of budget for FY 2010-11

D. Curriculum

1. Faculty report

E. Next meeting and possible agenda items

F. Calendar and announcements

1. Opening Ceremonies: proposed date September 10, 2010

VI. Adjournment – Closing

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors

August 6, 2010 at 4:30 PM

2414 Cohasset Road, Chico, CA

I. Call to order – Opening

II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

III. Agenda modifications

IV. Consent agenda

A. Approval of minutes:

- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Regular Meeting, June 25, 2010
- Special Meeting, July 9, 2010
- Special Meeting, July 20, 2010

B. Approval of financial statements for FY 2009-10

V. Agenda Items

A. Outreach/enrollment

1. Enrollment status
2. Press relations/eNewsletter
3. Presentations to community organizations

B. Fiscal

1. Approval of budget for FY 2010-11

C. Policy Development

1. Student/parent handbook
2. Safety policy
3. Fiscal policy

D. Next meeting and possible agenda items

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

March 12, 2010

Page 2

E. Calendar and announcements

1. Restorative Practices workshop: August 11th
2. Opening Ceremonies: September 10, 2010

VI. Adjournment – Closing



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
August 27, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

I. Call to order – Opening

II. Roll call

Board Members: Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe,
Martin Schwabe

III. Agenda Items

A. Policy Approval

1. Student/parent handbook
2. Health and Safety Policies
3. iPad policy

B. Closed Session

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

C. Report on Closed Session

D. Next meeting and possible agenda items

E. Calendar and announcements

1. Schedule of meetings
2. Opening Ceremonies: September 10, 2010

IV. Adjournment – Closing

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
August 29, 2010 at 5:00 PM
2414 Cohasset Road, Chico, CA

I. Call to order – Opening

II. Roll call

Board Members: Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe,
Martin Schwabe

III. Agenda Items

A. Closed Session

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

B. Report on Closed Session

IV. Adjournment – Closing

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
September 3, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

- I. Call to order – Opening
- II. Roll call

Board Members: Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe, Martin Schwabe

- III. Agenda modifications
- IV. Consent agenda

- A. Approval of minutes:

- Special Meeting, May 24, 2010
 - Regular Meeting, June 4, 2010
 - Regular Meeting, July 23
 - Regular Meeting, August 6 (Director)
 - Special Meeting, August 20
 - Special Meeting, August 27
 - Special Meeting, August 29

- V. Agenda Items

- A. Outreach/enrollment

- 1. Enrollment status

- B. School lunch program

- 1. Approval of Healthy Lunch resolution

- C. Closed Session

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

- D. Report on Closed Session

- E. Next meeting and possible agenda items

- F. Calendar and announcements

- 1. Opening Ceremonies: September 10, 2010

- VI. Adjournment – Closing

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



chico green school

Board of Directors, Regular Meeting

Meeting Minutes

January 8, 2010

I. Call to order

Selena Logan called to order the regular board meeting of Chico Green School, Inc at 4:14pm on January 8th at Grilla Bites, 196 Cohasset Rd. Chico.

II. Roll call

Selena Logan conducted a roll call. The following persons were present:

Board Members- Selena Logan, Maioue Lor, David Orneallas, Martin Schwabe, Harry Winand

Board Members Absent- Carolyn Nava, Kent Sandoe

Guests- Portia Ceruti, Sarah Parada

III. Consent Agenda

a) Approval of Minutes:

a. Regular Meeting December 11, 2010

Approve without amendments

Motion Harry 2nd David Vote: Unanimous

IV. Agenda Items

a) Ratification of Chair's appointment to the Board of Portia Ceruti and Sarah Parada

Motion to accept recommendation of Nominations Committee

Motion: David 2nd: Maioue Vote: Unanimous

a. Welcome new board members

Description of duties and responsibilities.

b) Treasurer's Report

c) Recruiting

a. Committee Report

1 English Candidate that we are fairly sure that we will make an offer to; 2

science & 3 history candidates that we are still considering and will have a

second interview with this weekend; 1st interviews for PE this weekend.

Rainbow Rosenbloom is hired and helping with the interviews. We would like to

send the candidates to the Alliance conference next weekend to assess their

affinity to Waldorf methods.

b. Proposed Salary Schedule

Discussed many ideas of how to run a schedule.

Commitments: Selena will write full proposal for next meeting.

d) Insurance (see requirements)

Commitments: Maioue will research

e) Facilities

Scott Wolf confirmed desired property requirements; Scott needs to have budget

information and timeline.

Commitments: Selena will talk to Kent about getting this done.

V. Next Meeting and Possible Agenda Items



chico green school

The next meeting of the board of directors of Chico Green School, Inc. will be at **4PM on February 12, 2010** at **Grilla Bites, 196 Cohasset Rd. Chico.**

VI. Calendar and Announcements

- a) Annual Conference of the Alliance for Public Waldorf Education, "Shepherding Stewardship: Teaching about Nature and Sustainability in Schools Inspired by Waldorf Education", Rudolf Steiner College, Fair Oaks **January 15-17**

VII. Adjournment

The meeting was adjourned at [time meeting ended].

Motion: Harry 2nd: David Vote: Unanimous

Minutes submitted by: Selena Logan

Minutes approved on: [Date]



chico green school

Board of Directors, Regular Meeting

Meeting Minutes

February 12, 2010

I. Call to order

Kent Sandoe called to order the regular board meeting of the **Chico Green School, Inc** at **4:13** on **February 12th** at **Grilla Bites, 196 Cohasset Rd. Chico.**

II. Roll call

Selena Logan conducted a roll call. The following persons were present:

Board Members- Portia Ceruti, Selena Logan, Maioue Lor, David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe, Harry Winand

Board Members Absent- Carolyn Nava

Guests- Summer O'Neill, Jenny Johnston

III. Agenda Modifications

Moved recruiting committee reporting until David Orneallas arrives.

IV. Public Comments

Chico Green School, Inc. welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the Public Comment item at the end of the meeting wherein each member of the public may have five minutes to make comments or ask questions.

V. Consent Agenda

a) Approval of Minutes:

a. Special Meeting December 22, 2009

b. Regular Meeting January 8, 2010

Approve without amendments

Motion Portia

2nd Sarah

Vote: Unanimous

VI. Agenda Items

a) Report of Nominations Committee

Nominations committee will present the board with recommendations for officers for the 2010 year.

Recommendations made:

Chair—Kent Sandoe

Vice Chair—Martin Schwabe

Treasurer—Harry Winand

Secretary—Selena Logan

a. Election of Officers

Motion to accept recommendation of Nominations Committee

Motion: Portia 2nd: Maioue Vote: Unanimous

b. Welcome new board members

Description of duties and responsibilities.



chico green school

- b) Recruiting Committee Report
Presentation of hiring recommendations for positions in history/Spanish, physical science/art, biological science/service learning, and PE. Director position will also be discussed.
- a. Approval of Recruiting Committee Recommendations
Motion to accept all of the hiring recommendations of Recruiting Committee
Motion: Martin 2nd: Portia Vote: Unanimous
 - b. Compensation Plan
Proposal of guidelines for making offers to prospective hires. (see attached)
Motion to accept proposed guidelines and to have task force work on offer advisories.
Motion: Selena 2nd: Harry Vote: Unanimous
Commitments: Maioue is working diligently on insurance benefits issues. Kent, David, Martin, and Jenny will work on advisory offers.
- c) Fundraising
- a. Board Commitment
Presentation of the importance of holistic fundraising efforts.
Commitments:
 - b. Committee Report
Discussion of plans and needs for success at our annual spring fund/awareness raising event.
March 27 5:30-11pm @ the Chico Grange
Premiere of the Chico Wonders to play
Community Seeds worked on the promotional flyers
Commitments: Harry and Martin will take care of the Cash Drawer as well as set up assignments for volunteers at event.
Kent and Harry will update website with event info.
Martin and Kent will find kids to hand out flyers at Farmer's Mkt., Martin will talk to Terry.
Sarah, Kent, & Martin to work on an Advertising
- d) Name Change
Discussion for process and timeline of deciding on an official name for Chico Green School, Inc.'s high school.
Commitments: Harry will handle promotion of "Name our new high school" and will add page on website to receive suggestions. If name chosen—free tickets to A Green Tie Affair. Deadline March 15th.
- e) Enrollment
Discussion of the creation of an action plan for enrolling our first 50 students for 2010.
Commitments: Portia will ask Dean if he would be willing to help.
Ideas: Flyers in boxes at the Jr. Highs, Farmer's Mkt., Open House (April)
- f) Founders' Policy
Review/Adopt policy with intent of making clear future enrollment of children of Founding Members including definition of "Founding Members".
Motion to enact Founders' Policy without amendment.
Motion: Portia 2nd: Martin Vote: Unanimous
Commitments: Portia will maintain the list of children start dates this year as well as other record keeping tasks and Selena will temporarily do task delegation.
- g) Treasurer Report



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- a. Grant revision 2009-2010

Motion to approve amendments to grant budget.

Motion: Selena 2nd: Martin Vote: Unanimous

Commitments: Martin and Harry will get together to share info

VII. Next Meeting and Possible Agenda Items

The next meeting of the board of directors of Chico Green School, Inc. will be at 4PM on March 12, 2010 at Grilla Bites, 196 Cohasset Rd. Chico.

Possible agenda items include:

- a) **Employment Policies**
- b) **Name Change**
- c) **Insurance and Benefits Packages**
- d) **Volunteer Report**
- e) **Fund Development**

VIII. Calendar and Announcements

- a) Facilities meeting 3pm at Great Harvest on East **February 19**
- b) The Inaugural Green Tie Affair **March 27**
- c) Deadline for accepting English and Math applications **March 1**
- d) 2nd Anniversary of the Election of the first Board of Directors of Chico Green School, Inc **April 3**
- e) George Washington Carver Open House **February 13**
- f) Green Tie Affair working meeting Monday noon **February 15**

IX. Adjournment

The meeting was adjourned at 6:38pm.

Motion: Harry 2nd: Martin Vote: Unanimous

Minutes submitted by: Selena Logan

Minutes approved on: **Unapproved (Scheduled for approval on March 12)**



chico green school

Board of Directors, Special Meeting

Meeting Minutes

March 3, 2010

I. Call to order

Kent Sandoe called to order the regular board meeting of the Chico Green School, Inc at 4:14 pm on March 3rd at 1139 Broadway Street, Chico.

II. Roll call

Selena Logan conducted a roll call. The following persons were present:

Board Members- Portia Ceruti, Selena Logan, , Kent Sandoe, Martin Schwabe, Harry Winand

Board Members Absent- Carolyn Nava, Maioue Lor, David Orneallas, Sarah Parada

Guests- Scott Wolf, Realtor

III. Agenda Modifications

None

IV. Public Comments

Chico Green School, Inc. welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the Public Comment item at the end of the meeting wherein each member of the public may have five minutes to make comments or ask questions.

V. Closed Session

- a) Conference with Real Property Negotiators
Property: 2412 Cohasset Road, Chico
Agency Negotiator: Scott Wolf
Under negotiation: price and terms of payment

VI. Report on Closed Session

The board discussed the lease on the site at Cohasset Road and authorized Scott Wolf to present the owner with a letter of intent.

VII. Agenda Items

- a) Insurance
 - a. Approval of acquisition of policy for Directors & Officers and Employment Practice Liability (see attached).
Tabled for inclusion of general liability.
 - b. Approval to join JPA for excess liability coverage (see attached)
Motion to join the SELF JPA and accept the attached Resolution.
Motion: David 2nd: Harry Vote: Unanimous
Commitments: Kent will be the duly authorized agent.

VIII. Adjournment

The meeting was adjourned at 6:30pm.



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Motion: David 2nd : Harry Vote: Unanimous

Minutes submitted by: Selena Logan

Minutes approved on: **Unapproved (Scheduled for approval on March 12)**



CHICO GREEN SCHOOL

M I N U T E S

Regular Meeting of Board of Directors
March 12, 2010 at 4 PM
Grilla Bites, 196 Cohasset Rd, Chico, CA

I. Call to Order at 4:14

II. Roll call

Board Members: Portia Ceruti, David Orneallas, Sarah Parada, Kent Sandoe, Harry Winand

Absent: Selena Logan, Maioue Lor, Carolyn Nava, Martin Schwabe

Guests: Summer O'Neill, Amy Evans

III. Agenda Modifications: Add F.3 Approval of Insurance Expenditure, Change VI. A. 4. from Approval to Report

IV. Public Comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

V. Consent Agenda

A. Approval of Minutes

1. Regular Meeting February 12, 2010

2. Special Meeting March 3, 2010

Motion to approve consent agenda

Motion: Portia 2nd: David Approved

VI. Agenda Items

A. Personnel

1. Approval of Recruiting Committee recommendations

Made offers and all accepted except Tom. This does not include more recent offers to Glen and Lauren. Comment made that this is a well chosen, balanced faculty.

Motion made to accept the recommendations of the Recruiting Committee as presented

Motion: Portia 2nd: Harry Approved.

2. Report of Hiring Committee

A contract is in progress.

3. Discussion of staffing options for school administration

Much thought and discussion is being put forth regarding job description for a director and clerical position. We are looking for a half time director and half time clerical staff. A three fold governance structure is being considered, consisting of the right sphere (administrative), brotherhood (economic; develops outreach, community relations), and cultural (pedagogical; with more than 100 students this faculty would stop teaching and focus on mentoring), with each

of these spheres having its own "director". Consideration going into how decisions would be made within spheres (consensus) but not between spheres. Want Board to oversee, delegate, handoff and trust spheres, then focus on Waldorf study. Kent suggested matrix with responsibilities of jobs and three sphere's responsibilities, and will work on this. The goal is for it not to feel like there is one boss, therefore need to be extremely clear in descriptions, expectations, and values. Want a director hired by May 1st.

4. Approval of employee handbook

Much research has been done comparing charter school handbooks. A new Model Charter School Operating Policies handbook has been put out since initiation of this project, and we are now aligning with this document, as it has been updated to current employment law.

B. Fund development

1. Update on plans for annual spring fund/awareness raising event: We are still soliciting food items. Need 3 parking attendants, need volunteers for day of, need solicitation of action items, and a local chef is needed to donate. Want faculty to do short presentation.

C. Outreach

1. Enrollment plans

Amy has created a MySpace linked to CGS enrollment. Will take over our FaceBook account. Would like to add teachers.

2. Advertising strategy

Have \$5,000 to spend on out reach by July 1st. Looking at multifaceted ad distribution (North State Parent; CNR; Play (CARD); Synthesis (Sarah will look into); Laxson; KCHO; KZFR; billboards in May). Working on fliers. Will do a "Declare Yourself" campaign, eg. Declare your Strength/ Identity/ Uniqueness ect. Also discussed: 1) An active (vs. passive) kid focused event in the City Plaza in May. Ideas for skate board contest, battle of the bands, concert, raffle, and combine with GRUB. Harry will look into. 2) To promote our school we will define our arts program and enhance our uniqueness, such as our student trip to start the year, service learning, sustainability, and late start. 3) Should we hire someone to do a marketing campaign? 4) Discussed kid centered afterschool interaction with faculty, eg. Jeremy and Daebin at Teaz Me, or at the Mall. 4) Focus on key demographic, consider home school programs.

D. Founders/volunteers

1. Report of hours by volunteers

Web committee will be forms online

E. Facilities

1. Status of negotiations for site

1) Meet with Sarah Simmons. CUSD will file late for partial taxes to get prorated exemption which would save about 10K on Cohasset site. 2) Cohasset site has been put on hold. 3) Kent would like to approach Blue Oak Charter School about shared use facility, and shared staff. Concerns include separate entrance, play area and bathrooms. Portia will approach them.

F. Finance

1. Treasurer's Report

Bank details have not been switched over, therefore there is no report.

2. Approval of resolution for employer pickup of STRS contributions (attached)
Motion: Davis 2nd: Sarah **Approved**
3. Approval of Insurance Expenditure
21K per year insurance package, which is much less than previous negotiations. Covers basic policy.
Motion to move to spend 21K to buy insurance
Motion: David 2nd: Harry **Approved.**

VII. Next Meeting and Possible Agenda Items

VIII. Calendar and Announcements:

- A. Information event, Hooker Oak School, March 24, 6 PM
- B. Governance Task Force is meeting Wed. 17th at 10:30.
- C. A Green Tie Affair March 27
- D. George Hoffecker is coming to work on governance issues May 22nd

IX. Adjournment 6:58pm

Motion: David 2nd: Portia **Approved**



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
June 25, 2010 at 4:30
Glenn 109, CSU Chico, CA

I. Call to order at 4:51pm

II. Roll call

Board Members Present: Portia Ceruti, Jennifer Johnston, Selena Logan, David Orneallas, Kent Sandoe, Martin Schwabe

Board Members Absent: Carolyn Nava, Sarah Parada, Harry Winand

Staff: Susan Rahn

Guests: None

III. Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

IV. Agenda modifications

Addition of governance at G; addition of project updates at H.

V. Opening

VI. Consent agenda

Minutes from April 9 and April 30 removed by Martin; from May 19 and May 24 removed by Selena; from June 4 removed by Portia on behalf of Sarah.

A. Approval of minutes: The following meeting minutes were approved

- Regular Meeting, April 30, 2010
- Special Meeting, May 6, 2010
- Special Meeting, May 8, 2010
- Special Meeting, May 12, 2010
- Special Meeting, June 10, 2010
- Special Meeting, June 18, 2010

Motion to approve remaining consent agenda

Motion: David 2nd: Martin Vote: yeas—5; nays—0; Unanimous.

Martin rescinded his objection to minutes from April 9 and April 23.

Motion to approve minutes from April 9, 2010 & April 23, 2010

Motion: Martin 2nd: David Vote: yeas—5; nays—0; Unanimous

Meeting on May 19 was cancelled and there are no minutes.

Approval of Minutes from the May 24 & June 4 **Tabled**

VII. Agenda Items

A. Facilities update

Kent met with Tom D’Giovanni today -- things are moving forward. They were joined by Carol D’Giovanni (wife and co-owner with Tom). She has expressed concerns about the shared use of the bathrooms with the students. She says that high school girls like to gather in the bathroom to smoke, hang, etc. Kent reassured her that our plan is to have an open campus, and thus the bathrooms will not be a refuge. The students will have lots of places to “enjoy” themselves. Tom has given room renting figures which Kent passed around. The major new developments-- the vending machine room is on the table as is the office behind it. When we want to expand, there will be plenty of office space, which will increase rent a little. On top of the rent we pay, we will owe an additional calculated percentage amount that covers public space. Typically, public space is 20% of leased space. This will increase our rent a little. It is a point of negotiation – we’ll probably end up paying 7 to 15%. Tom is up to negotiating that percent. He will have a professional firm go in and measure the space and then we’ll negotiate the percentage of common space. Kent states that we are hoping to wrap up rent negotiations Tues/Wed. of next week. A final price has not been stated yet.

Initially, we are talking about renting three classrooms rooms and an office(s) on the Flume side of the street. The whole building is in good shape. OLLI is currently renting the biggest room, and it is still up in the air if they will sublease from us or will lease from Tom. Our deal with Tom is a three-year lease, Phoenix is through December, and it is unclear what OLLI will do after a year. From our point of view, it is better that OLLI deals with Phoenix or Tom this year, and then we would get the space the second year. The Octava room will be freed up mid September. Our sign will go on the Flume street side.

We’ll get three rooms plus an office(s)

Talked about hanging space... benches and bike racks out front – We will be plotting it out. The owner wants quite enjoyment for some other tenants.

There are no solar panels or sky lights for classrooms... maybe possible

There is a meeting with Tom next Tuesday at 2:30pm, then on Wednesday at noon, the faculty and Board will visit the site. We may have a special Board meeting next week to approve the facility. Our goal is to start a conditional use permit next week.

Tom thinks we can get the use permit in 30-45 days, and he was amenable to moving into the space sooner.

B. Outreach/enrollment

1. Current enrollment- In the last four days, we’ve had four new
2. During the month of July while teachers are off training and on vacations, we need Board members to represent CGS at the Thursday night Farmer’s markets. We did a Chico News & Review ad; Jeremy has run some summer activities. The faculty has put together great summer events, but they have not been well attended. We need to get the word out by calling, email, and Facebook would be an ideal media.

3. David acknowledges that iPad campaign is being pushed, but Jeremy feels that the summer programs should now be pushed – outreach is a two pronged approach, iPad gets kids interested and to take a look at us it's exciting, but we want to give summer program the opportunity to mature.
4. Website – Kent will update content this weekend, email ideas to Kent, Dress nice for a picture – Board photo

C. Personnel

1. Approval of Director Agreement
Motion to adopt Director Agreement as proposed
Motion: David 2nd: Portia Vote: ayes—5; nays—0; Unanimous
2. Approval of Administrative Assistant agreement and job description
Motion to approve Admin agreement and description as is.
Motion: David 2nd: Portia Vote: ayes—5; nays—0; Unanimous
3. P.E. / Math teacher contract changes
Motion to approve Daebin Gilmore's full time employment agreement
Motion: David 2nd: Martin
Discussion: Selena commended Daebin as very enthusiastic to build a PE program that really differentiates us
Vote: ayes—5; nays—0; Unanimous
4. Hiring of part-time physics, advanced math, and Spanish teachers
Motion for the Director to be able to discretionarily hire part-time employees as needed for less than three months, subject to immediate notification of the board and ratification by the board within 30 days, with a full discretionary hiring policy to be adopted prior to the start of school
Motion: Portia 2nd: Selena Vote: ayes—5; nays—0; Unanimous
Discussion: We will fly the position for one week.

D. Fiscal **Tabled**

1. Financial statements for FY 2009-10
2. Proposed budget for FY 2010-11

E. Student handbook in progress

F. Governance

Selena wanted to remind us that we started a process with George and Donna, and we don't want that to get pushed aside, we need to make sure committees are progressing—conflict resolution, outreach, administrative duties

G. Project Updates

1. Fundraising – Dec. 11 is Barnes and Noble book fair.
2. School lunch program going smoothly

H. Next meeting and possible agenda items

The 9th – but some special meeting next week

March 12, 2010

Page 4

I. Calendar and announcements

1. Farmers' Market: Thursdays, July, please sign up!

VIII. Adjournment—7:02pm

Motion: Jenny 2nd: Selena Vote: ayes—5; nays—0; Unanimous

IX. Closing



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors

July 9, 2010 at 4:00

1139 Broadway Street, Chico

I. Call to order—**4:13pm**

II. Roll call

Board Members Present: Jenny Johnston, David Orneallas, Selena Logan, Kent Sandoe (**Quorum not reached; all items are discussion only; no actions will be taken.**)

Board Members Absent: Portia Ceruti, Sarah Parada, Carolyn Nava, Martin Schwabe, Harry Winand

Staff: Susan Rahn, Tami Ritter

Guests: none

III. Agenda modifications—none

IV. Opening

V. Consent agenda

- A. Approval of minutes of Regular Meeting, June 25, 2010

VI. Agenda Items

A. Facilities update

Complications arose with the Phoenix site. Kent and Tami have been exploring other options that may suit the ideals that have been discussed at the last few meetings. Three listed rental sites have shown to be possibilities. We may have an opportunity to work with the City for use of a portion of the ground floor of the Municipal Building.

B. Outreach/Enrollment & Direct Mail Campaign

Enrollment is increasing, energy is good. Increased interest from home-school population; discussions of ways to approach and appeal to this demographic

Direct mail has a .5% return; Half a Bubble Out professional opinion suggested targeted, purchased list of Jr. and high school students. Cost would be about \$5000.

C. Fiscal

1. Financial statements for FY 2009-10 **Tabled**

2. Proposed budget for FY 2010-11 **Tabled**

D. Calendar and announcements

Farmers' Market: Thursdays, July, please sign up!

E. Next Meeting

Friday, July 23, 2010 at 4:30pm

VII. Adjournment **6:12**

VIII. Closing

Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors

July 20, 2010 at 11:30 AM
1139 Broadway Street, Chico

I. Call to order **11:50 am**

II. Roll call

Board Members Present: Kent Sandoe, Selena Logan, David Orneallas, Martin Schwabe, Harry Winand

Board Members Absent: Portia Ceruti, Sarah Parada, Jenny Johnston, Carolyn Nava

Staff: Tami Ritter, Susan Rahn

Guests: Scott Wolf

III. Agenda modification--None

IV. Opening

V. Agenda Items

A. Facilities update

Motion to accept rental contract with Jeff Doherty for the property at 2412 Cohasset Road as prepared by Scott Wolf.

Motion: Selena 2nd: David

Discussion: Clarifications on First right of refusal, and subleasing.

Vote: yeas—5; nays—0; unanimous

VI. Adjournment **12:02pm**

Motion: Martin 2nd: Selena Vote: yeas—5; nays—0; unanimous

VII. Closing

Public comments

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.



CHICO GREEN SCHOOL

A G E N D A

Regular Meeting of Board of Directors
July 23, 2010 at 4:30 PM
Glenn 109, CSU Chico, CA

- I. Call to order – Opening 4:57pm
- II. Roll call
Board Members: Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe, Martin Schwabe,
Board Members Absent: Portia Ceruti, Jennifer Johnston, Sarah Parada, Harry Winand
Staff: Tami Ritter, Susan Rahn
Guests: none
- III. Agenda modifications— Removal of Budget; Additions of Approval of State of California Dept of General Services and STRS Resolutions, and domestic partner addition to health insurance plans in Fiscal, which is moved to A.
- IV. Consent agenda--Tabled
 - A. Approval of minutes:
 - Special Meeting, May 24, 2010
 - Regular Meeting, June 4, 2010
 - Regular Meeting, June 25, 2010
 - Special Meeting, July 9, 2010
 - Special Meeting, July 20, 2010
 - B. Approval of financial statements for FY 2009-10
- V. Agenda Items
 - A. Fiscal
 1. Approval of STRS Resolution
Motion to adopt the STRS resolution as stated.
Motion: David 2nd: Martin Vote: yeahs—5; nays—0; Unanimous
 2. Approval of State of California Dept of General Services Resolution
Motion to allow five members of CGS staff and board to make purchases from Federal and State Surplus on behalf of the school.
Motion: David 2nd: Martin
Discussion: friendly amendment to add “in accordance with fiscal policy”; amendment accepted.
Vote: yeahs—5; nays—o; Unanimous
 3. Domestic Partner addition to insurance plan

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

Discussion was had. Research about local and regional practices, constitution of "domestic partners" will be pursued. Item will be revisited in the future.

(Carolyn Nava excused herself. The meeting continues but no further action will be taken)

B. Outreach/enrollment

Word is getting out! Enrollments inquiries are coming in steadily.
Discussion of Half A Bubble Out proposal

C. Facilities Update

We have a completed contract with John Dourghty for 2414 Cohasset Rd. We take possession on August 1st. There is an opportunity to view the site for board and staff on Monday August 26th @ 10pm.

D. Curriculum

1. Faculty report

No faculty report

E. Next Regular Meeting

August 6th, 4:30pm location 2414 Cohasset Rd.

F. Calendar and announcements

1. Opening Ceremonies: proposed date September 10, 2010

VI. Adjournment – Closing



CHICO GREEN SCHOOL

M I N U T E S

Regular Meeting of Board of Directors
August 6, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

- I. Call to order – Opening 4:38pm
- II. Roll call

Board Members: Portia Ceruti, Jennifer Johnston (left early), Selena Logan (arrived later), David Orneallas, Sarah Parada, Kent Sandoe, Martin Schwabe

Board Members Absent: Carolyn Nava, Harry Winand

Staff: Lauren Fieberg, Tami Ritter, Glenn Simpson

- III. Agenda modifications
- IV. Consent agenda

Discussion to pull the minutes from the June 4th consent agenda Sarah will forward in depth notes to the Board from that meeting.

A. Approval of minutes:

- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Regular Meeting, June 25, 2010
- Special Meeting, July 9, 2010
- Special Meeting, July 20, 2010
-

B. Approval of financial statements for FY 2009-10

Motion to approve remaining consent agenda

Motion: David 2nd: Portia Vote: yeahs—5; nays—0; Unanimous

V. Agenda Items

A. Outreach/enrollment

1. Enrollment status

Outreach and Enrollment: Outreach and Enrollment: Sophomore class at 20, decision among staff to cap at 30. Freshman cap at 25 for now, Jr cap at 20.

2. Press relations/eNewsletter

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

Sarah will send a letter to the ER, David will send the press release. Tami has already forwarded both the press release and the press contact sheet to David 2x, he says he has it. Want to send an email regarding the event on the 13th by the 6th.

3. Presentations to community organizations

Send an email about the advisory board coffee (18th); Stonewall, Tami and Jessica are set up to speak with them

B. Fiscal

1. Approval of budget for FY 2010-11

based on enrollment of 50. It needs approval. \$237,375 for teacher salaries. This amount has not changed but we now need to hire for upper level math, spanish and physics.

Motion to approve 2010-2011 FY Budget

Motion: David 2nd: Martin Vote: yeas—6; nays—0; unanimous

C. Policy Development

1. Student/parent handbook
2. Safety policy
3. Fiscal policy

D. Next meeting and possible agenda items

August 20th at 4:30 at 2414 Cohasset Rd.

E. Calendar and announcements

1. Restorative Practices workshop: August 11th
2. Opening Ceremonies: September 10, 2010

VI. Adjournment – Closing (time undocumented)

Motion to adjourn: Portia 2nd: Sarah Vote: yeas—5; nays—0; unanimous

Minutes submitted by Tami Ritter; formatted by Selena Logan



CHICO GREEN SCHOOL

A G E N D A

Special Meeting of Board of Directors
August 20, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

I. Call to order – Opening **4:45pm**

II. Roll call

Board Members Present: Jennifer Johnston, Selena Logan, David Orneallas, Kent Sandoe, Martin Schwabe

Board Members Absent: Portia Ceruti, Carolyn Nava, Sarah Parada, Harry Winand

Staff: Lauren Fieburg, Susan Rahn, Tami Ritter

Guests: None

III. Consent agenda (Tabled)

A. Approval of minutes:

- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Regular Meeting, August 6, 2010

IV. Agenda Items

A. Board resignations: Portia Ceruti and Harry Winand

Addition of Sarah Parada's resignation received shortly after the agenda was posted.

Motion to accept all three resignations

Motion: David 2nd: Martin Vote: yeas—4; nays—0; Unanimous

Kent expressed appreciation for their service to Chico Green School; Martin volunteered to write a letter of appreciation with David's review.

Discussion ensued about board composition and numbers of board members. Selena recommended that Crystal Gertsch be approached as she has volunteered for the Funds Development.

B. Outreach/enrollment

1. Enrollment status

Enrollment is going very well!

2. Press relations/e-Newsletter

Comments made on CN&R article of last week

David and Tami working on sending monthly press releases

Plan for weekly e-Newsletter with submission deadlines on Sunday midnight

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

Monthly general public e-Newsletter

C. Policy Development

1. Student/parent handbook
Selena expressed need for faculty input; meeting set for Wednesday 9-10:30 and in afternoon.
2. Discretionary hiring policy
Tami asked for clarification on level of detail. Selena agreed to get an example of complexity.
3. Fiscal policy (Tabled)

D. Next meeting and possible agenda items

Regular meeting September 3, 4:30pm @ Chico Green School

E. Calendar and announcements

1. Opening Ceremonies: September 10, 2010

V. Adjournment – Closing **5:55pm**

Motion: Jenny 2nd: David Vote: yeas—4; nays—0; Unanimous



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors
August 29, 2010 at 5:00 PM
2414 Cohasset Road, Chico, CA

- I. Call to order – Opening 5:32pm
- II. Roll call

Board Members Present: Jennifer Johnston, Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe

Board Members Absent: Martin Schwabe

- III. Agenda Items

- A. Closed Session was announced at 5:33pm

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

- B. Report on Closed Session 7:32pm

The Chair of the board reported that the Director would go on the CGS camping trip from Monday morning until Wednesday morning.

Adjournment – Closing 7:33pm

Motion: David 2nd: Martin Vote: yeas—4; nays—0; Unanimous



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors
August 27, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

I. Call to order – Opening 4:58pm

II. Roll call

Board Members Present: Jennifer Johnston, Selena Logan, David Orneallas, Kent Sandoe, Martin Schwabe

Board Members Absent: Carolyn Nava

III. Agenda Items

A. Policy Approval

1. Student/parent handbook

Motion to approve student/parent handbook in its entirety.

Motion: Martin 2nd: David

Discussion

Vote: yeas—4; nays—0; Unanimous

2. Health and Safety Policies

Discussion: Prevention of Child Abuse Policy—deletion of second section
“Reporting problems at the school site”

Motion to approve as amended.

Motion: David 2nd: Jenny Vote: yeas—4; nays—0; Unanimous

Discussion: Administration of Medication—the board determined to seek an attorney’s advice on this policy.

Discussion: Health Care Policy—deletion of resuscitation

Motion to approve as amended.

Motion: Jenny 2nd:David Vote: yeas—4; nays—0; Unanimous

Discussion: Emergency Response Policy—add “Emergency Information” as heading; remove “Report to principal for further instructions” in section “assigned school director will...”; remove “Monitor incoming phone calls” from section “administrative assistant will...”; replace “earthquake” with “earthquake, flood or other natural” under dismissal section; replace “principle” with “director” in section If you can’t get the school

Motion to approve as amended.

Motion: David 2nd: Martin Vote: yeas—4; nays—0; Unanimous

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

March 12, 2010

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3. iPad policy (Tabled)

B. Closed Session was announced at 6:28pm

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

C. Report on Closed Session 9:33pm

D. Next meeting and possible agenda items

E. Calendar and announcements

1. Schedule of meetings

2. Opening Ceremonies: September 10, 2010

IV. Adjournment – Closing 9:34pm

Motion: David 2nd: Martin Vote: yeas—4; nays—0; Unanimous



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors
September 3, 2010 at 4:30 PM
2414 Cohasset Road, Chico, CA

- I. Call to order – Opening 4:52PM
- II. Roll call

Board Members Present: Jennifer Johnston, Selena Logan, David Orneallas, Kent Sandoe, Martin Schwabe

Board Members Absent: Carolyn Nava,

- III. Agenda modifications
- IV. Consent agenda

Tabled May 24, August 6, and August 29. June 4, removed for discussion.

Discussion regarding detail required in minutes and June 4 in particular.

A. Approval of minutes:

- Special Meeting, May 24, 2010
- Regular Meeting, June 4, 2010
- Regular Meeting, July 23
- Regular Meeting, August 6 (Director)
- Special Meeting, August 20
- Special Meeting, August 27
- Special Meeting, August 29

Motion to approve consent agenda with the tabling of May 24, August 6, and August 29.

Motion: David 2nd: Martin Vote: yeah—4; nays—0; Unanimous

V. Agenda Items

A. Outreach/enrollment

1. Enrollment status

Discussed enrollment status, including

B. School lunch program

1. Approval of Healthy Lunch resolution

Motion to approve the wellness policy

Motion: Jenny 2nd: David Vote: yeahs—4; nays—0; Unanimous

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

C. Closed Session 5:22pm

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Director

(Jenny left at 6:22pm)

D. Report on Closed Session 6:45pm

No action was taken.

E. Next meeting and possible agenda items

F. Calendar and announcements

1. Opening Ceremonies: September 10, 2010

VI. Adjournment – Closing 6:48pm

Motion: David 2nd: Selena Vote: yeas—3; nays—0; Unanimous



CHICO GREEN SCHOOL

M I N U T E S

Special Meeting of Board of Directors
September 12, 2010 at 5:00 PM
2414 Cohasset Road, Chico, CA

I. Call to order – Opening 5:08pm

II. Roll call

Board Members: Selena Logan, Carolyn Nava, David Orneallas, Kent Sandoe, Martin Schwabe

Faculty Representative: Jessica Vandehoven

Others: Lauren Fieburg, Jeremy Miller, Steve Lewis, Laura Rivero-Fisher, Laura Fisher.

III. Consent agenda

A. Approval of minutes: Special Meetings of August 29, 2010, September 3, 2010, and September 5, 2010

Selena tabled minutes of Sept. 5

Motion to approve consent agenda

Motion: David 2nd: Martin Vote: yeahs—4, nays—0; unanimous

IV. Agenda Items

A. School lunch program: status report and discussion

Selena has sent out requests for proposals with a deadline of Tuesday Sept. 14. We could be serving food sometime this week.

B. iPad deployment plan:

iPad distribution date

1. Approval of Student iPad Contract

Motion to approve Student iPad Contract

Motion: Martin 2nd: CJ Vote: yeahs--4; nays--0; unanimous

2. Approval of Acceptable Use Policy

Motion to approve Acceptable Use Policy

Motion: David 2nd: CJ Vote: yeahs—4; nays—0; unanimous

C. Report from Closed Session of September 5, 2010

Chico Green School welcomes public comments and participation throughout the meeting. If this process should become cumbersome the board reserves the right to ask members of the public to limit their discussion or hold their comments until the end of the meeting wherein each member of the public may have up to five minutes to make comments or ask questions.

At the last meeting of the Board there was a unanimous vote to terminate CGS's relationship with Ms. Tami Ritter pending a mediation session. Ms. Ritter failed to attend the mediation session and was terminated on Friday night.

Discussion: There was public concern about the process of searching for a new director. Kent responded by introducing the possibility of hiring, as an interim director, a high caliber, experienced, credentialed administrator from Sacramento, Cheryl Eining. See the agenda for the meeting on Sept. 13, 2010.

D. Notice to Remedy from CUSD: discussion

Kent read from the Notice to Remedy and discussed and refuted each point.

E. Closed Session 6:24pm

PUBLIC EMPLOYEE APPOINTMENT

Title: Teacher

F. Report on Closed Session 6:48pm

The Board approved Troy German to teach advanced math at .4 time and Tom Blodget to teach advanced Spanish at .25 time. (CJ left.)

G. Next meeting and possible agenda items

H. Calendar and announcements

V. Adjournment – Closing 6:54pm

Motion to adjourn: Selena 2nd: David Vote: yeas—3; nays—0; unanimous

Appendix F. All documentation relating to training board members in the Brown Act.

The Board of Chico Green School is scheduled to attend a workshop on the Brown Act by Middleton, Young, and Minney on November 12, 2010 at 4:30 PM.

Appendix G. A copy of the Board bylaws, and any and all documentation related to Board approval.

**Bylaws of the Chico Green School
A California Nonprofit Public Benefit Corporation**

ARTICLE I. OFFICES

1. **PRINCIPAL OFFICE:** The Principal office of the Corporation shall be maintained at such location in the county of Butte in the State of California as may be determined by the Board of Directors.
2. **OTHER OFFICES:** The Corporation may also have offices at such other places, within the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

ARTICLE II. OBJECTIVES AND PURPOSES

The Articles of Incorporation list the organization, purposes, powers, dedication, and dissolution of the organization and as such are deemed to be part of the Bylaws with the same effect and force as if written into the body of the Bylaws.

ARTICLE III. NO MEMBERS

The corporation shall have no members. However, the Board of Directors shall proactively encourage participation in the affairs of the corporation by parents, students, teachers, and staff members of the Chico Green School as well as members of the community of the county of Butte, California., Parents, teachers and members of the staff of the Chico Green School shall have voting rights regarding the election of the Chico Green School Board of Directors.

ARTICLE IV. CONSTRUCTION AND DEFINITIONS

The general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V. NOMINATION AND ELECTION OF DIRECTORS AND OFFICERS

1. The chair of the board of directors shall appoint, subject to ratification of the Board of Directors, a nominations-election committee of five (5) or more members who may be parents, students, teachers, and staff members of the Chico Green School as well as members of the community of the county of Butte, California. The chair of the board of directors shall appoint, subject to ratification of the Board of Directors, a chair of the nominations-election committee who must be a member of the Board of Directors. Notwithstanding the foregoing, any candidate for (re)election to the Board of Directors is not qualified to serve as a member or as chair of the nominations-election committee.
2. The nominations-elections committee shall solicit and recruit qualified directors, as described in Article VI of these bylaws that have skills that are consistent with the goals and business needs of the Chico Green School.
3. Not less than thirty (30) days before any election, the nominations-election committee chair shall deliver to the chair of the board of directors a slate of qualified candidates, as described in Article VI of these bylaws, who have expressed a willingness to serve as a director of the corporation and who have attested to understanding the duties, liabilities, and responsibilities of a director as described in California Non-Profit Corporation Law and these bylaws.
4. The term of office for all elected individuals shall be two (2) years beginning on January 1 of the year following the election; the terms of office shall be staggered such that there are half if an even number and one more than half if an odd number of term expirations declared in

years ending in an odd number and the balance of term expirations declared in a year ending in an even number. Terms of office expire at 12:01 a.m. January 1 of the year as defined above. An election for the Board of Directors of the Chico Green School will occur within ninety days of ratification of these initial bylaws; its members will draw numbers one through the number of board members at random to determine the number of their seat; even numbered seats will have terms that expire on January 1 of 2010; odd numbers will expire January 1 of 2011. Beginning in the fall of 2009, the nominations-elections committee shall nominate for the slate of candidates a minimum of the number of term expirations but shall not attempt to fill vacancies that have not yet expired.

5. Regular elections will occur within the first two weeks of November each year on a date specified by the Board of Directors; such elections shall be to fill expired terms but shall not attempt to fill vacancies that have not yet expired.
6. No corporation funds may be expended to support a nominee.
7. The nominations-election committee will also "nominate a candidate" for each of the officer positions on the Board of Directors. The Board of Directors holding office will elect the officers annually at the first regular Board of Directors meeting held in January.
8. The chair of the nominations-elections committee will appoint three tellers from the membership of the nominations-elections committee who will organize and conduct the election in accordance with Robert's Rules of Order, *current edition*, unless otherwise specified by these bylaws; these tellers will verify the results of the election if warranted and report the results of the election.
9. The nominations-elections committee, as constituted, shall be discharged of its duties after verification and reporting of election results.

ARTICLE VI. BOARD OF DIRECTORS

1. **GENERAL POWERS:** Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.
2. **SPECIFIC POWERS:** Without prejudice to the general powers set forth in Article VI, section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:
 - a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
 - b. Change the principal office or the principal business office in the county of Butte, California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
 - c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
 - d. Adopt and use a corporate seal and alter the forms of the seal and certificates.
3. **DIRECTORS AND TERMS:** The Corporation shall have no more than nine directors and no less than five and they shall be collectively known as the Board of Directors.
4. **QUALIFICATIONS OF DIRECTORS:**
 - a. No person may serve as a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law. The Chico

Green School reserves the right to enforce board adopted policy to perform background checks, as allowed or required by law, as a means of qualifying a director to serve as a member of the Chico Green School Board of Directors.

- b. No teacher, staff member, or family member of a person employed at the charter school shall serve as a voting member of the Board of Directors. For the purpose of these bylaws, a "family member" shall be defined as an ancestor, descendant, sister, brother, first cousin, legal guardian, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law.
- c. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable reimbursement paid to a director as a director; and (b) any family member of such person as defined in Article VI, Section 4(b) of these bylaws. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.
- d. A Director may serve no more than three (3) consecutive two-year terms. An individual Director may serve up to six (6) years (three consecutive two-year terms) in one or more category of offices: Chair, Secretary, or Treasurer but may not hold more than one of these offices at the same time.

5. DUTIES AND RESPONSIBILITIES OF DIRECTORS:

- a. Meet at such times and places as required by these bylaws.
- b. Register their addresses, including any preferred electronic addresses (e.g. E-Mail or FAX), with the Secretary of the Corporation
- c. Perform any and all duties imposed on them collectively or individually by law, or these bylaws.
- d. Review and agree to any conflict of interest disclosures and procedures adopted by the Chico Green School board of directors.
- e. Elect the officers of the Corporation.
- f. Each elected Director shall hold office as specified in these Bylaws until his or her successor is elected and qualifies.

6. COMPENSATION:

- a. Directors serve without compensation.
- b. Directors may be reimbursed for their actual and necessary expenses incurred while engaged in activities of the Corporation. Directors may be compensated for rendering services or supplies to the Corporation in any capacity other than as Director so long as such other compensation is reasonable, complies with all relevant policies adopted by the board of directors of the Chico Green School, and receives prior approval from the Board of Directors. Such compensation must be disclosed as described in Article VI, Section 5(d).
- c. For the purposes of this section only, the term Director shall include not only such specific Director, but any "family member" of such person as defined in Article VI, Section 4(b) of these bylaws.
- d. Any Director with knowledge that a person described in (c) above has submitted for reimbursement as described in (b) above shall disclose that relationship to the Board of Directors prior to approval of the contract or service.

7. VACANCIES

- a. Vacancies on the Board of Directors shall exist on the death, resignation or removal of any Director.
- b. Any Director may resign effective upon giving written notice to the Chair or the Secretary of the Board of Directors and his/her resignation becomes effective immediately unless the notice specifies a later time. Notwithstanding the foregoing, at any time that there is only one remaining Director holding office, that Director may not resign until giving appropriate notice to the California Attorney General of his/her intention to resign, which resignation would leave the Corporation with no Director in charge of its affairs.

- c. A vacancy may be declared by the Board in an office of a Director who has not personally participated in two consecutive meetings without good cause as determined by the Chair. A vacancy on the Board may be filled by the Chair for the remainder of the respective term subject to the ratification of the Board of Directors.
- d. A vacancy of any Director or Officer, other than the Chair, shall be filled by the Chair subject to ratification of the Board of Directors.
- e. There is no obligation to fill vacancies on the Board of Directors, real or implied, unless the total number of directors remaining is less than five (5).

8. REMOVAL

- a. A Director of the Chico Green School may be removed from office should two-thirds of the Board of Directors holding office agree that the director no longer qualifies for their office as described in Article VI(4) of these bylaws pursuant to the procedures dictated by California Non-Profit Corporation Law.
- b. A director of the Chico Green School may be removed from office by petition and election of the electorate described in Article III of these bylaws by following the procedures dictated by California Non-Profit Corporation Law.
- c. Any officer may be removed, either with or without cause, by the Board of Directors if two-thirds of the Board of Directors holding office agree.

ARTICLE VII. Officers

- 1. **NUMBER OF OFFICERS:** The Officers of this Corporation shall be a Chair, a Vice Chair, a Secretary, a Treasurer and such other persons as the Board of Directors may choose. No member of the Board of Directors shall hold any combination of these offices.
- 2. **SUBORDINATE OFFICERS:** The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority and perform such duties as may be prescribed from time to time by the Board of Directors.
- 3. **DUTIES OF CHAIR:** The Chair shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the officers; shall preside at all meetings of the Corporation and except as otherwise expressly provided by law, or the Bylaws, shall, in the name of the Corporation, execute such contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The Chair shall perform all other duties assigned by the Board or required by law. The Chair may appoint an individual to fill any vacancy on the Board of Directors or any standing committee, subject to ratification of the Board.
- 4. **DUTIES OF THE VICE CHAIR:** In the absence or inability to act, resignation or removal of the Chair, the Vice Chair shall assume all the duties, authority and responsibility of the Chair and such other duties as may be required by the Board of Directors.
- 5. **DUTIES OF THE SECRETARY:** The Secretary shall:
 - a. Certify and keep the original, or a copy, of the Bylaws and any amendments or revisions to date.
 - b. Keep a copy of the Corporation's Articles of Incorporation and Bylaws as amended or revised to date, which shall be open to inspection by Directors, Officers or interested parties at all reasonable times.
 - c. Keep at such place as the Board may determine, a book of minutes of all meetings of the Directors and, if applicable, meetings of Committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
 - d. Ensure that all notices are duly given in accordance with the provisions of the Bylaws or as required by law.
 - e. Be custodian of the records and of the seal of the Corporation.

- f. Exhibit upon request and reasonable notice to any Director of the Corporation, or to his/her agent, the Bylaws and the minutes of the proceedings of the Directors of the Corporation.
 - g. In general, perform all duties incident to the office of Secretary and such other duties as may be assigned by the Board or required by law.
6. **DUTIES OF THE TREASURER:** Subject to the provisions of the Bylaws relating to the "Execution of Instruments, Deposits and Funds", the Treasurer shall:
- a. Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies, or other depositories as shall be approved by the Board of Directors.
 - b. Receive and give receipt, or cause to receive or give receipt, for monies due and payable to the Corporation from any source whatsoever.
 - c. Disburse or cause to be disbursed the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
 - d. Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
 - e. Exhibit upon request and reasonable notice the books of account and financial records to any Director of the Corporation, or to his or her agent or attorney, on request therefore.
 - f. Render to the Chair and the Directors, whenever requested, an account of any or all of his/her transactions as Treasurer and of the financial condition of the Corporation.
 - g. Prepare, or cause to be prepared, the financial statements to be included in any required reports and prepare the necessary materials for yearly audit.
 - h. Cause an annual report to be furnished not later than sixty (60) days after the close of the Corporation's fiscal year to all Directors of the Corporation, which shall contain the following information in appropriate detail.
 - i. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
 - ii. The principal changes in assets and liabilities, including trust funds, during the fiscal year.
 - iii. The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
 - iv. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year. The annual report shall be accompanied by a report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.
 - i. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the Corporation, or by the Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ARTICLE VIII. MEETINGS

1. **PLACE OF MEETINGS:** The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.
2. **REGULAR MEETINGS:** Regular meetings of the Board of Directors shall be held at least quarterly.
 - a. The Board of Directors, in November of each year, shall determine the time and place of the meeting of the Board of Directors to be held in January of the following year.

- b. The schedule of the meetings of the Board of Directors for the calendar year shall be established determined in January of each year.
3. **SPECIAL AND EMERGENCY MEETINGS:** Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board or any Vice Chair, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors agree in writing or through electronic means that a situation warranting a special or emergency meeting exists.
4. **NOTICE REQUIREMENTS:** The Board of Directors shall hold regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting.
5. **QUORUM:** A majority of the currently serving number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made according to the duly adopted Decision Making Policy of the Board, but in all cases taken or made by at least a majority of the directors present at a duly held meeting at which a quorum is present, shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.
6. **ADJOURNMENT:** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.
7. **MEETING RULES:** All meetings shall be conducted in accordance with Robert's Rules of Order, *current edition*, unless otherwise specified in these.

ARTICLE IX. COMMITTEES

1. The board, by resolution adopted by a majority of the directors then in office, may create one or more Committees, each consisting of two or more directors to serve at the pleasure of the board. Appointments to Committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.
2. **COMMITTEE AUTHORITY:** Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:
 - a. Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the voting class as defined in Article III of these bylaws or approval of a majority of all voters;
 - b. Fill vacancies on the Board of Directors or any committee of the board;
 - c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
 - d. Amend or repeal bylaws or adopt new bylaws;
 - e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
 - f. Create any other committees of the Board of Directors or appoint the members of committees of the board;
 - g. Expend corporate funds to support a nominee for director; [or]
 - h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in California Corporations Code.
3. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these

bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

4. **WORKING COMMITTEES:** Working Committees that are merely advisory, do not have any delegated authority from the Board of Directors and do not contain a quorum of Board Directors may be created, meet and provide recommendations to the Board of Directors without being subject to the provisions of these bylaws.

ARTICLE X. LIABILITY, INDEMNIFICATION, AND INSURANCE

1. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of California Non-Profit Corporation Law.
2. **INDEMNIFICATION:** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, and employees, including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as the term "proceeding" is used in the California Corporations Code.
3. **INSURANCE:** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XI. CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors having a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into. This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.
2. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII. MAINTENANCE OF CORPORATE RECORDS

This corporation shall keep adequate and correct books and records of accounting, written minutes of the proceedings of its members, board, and committees of the board, and such reports and records as required by law and the charter governing agency.

ARTICLE XIII. INSPECTION RIGHTS

1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.
2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any interested party may inspect, copy, and make extracts of the accounting books and records, the Board of Directors, and committees of the Board of Directors at any reasonable time.
3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by interested parties at all reasonable times during office hours. The Secretary shall, on the written request of any interested party, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XIV: EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

1. **EXECUTION OF INSTRUMENTS:** The board of directors, except as otherwise provided in these Bylaws may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.
2. **CHECKS AND NOTES:** Except as otherwise specifically determined by resolution of the board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and Countersigned by the President of the Corporation.
3. **DEPOSITS:** All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.
4. **GIFTS:** The board of directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XV FISCAL YEAR

The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

ARTICLE XVI: BYLAWS

1. Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, may be altered, amended, or repealed and new Bylaws adopted by approval of two-thirds of the Board of Directors holding office.
2. Notwithstanding the above Section of this Article, this Corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation

of the names and addresses of the first Directors of this Corporation, except for such amendments required for, or consistent with, tax exemption under Section 501(c)(3) of the Internal Revenue Code, nor the name and address of its initial agent, except to correct an error.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Chico Green School, a California non-profit public benefit corporation; that these bylaws, consisting of 9 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Martin Schwabe, Secretary

Appendix H. All documentation related to the school's attendance accounting and reporting practices and procedures.

Currently, teachers record student attendance each day manually by paper attendance roster. Attendance is recorded at the same time every day for all classes. Then the teacher reviews the attendance forms for accuracy at the end of the week and certifies the attendance records by signing and dating the forms. The forms are then delivered to the administrative assistant who enters them into a spreadsheet for each week. Our administrative assistant is also responsible to CALPADS and CBEDS reporting. She will be attending a workshop offered by California Association of School Business Officials entitled "Pupil Attendance Accounting for School Site Personnel" on October 25.

Appendix I. All documentation related to compliance with all local fire safety requirements, including an inspection report from the Chico Fire Marshall, the location and number of fire extinguishers, maintenance of proper fire roads, proper signage indicating maximum capacity in each room, and proper fire exits and signage in each room.

CHICO FIRE DEPARTMENT INSPECTION REPORT

Date: 9-13-2010

BUSINESS: Chico Green School PHONE: 343 1232
 ADDRESS: 2414 Chassel Rd (Formerly
 OCCUPANCY TYPE: E NO. BLDGS: 1 NO. STORIES: 1
 MANAGER/OWNER: Kent Sanders - Board member PHONE: _____
 MAILING ADDRESS: Selena Logan - Board member

<u>EXITING</u>				<u>FIRE PROTECTION</u>			
	APPROVED				APPROVED		
	Yes	No	N/A		Yes	No	N/A
1. Exit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Fire Extinguishers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Locking Hardware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Automatic Sprinkler System	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Exit Signs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Hood Extinguishing System	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Exit Corridors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10. Standpipes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Aisle / Seating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Alarm System*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Occupant Load Sign*	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12. Fire Assembly / Wall	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>BUILDING</u>				<u>SPECIAL CONDITIONS</u>			
	APPROVED				APPROVED		
	Yes	No	N/A		Yes	No	N/A
13. Electrical *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Emergency Lighting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Heating Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Grease Hoods and Ducts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Cooking Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	23. Liquefied Petroleum Gas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Decorations, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Compressed Gas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Openings: A. Walls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Ceilings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Signage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. Knox Box / Keys*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	27. Flammable, Combustible Liquids	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. Housekeeping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Permits Current	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. Address Posted*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: (1) All classrooms \leq 49 students. No MPFR at facility - Posting not required by Building Code. (2) Manual Pull/Automatic Smokes Local only - System will be monitored by Eagle Security (3) Remove Multi-plug extension cord - use only Circuit Breaker Protected Power Strip - corrected at inspection (18) Provide correct key for Knox box (Call FD) to Plumbing (20) Post Address at Street & on building 8" size on contrasting background for Building 6" size on Street

All exceptions noted above must be corrected before clearance is granted.

Regular Inspection Granted
 Re-inspection Conditional
 Other Denied

INSPECTOR: RADg
 REPRESENTATIVE: Selena Logan

TIME: N/A NEXT INSPECTION: Annual



842 Salem Street
 Chico CA 95928
 (530) 897-3400
 (530) 895-4931 FAX

Business Emergency Response Plan

I. FACILITY/SITE INFORMATION

DBA / Facility Name: Chico Green School Business Type: School
 Site Address: 2414 Cohasset Rd Phone: 343-1232
 Operator Name: _____ Contact Person: Martin Schwabe No. Empl.: 8

II. PROPERTY OWNER INFORMATION

Name: Jeff Doherty Enterprises Individual Partnership Corporation
 Mailing Address: 33628 Mazour Dr. Local Agency County-Agency State/Federal-Agency
 City: Warren State: OR Zip: 97053 Phone: _____ Pager: _____

III. RESPONSIBLE PARTY INFORMATION

Name: Chico Green School Inc Individual Partnership Corporation
 Mailing Address: P.O. Box 711 Local Agency County-Agency State/Federal-Agency
 City: Chico State: CA Zip: 95927 Phone: 343-1232 Pager: _____

IV. LEGAL NOTIFICATION AND BILLING ADDRESS

Check one box indicating which above address should be used for legal notifications/billing: I. II. III.

V. 24-HOUR EMERGENCY INFORMATION

Name: <u>Martin Schwabe</u>	Name: <u>Kent Sandoe</u>
Title: <u>Vice Chair of the Board</u>	Title: <u>Board Chair</u>
Business Phone: <u>321-9665 cell</u>	Business Phone: <u>588-4515</u>
24-Hour Phone: <u>899-8939 home</u>	24-Hour Phone: <u>588-4515</u>
Pager No: _____	Pager No: _____

VI. Any hazardous materials (includes all wastes), flammable / combustible liquids (more than 5 gallons inside a building or 10 gallons outside a building), or mixtures of non-waste containing amounts shown in UFC, Table 105-A,B&C.

Yes No *If yes, fill out attached form(s)*

NOTE: If you are required to submit an Emergency Response Plan to Butte County Environmental Health, you can submit a copy of that plan in place of this application.

If there is any change which would materially affect any answer above, I will inform the City and apply for an appropriate amendment to this emergency plan. I declare under penalty of perjury that the foregoing information is true and correct.

Executed this 13 day of September, 20 10 at
 Address 2414 Cohasset Rd city Chico State CA ZIP 95928

Selena Logan
 Printed Name & Title of Applicant

Selena Logan
 Signature of Applicant

OFFICE USE ONLY		Issued: _____
Fees Paid: _____	Receipt No: _____	Expires: _____
Permit No: _____		

2.

November Response and All Supporting Documents

CHICO GREEN SCHOOL

November 12, 2010

Kelly Staley, Superintendent
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95928-5999

Dear Ms. Staley:

The Board of Directors of Chico Green School (CGS) has directed me to respond to the "Notice of Violation/Notice to Remedy or Face Revocation and Request for Information" dated October 20, 2010. As you will discover upon reading our responses to the alleged violations (see attachments), we believe that CGS has complied with the charter, its MOU with the district, and with all applicable state and federal laws governing its operations, with the exception of the addition of a junior class.

Regarding the addition of the junior class, CGS began communicating with the District Liaison before the school year began about bringing our request for a charter revision before the CUSD board (see attached email correspondence from Mr. Bohanon, dated August 26, 2010). We provided the exact language for this revision along with a formal request to CUSD on September 13, 2010. To date, we are not aware that CUSD has acted on the proposed material revision of the charter, even though the Charter Schools Act requires it to do so within sixty (60) days of it being presented to the District pursuant to Education Code Section 47607 and 47605.

Please let us know if there is any additional information that you need.

Sincerely,



Kent Sandoe, Chair
Chico Green School

Attachments:

- Table of Responses to District Allegations
- Response to Directives
- Faculty Plan to Implement Directives
- Letter from CGS Staff
- Correspondence from Mr. Bohannon



P.O. Box 7111
Chico, CA 95927
USA

PHONE (530) 343-1232
EMAIL info@chicogreenschool.org
WEB SITE <http://www.chicogreenschool.org>

This table contains the responses from Chico Green School to the Notice to Remedy of CUSD dated October 20, 2010. District allegations are presented in the left hand shaded column in the order in which they appear and under the headings provided in the original Notice.

Preamble (page 2)

The District's investigation reveals that the CGS Board has committed the violations of the law and/or its charter:

Despite televised statements by Mr. Bohanon that members of the Board of CGS have violated the Brown Act, the CGS Board has never been charged with, let alone found guilty of, any violation of law. Furthermore, there is a process in the Brown Act by which any member of the public can submit a Notice to Cure or Correct a violation of the law. Such a Notice has never been received by the CGS, either before or after the statutory period for providing such a Notice expired.

1. Location and Posting of Board Agendas (page 2)

A review of CGS's Board agendas shows that, until August 2010, the CGS Board met in a number of locations, including Glenn Hall at Cal State Chico, the Butte County Library, Grilla Bites at 196 Cohasset Road, as well as what appears to be residence addresses at West 11th Avenue, Broadway Street, and Oakdale Street. While the District realizes that CGS did not have access to its site until August 2010, the lack of consistency in meeting locations for the CGS Board makes the Board less accessible to its constituency and the public.

The Board of CGS may lawfully meet at any location within the boundaries of the Chico Unified School District ("District"), and all of these meeting locations were within the boundaries of the District. There is also no provision of the charter that restricts the number of locations where the CGS Board may meet. Obviously now that CGS has its own permanent site, it will conduct most future meetings at the school site. However, again, the District's supervision and oversight role relates to violations of law or the charter and this is neither. The District cannot impose its preferences on the CGS' operations where the charter school has neither violated law nor its charter.

The District also understands that there has been a lack of consistency in the location at which the Board minutes have been posted, including posting at a Board member's home on one instance, and that, as of the date that this Notice to Remedy has been issued, CGS has a fully-functional website, yet posts neither agendas or minutes on it.

The Brown Act does not require the posting of minutes either at a physical location or on a website. The Brown Act also does not require posting of agendas on websites. As a courtesy to members of the public, CGS now posts agendas of Board meetings on its website. However, these postings are not required by law and the District cannot use this as a basis for a Notice to Remedy because the Brown Act does not, in fact, mandate the posting of either agendas or minutes on the CGS website.

... if the Board agendas are not posted in a consistent location, effective notice to the public of the Board's meeting and agenda cannot be provided.

No provision of the Brown Act nor the charter requires agendas to be posted in a consistent location. As a result, as a matter of law, the District cannot use this as a basis to issue a Notice to Remedy. However, again, CGS intends to post all future agendas at the school site now that we have a permanent location. CGS also posted all agendas at the school site from the point at which the school site was opened.

2. Disclosure of Closed Session Deliberation (page 3)

The District's investigation revealed that CGS Board President Kent Sandoe, and Board Vice President Selena Logan, divulged to a candidate for the Director position closed session discussion regarding whether that person should be hired for the position of Administrative Assistant instead, and that then-Board member Sarah Parada did not like the candidate.

This is factually inaccurate. Dr. Sandoe and Ms. Logan never revealed any information or discussion that occurred in a closed session meeting of the Board. Rather, they made this remark as a result of their assessment of the relationship between the two individuals after a public argument that occurred between Ms. Parada and this candidate following a local fundraising event. At no time was any information discussed in closed session discussed outside of closed session. We are uncertain why the District would leap to the assumption that these two Board members were revealing closed session information since this argument was witnessed by a number of individuals and as a result the relationship between these two individuals was relatively well known.

Possible remedies include injunctive relief to prevent further disclosure, and referral to the grand jury. (Government Code section 54963(c).)

Based on the responses from the CGS noted above, there have been no legal violations. Even if a legal violation had occurred, prosecution for a criminal violation of the Brown Act would require that the violation be intentional on the part of the Board members and done with the intent to deprive the public of information that they had reason to know that the public has an interest in knowing. Furthermore, citizens have the right to file a Notice to Cure with the CGS Board and demand that they cure a violation of the Brown Act. No such Notice to Cure has been filed, and the statutory period for filing such a Notice has since lapsed (see Government Code Section 54960.1).

3. Unauthorized "Meetings" of a Board Quorum (page 3)

The District's investigation revealed that a quorum of the Board met on at least one occasion without the proper posting of an agenda. Over Labor Day weekend in 2010, members of the teaching staff asked Sandoe and Logan to attend a meeting. At various times, Board members David Orneallas and Martin Schwabe were present at the meeting, which constituted a quorum of the Board as constituted at the time.

The CGS Board attempt to cure this violation by re-enacting the meeting on October 5, 2010. However, faculty members received notice of the meeting at approximately 10 p.m. the previous night, which constituted less than 24 hours notice.

The CGS Board, or at least a quorum thereof, also has participated in group e-mail discussions, in violation of the Brown Act.

Dr. Sandoe and Ms. Logan were requested to attend a faculty meeting at the school site on Labor Day weekend at which some teachers threatened to resign. Mr. Orneallas and Mr. Schwabe happened to be at the school site for an unrelated purpose, and for most of this time were not even in the same room. An "unauthorized meeting" did not take place. When a third Board member entered the room, Ms. Logan left the room immediately so as to prevent a quorum of the Board from being present. To date, no complaint on this or any other alleged Brown Act violation has been received by the Board of CGS.

Notice of the special Board meeting of October 5th was posted at the school site (as has been our practice since early August) 24 hours in advance of the meeting as required by the Brown Act. Board members and Mr. Bohanon were informed of the Board meeting 24 hours in advance. Even though there is no requirement in the Brown Act or our charter to notify teachers of Board meetings (beyond the public posting on the front door of their place of employment), they were notified by email 20 hours in advance.

In addition, Mr. Bohanon is incorrect in his assertion that the CGS Board was attempting to cure a "violation." It seems that no good deed goes unpunished. CGS went above and beyond what it is required to do by its charter when it sent the notice of the meeting to teachers via email in addition to the legally required posting. Now the District seems to be twisting this into a legal violation. Again, emailing agendas to teachers 24 hours in advance is not required by law or the charter and this cannot serve as a basis for a Notice to Remedy.

Over six months ago, there were a couple of e-mail messages sent from former Board members Parada and Ceruti that could have incited other members to respond in such a way as to constitute a serial meeting in violation of the Brown Act. As Mr. Bohanon is well aware, Dr. Sandoe interceded swiftly with stern warnings that such communications must cease immediately. While it is possible that these warnings hurt these former Board members feelings, no violation of the Brown Act or the charter occurred as there was never a discussion regarding any items of school business by a majority of the members of the CGS Board.

Further, the CGS Board does not believe that a majority of the members of the Board have ever had a discussion about an item of school business via email. The District has not provided any evidence to substantiate its claim, so the charter school is hard pressed to respond in any more specific way to this charge.

The CGS Board membership is clearly defined in its bylaws.

Although Carolyn Nava's work schedule and, later, illness prevented her participation at some Board meetings, she kept herself informed at all times. In addition, she has participated by telephone when she has been able. She is currently recuperating from major surgery and was physically present at the most recent meeting of the Board. Carolyn continues to be a highly-valued, contributing member of the Board. Board vacancies only occur when a member dies, resigns, their term expires or a majority of the members of the CGS Board vote them off of the Board. None of these things happened in this case, so it is entirely appropriate that she remained a member of the CGS Board and was listed as such. Again, the District has failed to cite a violation of law or a violation of the charter. As a result, this charge cannot support a Notice to Remedy.

Harry Winand was laid off from his job in the software industry at the beginning of the year. He was hoping that his new job in the bay area might allow him to telecommute from Chico, thereby allowing his continued participation on the Board. Unfortunately, his job turned out to be more demanding than he anticipated. He decided to make his resignation effective at the end of July.

Board vacancies only occur when a member dies, resigns, their term expires or a majority of the members of the CGS Board vote them off of the Board. None of these things happened in this case, so it is entirely appropriate that he remained a member of the CGS Board and was listed as such.

4. Board Membership and Voting (page 3)

The CGS Board membership has not been well defined.

Board member Carolyn Nava missed approximately 6 months of meetings in early 2010 due to illness, but was still listed as a Board member.

Furthermore, Board member Harry Winand resigned from the Board in April 2010 after he obtained a new job out of town. However, he was asked to attend the July 2010 Board meeting, at which he submitted his resignation.

Furthermore, residency within the District is not even a requirement for members of a nonprofit board operating a charter school. As a result, the fact that he lost his job and moved out of town is irrelevant because it does not constitute a violation of law or the charter.

Again, the District has failed to cite a violation of law or a violation of the charter. As a result, this charge cannot support a Notice to Remedy.

The minutes of the Board's meetings appear to be inaccurate in terms of recording the votes cast by Board members, and/or the Board members present when action was taken. In some instances, votes are recorded as "unanimous" even though the number of persons voting differs from the number of members present.

As Mr. Bohanon is aware, we have until recently operated Board meetings according to parliamentary procedure whereby the chair does not vote, except to break a tie [per Roberts Rules of Order: "...the impartiality required of the presiding officer of an assembly precludes exercising the right to make motions or debate while presiding, and also requires refraining from voting except (i) when the vote is by ballot, or (ii) whenever his or her vote will affect the result."] We have been advised by counsel that this practice is antiquated and generally reserved for larger deliberative bodies (such as the US Senate). We have changed our practice. However, being "old fashioned" is not a violation of law or our charter. Even if it was a violation of law or our charter, this has been remedied and cannot serve now as the basis of a Notice to Remedy because this was cured even before the District issued the Notice to Remedy.

5. Board Governance Norms (page 4)

At least three former Board members indicated that they felt pressured and/or intimidated by Board President Sandoe. Three Board members believed that Sandoe was abusive when he yelled at Board member Portia Ceruti at the May 24, 2010, Board meeting.

Mr. Bohanon has neglected to state that in addition to her two close friends that have sided with Ms. Ceruti in her claim that she was "yelled at" by Dr. Sandoe, other Board member present have the opposite opinion. One of the tasks of a Board chair is to keep a meeting on track. Labeling efforts to call a meeting to order as "abusive" is an unfortunate exaggeration.

In any event, this is not a violation of law or the charter, and thus cannot serve as the basis for a Notice to Remedy.

TABLE OF RESPONSES TO DISTRICT ALLEGATIONS

The District also has not yet been provided a copy of the minutes from that meeting, which were originally taken by Ceruti, but which were in the process of being revised.

It also appears that Board President Sandoe and Vice President Logan are attempting to perform too many administrative tasks, and are unable to delegate these responsibilities to the school's staff.

Compounding this problem is the fact that the school's newly-hired director has only been hired at a part-time FTE.

The Board therefore is failing to adhere to the proper division of roles between the Board and the school's administration, as set forth in the charter.

The school's staff also issued a vote of no confidence in the Board in September

Ms. Ceruti did indeed take minutes during the meeting of May 24th. Despite numerous requests, she delayed delivery of these minutes until after her resignation. They were hand delivered by her close friend, former Board member Johnston, on September 3rd.

In any event, this is not a violation of law or the charter, and thus cannot serve as the basis for a Notice to Remedy.

This is an interesting opinion, but it is not supported by specific facts in the Notice. Furthermore, it is not a violation of law or our charter for a Board member to perform too many tasks.

Employing a part-time director is clearly not against the law. Furthermore, CUSD-approved charter petition specifies a part-time director for the first year of operations.

This is not a violation of law or the charter, and thus cannot serve as the basis for a Notice to Remedy.

The charter does not set forth any "proper division of roles" and, in fact, defines the roles of the Board and the administration in intentionally overlapping ways. Although this may contrast with the bureaucratic model common in traditional public schools, it is not a violation of law or our charter.

The Board of CGS became aware that some members of the faculty were upset about the dismissal of Ms. Ritter when they threatened to resign two days before the start of school. However, we have seen no evidence of any such "vote" among the entire staff. We are also aware that quite a few staff members have the utmost of confidence in the Board. It is likely that the Board's popularity with the school's staff will wax and wane over time. But nowhere in the charter or law is it stated that the Board must maintain a specified level of popularity among its staff.

In any event, this is not a violation of law or the charter, and thus cannot serve as the basis for a Notice to Remedy.

The CGS Board is not functioning as viable governing body of the charter school, as was promised in the Charter.

The District has not stated any specific facts in support of this conclusory remark that CGS can respond to. In the absence of specific facts that indicate that a violation of law or the charter has taken place, this cannot serve as the basis for a Notice to Remedy.

b. Addition of Eleventh Grade (page 2)

As of September 7, 2010, the CGS website, under the "Enroll Now" link, states that Chico Green School is pleased to announce that we are now accepting enrollment for the 11th grade."

As Mr. Bohanon is aware, this link was removed upon the insistence of CUSD months ago. This issue was cured long before the Notice to Remedy was issued, and thus is moot.

CGS informed the District at its September 15, 2010 Board meeting that it had enrolled 11 eleventh graders for the 2010 school year.

On the contrary, CGS informed the District well in advance of this date. In an email from Mr. Bonhanon to our former director dated August 26th, he states: "I spoke with Superintendent Staley today. She said she thinks the 11th graders have shown a desire to attend Green and she doesn't want to get in the way of that. However, we do think you should get on a Board agenda soon to ask for the material change, so the CUSD Board is aware of the change. Call me about how to get on the Board agenda and we'll take care of it."

CGS's decision to include the eleventh grade in its first year - contrary to the terms of its charter - constitutes a violation of the charter.

The CUSD-approved charter petition states on page 26 that: "The Board of Directors is responsible for all future modifications to the School's Charter. Any such modifications require a two-thirds vote of the Board. CUSD must approve all material revisions to the charter prior to implementation." Our Board unanimously approved the addition of the 11th grade on May 8, 2010.

CUSD has to date not acted on the proposed material revision of the charter, even though the Charter Schools Act requires it to do so within sixty (60) days of it being presented to the District pursuant to Education Code Section 47607 and 47605. The District was presented with the revision on September 14, 2010. It appears unlikely that the District will meet the statutory deadline of November 13, 2010. The District, therefore, has to accept some level of responsibility for the fact that this issue remains unresolved.

TABLE OF RESPONSES TO DISTRICT ALLEGATIONS

The addition of the eleventh grade materially deviates from the terms of charter...

Prior to Mr. Bohanon's email of August 26th, the CGS Board determined that changing our growth strategy was an internal matter and did not constitute a "material" change to the charter for two reasons:

(a) The short "lifespan" of the change relative to the duration of the charter. In the larger picture, CGS has been approved to serve all four grades.

(b) The practice of CUSD has been not to consider such changes as "material." Other charters authorized by CUSD, including Inspire, have significantly altered their enrollment strategies without requiring the CUSD Board to approve material changes to their charter petitions.

Upon receiving Mr. Bohanon's email of August 26, we realized that the district superintendent deemed our change to be material. Rather than dispute her opinion, we immediately requested that the item be placed upon the CUSD Board agenda. We even provided Mr. Bohanon with new language for this section in our response letter of September 14, 2010. To date, we have not been informed as to when this request will be considered by the CUSD Board despite his written assurance to our former director that "...we'll take care of it."

Again, the District has yet to act within the statutory sixty (60) day period required by law in response to being presented with a revision. We would ask that the District take action to approve this revision so that the charter would be consistent with the current enrollment practice of the school.

CHICO GREEN SCHOOL

RESPONSE TO DIRECTIVES

November 12, 2010

Below are our responses to each of the directives found under item: "3. Notice to Remedy or Face Revocation," page 5 of CUSD letter dated October 20, 2010:

Post Board meeting agendas and minutes in a consistent location, and in a consistent manner, in a location that is "freely accessible to the members of the public," including but not limited to the CGS website;

Agenda will continue to be posted in accordance with the Brown Act. However, we will not guarantee the posting of our agenda on the CGS website as this is not required by law.

Take video or audio recordings of each open session Board meeting and make them available to the public as public records upon request;

We are happy to allow guests to record open session proceedings in accordance with the Brown Act. However, there is no legal obligation under the Brown Act or our charter for the CGS Board to do its own audio or visual taping of meetings, and we will not do so.

Refrain from disclosing any closed session discussion to individuals unauthorized to receive such information;

We continue our practice of not discussing confidential information with unauthorized individuals in accordance with the Brown Act.

Refrain from holding unauthorized "meetings" consisting of at least a quorum of the governing Board without notice and agenda in compliance with the Brown Act (including e-mail communications);

We continue our practice of providing proper notice of all Board meetings in accordance with the Brown Act.

Ensure that current Board membership is clearly established and defined in all meeting minutes and agendas, and that the status of Board members with prolonged absences is clarified;

We continue our practice of providing a roll call in our agenda and minutes as well as providing regular updates to the Board on any current or pending vacancies. We further intend to reasonably accommodate Board members who face extraordinary life events, such as cancer or unemployment.



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RESPONSE TO DIRECTIVES

NOVEMBER 11, 2010

PAGE 2

Ensure that all Board members present at Board meetings vote or take action on all action items;

As stated in our response to CUSD's previous notice, we have changed our practice of having the chair refrain from voting—even though this common practice does not violate any law or the Brown Act.

Take steps to ensure that the Board is familiar with all of the requirements of the Brown Act, including but not limited to providing Brown Act training for the Board;

Already implemented. As stated in our response to CUSD's previous notice, we have scheduled a Brown Act training for our Board.

Maintain a Board governance culture that is based on respect and collaboration, and that is free of intimidation and abuse, particularly from the Board President;

We continue to encourage respect and collaboration among Board members. At the same time, the Board Chair will continue to exercise good judgment in maintaining order and confining discussion to the agenda.

Properly allocate the division of responsibilities between the Board and staff, in compliance with the charter;

We continue to allocate responsibilities in accordance with our charter.

Remedy the issues raised in the staff's vote of no confidence in the Board, including improving communication with staff, employing a nonadversarial approach to personnel matters, creating a culture of collegiality and delegating responsibilities;

We continue to approach all personnel matters in accordance with applicable law and our charter. (Please see attached letter from CGS staff.)

Cease enrolling new eleventh grade students;

As stated in our response to CUSD's previous notice, we ceased enrolling eleventh grade students months ago.

Implement a plan to seek accreditation from WASC, allowing eleventh graders to have sufficient coursework for college eligibility by the time they apply to college next year;

We began the WASC accreditation process in September in accordance with our charter.

RESPONSE TO DIRECTIVES

NOVEMBER 11, 2010

PAGE 3

Create a backup plan in the event that CGS does not attain WASC accreditation; implement a plan to prepare students for the college admissions process, including preparation for the required standardized tests; implement a plan to provide students with a vocational career path after graduation; implement a plan to prepare students to pass the CAHSEE.

Faculty have been assigned to work on a comprehensive plan to implement each and every one of these requests from the District even though they are not required by law or the current charter. (Please see attached plan.)



CHICO GREEN SCHOOL

FACULTY PLAN TO IMPLEMENT DIRECTIVES

1. WASC Plan timeline:
 - a. Self Study rough draft – February 1, 2010.
 - b. Self Study Final draft – April 1, 2010.
 - c. Initial visit in April/May 2011.
 - d. 11th graders are enrolled in A-G coursework and CGS graduation requirements courses every semester of their enrollment. (See CGS Junior Class College/Career Prep Curriculum below.)

2. Back-up Plan – WASC accreditation is MANDATORY! We have 18 months to attain WASC accreditation and have accelerated the process (initial Visit in April/May 2011) in order to allow time to make changes necessary to be granted accreditation.

3. Plan for College Admissions process; standardized testing – see below for outline of junior class curriculum; sophomores beginning 2011-12 school year will take the PSAT in October.

4. Vocational training – Career Tech Programs tour at Butte College. Junior fall semester tour scheduled for Thursday, December 2nd at 2pm. Research of other vocational colleges also required as part of junior year curriculum, see below.

5. CAHSEE – Math and ELA teachers are using CAHSEE questions and prompts on a daily basis as “warm-ups” to assess sophomore students’ abilities and strengthen their skills. CGS sophomores, and juniors that have not passed, will take the test in February and May 2011. CGS offers lunchtime tutorials, a “Math Party” on Wednesday afternoons for one hour, peer tutoring, and special one-on-one tutoring with teachers before and after school as necessary.

CGS JUNIOR CLASS COLLEGE/CAREER PREP CURRICULUM

- CGS is utilizing the AVID (Advancement via Individual Determination) College & Career Readiness and Strategies for Success curriculum in order to ensure that our junior class is A-G compliant upon graduation.
- Juniors have a class that meets weekly for two hours in which they research colleges and careers. They are currently working on resumes, applying for CSUMENTOR.com, and researching a job shadow opportunity for spring semester.
- CGS juniors have completed website scavenger hunts at the Butte College website.
- CGS juniors are using the collegeboard.com website to practice for the SAT. All CGS juniors will be required to take the SAT or ACT in spring/summer 2011. They will be encouraged to take it more than once through December of 2012 (cut-off for college application).
- CGS juniors have a community service requirement of 25 hours per semester. As a class, we will be designing and painting a mural at the Butte Humane Society. There is currently an art contest taking place school-wide to decide on the final design of the mural. After approval from BHS, the junior class and winning artists will begin painting.
- CGS juniors will be taking fieldtrips to Butte College and CSU Chico during spring semester.
- CGS juniors will be encouraged to enroll in courses at Butte College and CSU Chico for evening and summer classes.
- CGS juniors will be referred to Upward Bound and Educational Talent Search.
- CGS juniors will research nearby career-technical education (CTE) / technical college opportunities, especially through Butte College
- CGS has begun the A-G eligibility and WASC accreditation processes to ensure that CGS courses meet A-G requirements.
- All junior students at CGS have helped create an individual graduation plan (“Four Year Plan”).

- CGS junior students are enrolled in and have the opportunity to complete the following courses per semester in order to meet A-G and CGS graduation requirements as noted below:
 - US History (5 credits/semester) A
 - ELA (5 credits/semester) B
 - Math (5 credits/semester) C
 - Integrated Physical Science (5 credits/semester) D
 - Spanish I/II (5 credits/semester) E
 - Drama/Art (5 credits/semester) F
 - Service Learning/AVID (5 credits/semester) G
 - PE (5 credits/semester)
 - Music/Plant Science
- CGS junior students are building their resumes and college applications by participating in a variety of student clubs/organizations. These include various academic, athletic, service-oriented, leadership and art programs, and extracurricular activities. For example, attendance at the 2010 This Way to Sustainability Conference at CSU, Chico.
- CGS parents/board will be planning a school-wide Career & College Fair for Spring 2011.
- In October 2011, CGS junior and senior students will attend Preview Day at CSUC.
- The willingness of the CGS staff to volunteer their time in support of the students' interest is one of the key strengths of this school. In its first year of operation, CGS offers numerous ways in which to support students' needs, including but not limited to before and after school tutoring, lunch time tutorials, Saturday work days, after school events, private music lessons, etc.



CHICO GREEN SCHOOL

November 10, 2010

To Whom It May Concern:

The collected faculty and staff at Chico Green School have prepared this update to Chico Unified School District in response to the second *CUSD* Notice to Remedy.

With regard to maintaining a board governance culture that is based on respect and collaboration:

- The Board Co-Founders have made strides at delegating responsibility and authority to the interim director and staff, particularly in the area of curriculum, and day-to-day governance of the school. They continue to be close at hand and offer their assistance and expertise as needed.
- The board has hired a very experienced and trusted interim director to facilitate communication and help rebuild respect and collaboration between the faculty/staff, the board, parents, and community.
- New faculty report positive interactions characterized by very supportive attitudes from board members.

With regard to properly allocating the division of responsibilities between the board and staff, in compliance with the charter:

- The board has hired a part-time interim director to help fill this crucial position during the search for a permanent director.
- A joint staff-board Priorities Chart is being used as an ongoing tool to facilitate communication about actionable priorities showing evidence of the board's receptiveness to staff input.

With regard to remedying the issues raised in the staff's vote of no confidence in the board, the following have been accomplished or begun:

- There has been improved communication with staff, via the mediation of the Interim Director.
- The board has established a Hiring Committee for a permanent Director.
- All new employees (as of late August) report respectful, professional approach to employment negotiations and other personnel matters.
- The board has contributed to a culture of collegiality through hiring an interim director.
- There has been more collaborative participation by board secretary, Ms. Logan in working with Interim Director and staff toward school improvement.



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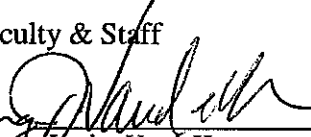
CHICO GREEN SCHOOL

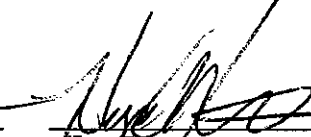
(page 2)

Thank you for your continued interest and oversight during this challenging yet rewarding process of starting a charter school.

Regards,
Chico Green School Faculty & Staff

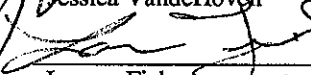

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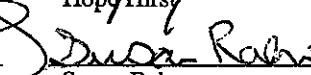

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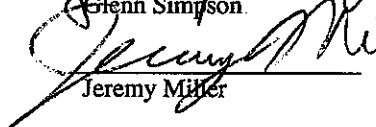

Tom Blogett


Glenn Simpson


Lauren Fieberg


Susan Rahn


Greg German


Jeremy Miller


Daebin Gilmore



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From: John Bohannon <jbohannon@chicousd.org>
Date: Thu, Aug 26, 2010 at 3:50 PM

To: Tami Ritter <tami@chicogreenschool.org>

Tami,

I spoke with Superintendent Staley today. She said she thinks the 11th graders have shown a desire to attend Green and she doesn't want to get in the way of that. However, we do think you should get on a board agenda soon to ask for the material change, so the CUSD board is aware of the change. Call me about how to get on the board agenda and we'll take care of it.

Thanks for the information.

John Bohannon
Principal
Chico Junior High School
CUSD Charter School Liaison
530-891-3066
530-895-2677 (fax)

3.

April 1 Status Report and All Supporting Documents

CHICO GREEN SCHOOL

April 1, 2011

VIA PERSONAL DELIVERY AND NEXT DAY MAIL

John Bohanon
Charter School Liaison
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95928-5999

Re: Status Report on Matters included in District Response to Chico Green School Response to Chico Unified School District Notice of Violation/Notice to Remedy or Face Revocation

To Liaison Bohanon:

This letter is our status report on continuing progress on the matters included in your letter of December 16, 2010, comprising a response to our letter of November 12, 2010, comprising a response to Chico Unified School District's Notice of Violation/Notice to Remedy or Face Revocation of October 20, 2010.

Regarding the decision by the Board of CGS to enroll eleventh graders ahead of schedule, it is wonderful to have Superintendent Staley's original sentiments (relayed by Liaison Bohanon in his August 26th email: "Superintendent Staley... thinks the 11th graders have shown a desire to attend Green and she doesn't want to get in the way of that") stated formally in the December 16th response:

The District has determined that it would not serve the best interests of the currently enrolled eleventh graders to take any action that would impact their enrollment or academic progress.

Regarding governance issues, it is helpful that the District is aware of our ongoing Board development including November's Brown Act training. We are pleased that the District acknowledges "...the fact that the CGS board has never been charged or adjudicated with violating the Brown Act" and that, in regard to the rumors of a closed session violation, "...no charges have been filed related to this allegation." We are also glad that the District finally acknowledges that, from the moment we occupied our current site in August of 2010, agenda have been posted and Board meetings have been held at a single location.



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Regarding our internal personnel issues, we are encouraged by the District's growing awareness of the normal challenges and adjustments necessary during any school's first year. We are glad that the District sees that "CGS appears to have made progress in recalibrating the allocation of duties between the staff and the Board, and improving communication between them." We are pleased that our faculty was able to take the time during the busy first semester to reassure the District that, contrary to the spurious innuendos proffered by a disgruntled former employee, relations between the board and staff are sound. Finally, we are heartened by the fact that "...the District does place weight on the conclusions of the school's staff and teachers."

The following table summarizes the items that Liaison Bohanon stated that the District will continue to monitor and the current status of each:

<i>Post Board meeting agendas in a location that is "freely accessible to the members of the public," including the charter school's website;</i>	We continue, as always, to post agendas in accordance with requirements of the Brown Act.
<i>Consider taking and maintaining audio recording of its Board meetings;</i>	We allow the audio recording of our Board meetings.
<i>Take measures to ensure the confidentiality of closed session discussions, and preserve the confidence that board members may speak candidly in closed session;</i>	We continue, as always, to preserve the confidentiality of closed sessions.
<i>Avoid congregations, whether physical or by e-mail, of a quorum of board members, in which discussion or deliberations of issues within the board's jurisdiction takes place.</i>	We continue to avoid illegal meetings and the perception of illegal meetings. At the same time, we acknowledge that we cannot control everyone's perception of events.
<i>Continue developing a board governance culture that is based on respect and collaboration, and that is free of intimidation and abuse.</i>	We continue to maintain a positive board governance culture.
<i>Continue properly allocating the division of responsibilities between the Board and staff, in compliance with the charter.</i>	We continue to divide responsibilities between the Board and staff.

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

Sincerely,



Kent Sandoe
Treasurer

4.

WASC Letter Dated 8/9/11



Accrediting Commission for Schools

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EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

LEE DUNCAN, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

August 9, 2011

Ms. Cheryl Eining
Principal
Chico Green School
2414 Cohasset Road
Chico, CA 95926

This is to confirm our conversation of last week regarding WASC's willingness to conduct a second Initial Visit in the fall of 2011. Assuming the school's ability to address the recommendations listed in the report completed by the Visiting Committee, the school should be able to attain either Candidacy or Initial Accreditation status at that time.

If you have other questions regarding next steps, please feel free to contact me directly at (650) 696-1060.

Best wishes,

A handwritten signature in cursive script that reads "David E. Brown".

David E. Brown
Executive Director

5.

Letter to the Editor from Ryan Shidyak

I am a student at Chico Green School. I was very surprised when I dug deeper into what was going on between Chico Unified School District, and Chico Green School. On its face, it sounded like CUSD had great reasons for wanting Chico Green School shut down: no WASC accreditation, and alleged Brown Act Violations. I thought that the District just wanted to look out for the students, and for the public. That's the way it seemed to my parents and me anyway. So I decided to do my own investigation into both of these issues. Here's what I got.

Since WASC seemed like the most prevalent issue, I decided to investigate it first. Chico Green School and the District were saying completely opposite things. While CGS said that not getting accreditation on a first try was more than normal, CUSD put it down as a reason to revoke CGS's charter! So I decided to call up the Executive Director of WASC himself. He told me several interesting things. The first was that Chico Green School had actually sought accreditation much earlier than most schools. The next thing I said to him was: "Does being denied accreditation the first visit mean that CGS can't or won't be accredited in the future?" He laughed and assured me that many schools who have just started up are denied, and given actions to correct. He told me that WASC was coming again in the fall, and that most items that CGS were given have been already corrected. In essence, what I took from the situation was, if the school is in operation when WASC comes, and the few items left to remedy are taken care of, it will pass.

On the issue of the Brown Act violations, my research was even more surprising. Although CUSD had made a big fuss about the alleged Brown Act violations that CGS had committed, at a recent hearing on August 1st about Chico Green School, Jennifer McQuarrie -Attorney for CGS, announced that there was a violation of the Brown Act at that very meeting. She pointed out the violation was even in print. I almost laughed when I saw the look of astonishment on a few of the Board Members' faces as she said this. I thought "If they're giving a hard time to CGS on this, and they're the bigger brothers, why aren't they following their own rules?"

When I looked further into the matter, it was clear to me that Chico Green School had done everything it could, above and beyond the law, to remedy the alleged violations. They reenacted the meetings, and hired an attorney to do two Brown Act Workshops. What I got from it was this: these are just regular people who are on the Board. They spend long nights trying to learn the complicated laws that govern education, and they can make mistakes. The point that I was interested in, was not if they made these mistakes, but if they tried their best to make those situations whole again. In my opinion, honesty and sincerity get more points than acting professional, misleading average people, or omitting important facts. I think that CUSD trying to shut CGS down sends out a very strong and unintended message: "We don't want innovation in Chico."

~Ryan Shidyak
CGS Senior

6.

WASC Constitution

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES CONSTITUTION
As Amended, September 2, 2009

ARTICLE I.
Name and Purpose

This organization shall be named WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (the "Association"). Its purpose is to promote the welfare, interests, and development of elementary, secondary, and higher education through (1) improvement of educational programs, (2) close cooperation among the schools, colleges, and universities within the territory it undertakes to serve, (3) certification of accreditation or candidacy status, and (4) effective working relationships with other educational organizations and accrediting agencies.

ARTICLE II.
Accrediting Region and Certification

Section 1: Accrediting Region. The accrediting region of the Association consists of the states of California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/ International schools or colleges may apply, and such other areas as may apply to it for service, subject to approval by the Board of Directors.

Section 2: Certification. Any university, college, or school shall be certified by the Board of Directors as a candidate or accredited institution upon report of action taken by the appropriate Accrediting Commission. Any such certification shall cease whenever an institution resigns, is dropped from the accredited or candidate list of the Association, or fails to pay its annual fees by the date set by the appropriate Accrediting Commission for payment.

ARTICLE III.
Organization

Section 1: Constituency. The Board of Directors shall consist of nine persons, three to be selected for staggered three-year terms from and by each of the three Accrediting Commissions hereinafter named and described. One of each Commission's appointees shall be its Chair or Assistant/Vice Chair. The Board shall elect its Chair from among its members for a one-year term. The Chair may be re-elected for one additional one-year term. The Chair of the Board shall be the President of the Association. The Secretary-Treasurer of the Association shall be selected by the Board.

Section 2: Meetings. The Board of Directors shall meet annually at such time as may be determined by the Board, and may hold other meetings at the call of the Chair or on the request of any three members of the Board of Directors.

Section 3: Commissions. There shall be three Accrediting Commissions, as follows:

1. Accrediting Commission for Senior Colleges and Universities

This Commission shall consist of up to twenty-five (25) members, but no less than eighteen (18) members, with the exact number set by the Commission from time to time. Commission members shall serve overlapping three-(3) year terms, with a maximum of two terms (plus any partial term served as the result of the member being selected to fill a vacancy), as established by the Commission.

The Commission shall elect one of its members to serve as Chair for a three-(3) year term and one of its members to serve as Vice Chair for a one-(1) year term. In the event the Chair has served for the maximum two terms on the Commission prior to the expiration of his or her term as Chair, the Chair shall continue to serve on the Commission until his or her term as Chair shall have expired. Commission members shall be elected by the presidents of the institutions accredited by the Commission according to Bylaws approved by the Commission.

Members of the Commission shall be allowed to complete their terms upon retirement from their institutions. Non-public Commissioners who lose their institutional base for any reason shall be ineligible to serve beyond the end of

the academic year.

2. Accrediting Commission for Community and Junior Colleges

This Commission shall consist of nineteen members, all of whom are appointed by the Commissioner Selection Committee. One Commission member shall be selected from among the nominees who represent community college interests provided by the chief administrative officer of each of the following: the California Community Colleges Chancellor's Office and the University of Hawaii Community Colleges Chancellor's Office. In addition, one Commission member shall be selected from among the nominees provided by each of the other Commissions to represent the Accrediting Commission for Senior Colleges and Universities and the Accrediting Commission for Schools. These nominees shall be sitting or former members of the Senior College or Schools Commissions, or individuals with demonstrated familiarity with the policies, procedures, and operations of the Accrediting Commission for Community and Junior Colleges.

At least five of the Commission members shall be faculty, at least five members shall represent the public interest [as defined in 34 CFR § 602.3], at least three members shall be administrators, at least one member shall represent independent institutions, and at least one member shall represent institutions in the Western Pacific. Commission representatives shall serve staggered three year terms.

Commission officers shall be selected by the Commission according to Bylaws approved by the Commission.

3. Accrediting Commission for Schools

This Commission shall consist of up to thirty-two persons selected by the Commission's Nomination Review Committee from candidates nominated by member organizations or the Commission. Not less than one-seventh of the persons selected shall be public members. Appointment shall be for staggered three-year terms. Representatives shall be nominated as follows:

- seven by the Association of California School Administrators;
- one by the California Teachers' Association;
- one by the California Federation of Teachers;
- one by the Hawaii Government Employees' Association;
- one by the California Association of Independent Schools;
- one by the Hawaii Association of Independent Schools;
- one by the Association of Christian Schools International;
- one by the East Asia Regional Council of Overseas Schools;
- four by the Western Catholic Educational Association, one of whom must be a practicing classroom teacher and one of whom must be an Elementary Commissioner;
- one by the Pacific Union Conference of Seventh-day Adventists;
- one practicing classroom teacher on a rotational basis from the Hawaii public and private schools;
- one practicing classroom teacher from the California Association of Private School Organizations (CAPSO);
- one school board member by the California School Boards' Association;
- one parent by the California Congress of Parents and Teachers;
- one postsecondary teacher;
- non-school public members from business, community, or public organizations, one of whom to be a Hawaii public member.

The California Department of Education and the Hawaii Department of Education will each have an ex officio seat on the Commission. The Commission shall determine which organizations shall be represented by voting Commission members, and which shall be represented by non-voting ex officio members.

If a change of status, which affects eligibility for constituency appointments of any of the above appointees occurs during the term of office, the individual may at the discretion of the appointing agency, serve the remainder of the term or may be replaced. A person completing a term after a change of status may not be re-appointed.

Section 4: Commission Executive Staff. Each Accrediting Commission shall appoint a Chief Executive Officer, who in turn will be responsible for selecting the rest of the staff of each Accrediting Commission.

Section 5: Changes in Commissions Composition. The title of each Chief Executive Officer shall be determined by the affected Commission, subject to the Board ratification. Changes in the size and composition of each Accrediting Commission may be made by the Commission with the approval of the Board of Directors. The composition of each Accrediting Commission shall be published in the annual Directory of the Association, and any material changes shall be reflected in appropriate changes to this Constitution.

Section 6: Delegation to Commissions. Recognizing that the Board of Directors retains ultimate authority over administrative structures, budgets, fiscal policies, contracts and leases, including those entered into by the Accrediting Commissions, the Board will delegate actual management over such matters, including the actual review and approval of such matters, to the Commissions to the extent it deems prudent.

Section 7: Commission Sanctions. Action taken by any Accrediting Commission to deny or withdraw accreditation or candidacy shall be reported in writing to the WASC Board at its annual meeting.

ARTICLE IV. Criteria for Certification

Section 1: Commission Standards. Each of the Accrediting Commissions shall adopt its own standards and criteria, subject to the approval of the Board of Directors of the Association. The standards and criteria shall provide for the evaluation of each institution on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type.

Section 2: Commission Actions. The actions by each Accrediting Commission, subject to its review procedures and the appeals procedures provided for in Article VI, shall be final and shall be certified by the Board of Directors.

ARTICLE V. Duties of Officers

Section 1: Chair and President. The Chair of the Board of Directors shall preside at all meetings of the Board and shall have the right to vote on all issues that come before the Board for decision. As President of the Association, he/she shall be the official spokesperson for the Association, representing the Association in accord with policies established by each of the three Accrediting Commissions and the Board.

Section 2: Secretary-Treasurer. The Secretary-Treasurer shall serve as the Secretary of the Board of Directors and shall maintain a complete file of Minutes and Board decisions. He/She shall receive from the Directors of the three Accrediting Commissions the lists of accredited and candidate institutions and shall provide for the publication of a total Association list of accredited and candidate institutions at least once each year.

Section 3: Chief Executive Officer. The Director of each of the three Accrediting Commissions shall maintain a careful record of the actions and decisions of the Commission, shall be responsible under the Commission's direction for the scheduling of accreditation visits, appointment of visiting committees, distribution of necessary accreditation materials, and for such other matters as the Commission may delegate to the Director for the effective administration of the accreditation program.

Following each meeting of the Accrediting Commission at which accreditation decisions are made, the Chief Executive Officer shall promptly notify the Secretary-Treasurer of the Board of Directors of all changes in the list of accredited and candidate institutions. At its annual meeting the Board of Directors shall certify the list of accredited and candidate institutions submitted by each Accrediting Commission.

ARTICLE VI. Appeals

Section 1: Right to Appeal. If an institution, after availing itself of any review or appeal procedures of its Accrediting Commission, still believes itself aggrieved by that Accrediting Commission's denial or termination of candidacy or accreditation, its governing board, through formal authorization to its chair, may appeal such action

within thirty (30) calendar days of receipt of notice thereof of the final Accrediting Commission action by filing an appropriate notice of appeal to the President of the Association through the affected Accrediting Commission's Chief Executive Officer. During the period up to and including the appeal, the institution's status with the affected Accrediting Commission shall remain the same as it was prior to the decision being appealed. The form and content of the institution's notice of appeal are contained in the Association's Hearing and Appeal Procedures Manual, described in Section 4 below.

Section 2: Administering the Appeal. The task of coordinating the appeal will ordinarily be the task of the Accrediting Commission which is providing the current staff support for WASC's corporate activities. This task shifts periodically among the various Accrediting Commissions since WASC maintains no staff support independently of the three Accrediting Commissions. In the event the institution is appealing a decision of the Accrediting Commission that is providing staff support at that time for WASC corporate activities, the task or coordinating the appeal will be shifted by the President of the Association to one of the other Accrediting Commissions. The tasks assigned to the President and to the Secretary/Treasurer in this process will similarly be re-assigned by the President to a President or Secretary pro-tempore in the event such individuals are associated with the Accrediting Commission that made the decision that is being appealed.

Section 3: Hearing Panel and Hearing Board. The Association's Board of Directors shall elect annually a Hearing Panel from which shall be selected a Hearing Board established for the purpose of deciding appeals by any institution against the decision of any of the Accrediting Commissions denying or withdrawing accreditation or candidacy.

The Hearing Panel shall consist of twenty persons as follows: (1) five from elementary/secondary schools; (2) five from junior or community colleges; (3) five from senior colleges and universities; and (4) five lay members of governing boards. None of the twenty shall be a current member of an Accrediting Commission.

The Hearing Board shall consist of five persons, including at least one person from each of the above categories, selected on random basis from the Hearing Panel and appointed, after such selection, by the Association's Secretary/Treasurer. None of those selected shall have been involved in the accreditation process which resulted in the appeal. The Hearing Board shall elect its Chair from its own membership. Each member, including the Chair, shall have one vote.

Hearing Board members to replace those who are absent or have a conflict of interest shall be selected on the same random basis and appointed by the WASC Secretary/Treasurer from the remaining members of the Hearing Panel.

Section 4: Appeal Procedures Manual. The Association's Board of Directors shall establish an appeals manual, which may be revised from time-to-time, referred to as the "WASC Appeals Procedures Manual." The WASC Appeals Procedures Manual will set forth more fully the procedures for conducting the appeal. A copy of the WASC Appeals Procedures Manual will be provided to the institution when the institution receives notice of an appealable Commission decision.

Section 5: Costs. An institution bringing an appeal shall reimburse the Association for all of the incremental costs in conducting the appellate hearing, including the costs of the Commission that coordinates the appeal, any legal fees of the Hearing Board, and other costs enumerated in the WASC Appeals Procedures Manual. For this reason, an institution making an appeal will be required to include an initial deposit to cover the costs of the appeal. The Association's Board of Directors will establish the amount of the deposit and modify it from time to time at its discretion. In the event the actual costs exceed the amount of the deposit, the institution shall be responsible for the balance and may be required, during the appeal, to supplement the deposit. In the event the deposit exceeds the necessary costs, the institution shall receive a refund of the difference.

Section 6: New Financial Evidence. On one occasion only and not later than thirty (30) days prior to the date the Hearing Board is scheduled to meet and only in the event the only remaining issues following completion of the Commission review process relate to deficiencies or failure to meet Commission Standards regarding the institution's finances, the appealing institution may file in writing with the Executive Director of the Accrediting Commission whose action is being appealed (the "affected Accrediting Commission"), information which, in the opinion of the institution's chief executive officer, constitutes New Financial Evidence. Such application shall be co-signed by the chair of the institution's governing board. New Financial Evidence is evidence that (1) was unavailable to the institution until after the date upon which the Commission's policies permitted the institution to submit evidence that was considered in connection with the action being appealed (and is therefore timely), and (2) bears materially and significantly on the financial deficiencies identified by the affected Accrediting Commission.

Evidence shall be deemed to bear materially and significantly on the financial deficiencies only if such evidence is of sufficient gravity that, if proven, would be likely to cause the Commission to reverse the decision being appealed.

Upon receipt of the New Financial Evidence, the affected Accrediting Commission's Chair shall form a committee of no fewer than three (3) Commissioners from the affected Commission (the New Financial Evidence Committee) to review the New Financial Evidence. The membership of the New Financial Evidence Committee may include Commissioners who have acted as readers or for other reasons are familiar with the issues affecting the institution, but may not consist of any Commissioners who have a conflict of interest with respect to the institution as defined by the Commission's conflict of interest policy. The New Financial Evidence Committee shall conclude prior to the date the appeal hearing is scheduled to commence. The decision of the New Financial Evidence Committee shall be communicated in writing to the appealing institution, to the Chief Executive Officer of the affected Accrediting Commission, and to the President of the Association. The decision of the New Financial Evidence Committee shall not be subject to any further review or appeal, except as herein provided. If, in the sole judgment and discretion of the New Financial Evidence Committee, acting by majority vote, the New Financial Evidence is found not to have been raised in a timely manner or is found not to bear materially and significantly on the financial deficiencies of the appealing institution, the appeal hearing shall continue without interruption, and the New Financial Evidence shall not become part of the record on appeal.

If, in the sole judgment and discretion of the New Financial Evidence Committee, the New Financial Evidence is found to have been raised in a timely manner and to bear materially and significantly on the financial deficiencies which served as the basis of the affected Accrediting Commission's action, the President of the Association shall immediately postpone the hearing until after the date of the next affected Accrediting Commission meeting at which time the affected Accrediting Commission will reconsider the decision being appealed. The affected Accrediting Commission shall independently review the New Financial Evidence and make its own determination regarding whether such evidence was timely and was significant and material. If, in the sole discretion of the affected Accrediting Commission, the New Financial Evidence is found to have been raised in a timely manner and to bear materially and significantly on the financial deficiencies which served as the basis of the decision that is being appealed, the affected Accrediting Commission shall render a new decision which shall act to remove the previous sanction of termination or denial of candidacy or accreditation, as the case may be. It may, in its sole discretion, impose any other lesser sanction and conditions which it deems appropriate, and the affected institution shall not be able to seek further appeal or review from such lesser sanction, if any is imposed. In such instance, the affected Accrediting Commission shall instruct the President of the Association to dismiss the appeal.

If, in the sole discretion of the affected Accrediting Commission, the New Financial Evidence is not found to have been raised in a timely manner or if it is found not to bear materially and significantly on the financial deficiencies which served as the basis of the decision that is being appealed, such Commission shall instruct the President of the Association to take the necessary steps to resume the appeal hearing. In all events, the decision of the affected Accrediting Commission shall include findings on the timeliness, materiality and significance of the New Financial Evidence. Such decision shall not be subject to consideration by the Hearing Board. Such decision in all instances shall be communicated in writing to the appealing institution, to the President of the Association, and to the Hearing Board's Chair.

Section 7: The Appellate Hearing.

The President of the Association shall arrange the appellate hearing at the earliest practicable date. Those testifying shall not be placed under oath. The Accrediting Commission whose decision is being appealed will ordinarily have legal counsel present, and the institution may, but is not required, to have legal counsel present. The institution will be expected to notify the Association of its selection of its legal counsel as soon as possible, ordinarily, at the time the institution files its notice of appeal.

At least sixty (60) calendar days before the time set for the appellate hearing of such an appeal, the President (or Secretary-Treasurer) of the Association shall cause notice of the time and place of the appellate hearing to be delivered, by a means that will assure a written receipt, to the Chair or to the President of the governing board of the institution with a copy to its chief executive.

Section 8: Grounds for Appeal. The grounds for appeal shall be limited to the following: (1) there were errors or omissions in carrying out prescribed procedures on the part of the evaluation team and/or the Accrediting Commission which materially affected the Accrediting Commission's decision; (2) there was demonstrable bias or prejudice on

the part of one or more members of the evaluation team or Accrediting Commission which materially affected the Accrediting Commission's decision; (3) the evidence before the Accrediting Commission prior to and on the date when it made the decision which is being appealed was materially in error; or (4) the decision of the Accrediting Commission was not supported by substantial evidence. The "decision" referred to in this Section refers to the Accrediting Commission's action which served as the basis for the appeal and any modification to that action that might have occurred as the result of the review or appeal process afforded by the Accrediting Commission. The appellate hearing is designed as a review of the record of the previous actions of the institution and the Accrediting Commission. Accordingly, except as may be permitted under the WASC Appeals Procedures Manual, an institution may not raise any ground or cite any reason in support of that ground unless the institution raised the same ground and the same issue before the Accrediting Commission as part of the Accrediting Commission's review or appeal process prior to noticing its appeal to WASC. When the term "materially" is used in this section it means that the issue to which it relates, either signally or with other issues, is of sufficient gravity that it could reasonably be said to cause a reversal of the decision being appealed.

Section 9: Decision of the Hearing Board. The Hearing Board shall make its decision by a vote of the majority on the basis of the admissible evidence and arguments presented to it at the hearing. The Hearing Board's decision may act to affirm, modify, or reverse the decision being appealed and the reasons that were cited in its support. The Hearing Board shall issue its decision and the reasons therefore within thirty (30) calendar days and will inform the President of the Association, the chair or president of the governing board of the institution, and the Chief Executive Officer of the affected Accrediting Commission of such decision. Such decision shall not be subject to any further appeal.

If the Hearing Board finds for the institution on one or more of grounds (1) through (4) of Section 8 above, the Hearing Board's decision will have the effect of reversing the denial or termination of the candidacy or accreditation of the institution. Its decision may recommend, but shall not dictate, any terms or conditions to be imposed on the accreditation or candidacy of the institution by the affected Accrediting Commission when it implements the Hearing Board's decision. The affected Accrediting Commission shall thereafter implement the Hearing Board's decision and, in doing so, shall retain the discretion to impose conditions, including a sanction which is less than the denial or termination of candidacy or accreditation, on the candidacy or accreditation of the institution. The affected Accrediting Commission's implementation action shall be consistent with the Hearing Board's decision. Such implementation action by the affected Accrediting Commission will be communicated to the institution and shall not be subject to further review or appeal.

If the Hearing Board finds against the institution on any of the four grounds in Section 8 above, it shall deny that portion of the appeal which is based on that ground. If the Hearing Board finds against the institution on all grounds appealed, its decision shall act to affirm the decision of the affected Accrediting Commission which was appealed.

ARTICLE VII. Financing

Financial support for the work of the Board of Directors of the Association shall be obtained by equal assessment on each of the three Accrediting Commissions.

ARTICLE VIII. Amendments

Proposed amendments to this Constitution may originate with any of the Accrediting Commissions or with the Board of Directors. Such proposed amendments, except those relating to the size and composition of an Accrediting Commission (See Article III, Section 4), shall become effective upon approval by a two-thirds vote of each of the three Accrediting Commissions and of the Board of Directors.

ARTICLE IX. Indemnification

The Association does hereby grant indemnification to any officer, director, commissioner, or other agent, or former officer, director, commissioner, or other agent, including but not limited to the Association's employees and team

members, for claims or actions asserted against said person arising out of acts or omissions alleged to have occurred in connection with, or as a result of his or her activities as an officer, director, commissioner, or agent, of this Association, to the fullest extent permitted by law; provided, however, as follows:

- a. If any claim or action is asserted or threatened to be asserted, as described in such statutes, the person requesting indemnification must give timely notice thereof to the President of the Association;
- b. If the person requesting indemnification is not successful on the merits of the action, the Board of Directors, the members, or the court must determine that the person acted in good faith, in a manner he or she reasonably believed to be in the best interests of the corporation, and without reason to believe his or her conduct was unlawful; and
- c. Indemnification shall be provided herein only to the extent that valid and collectible insurance coverage under all existing policies of insurance held by the Association has been exhausted.

PROCEDURES AND INTERNAL POLICIES

I. Oversight by the WASC Board Over Commission Activities

Recognizing that the Association's Board of Directors (the "Board") retains the ultimate responsibility for the affairs of the corporation while at the same time recognizing the wide latitude which has been historically granted to the three Accrediting Commissions, the Board establishes the following rules with respect to its oversight responsibilities. These rules are not intended to preclude the Board from taking further actions as it deems necessary in a particular instance to discharge its responsibility to govern the affairs of the corporation:

1. Each Accrediting Commission shall be audited annually by an outside certified public accountant of the Accrediting Commission's choice. Copies of the full audit report, including any "management letter" shall be provided by each Accrediting Commission to the Board.
2. Each Accrediting Commission shall annually develop and adopt an operating and, when necessary, capital budget. The budgets shall be reported to, reviewed by, and ratified by the Association's Board. Prior ratification shall not be necessary in order for an Accrediting Commission to begin to implement its budget. Significant variances in expenses or revenues from the budget shall also be reported to the Board.
3. All Accrediting Commission Manuals, Handbooks, Policies and amendments thereto shall be presented to the Board by the respective Commission for ratification. Prior ratification shall not be necessary in order for an Accrediting Commission to begin to implement any policy, Manual, or Handbook.
4. Each Accrediting Commission shall present for prior approval of the Association's Board any proposed capital expenditure larger than the reserves of that Commission.

II. Meeting by Conference Call

A special meeting of the Board may be requested for any reason by the chairs of at least two (2) of the Commissions of the Association. The Board may also meet and act by a meeting conducted by conference call.

III. Satisfying Extraordinary Litigation Expense

The Association recognizes the possibility that the organization may at some time in the future incur substantial costs rising from litigation against the Association. Such costs might involve substantial legal defense expenses or an adverse judgment with resulting damages, or both. The Association maintains liability insurance to protect the Association and its Accrediting Commissions from such a possibility. However, defense costs might be incurred or an adverse judgment might occur which would not be covered by insurance. This might occur if: (1) insurance becomes unavailable in the future; (2) the adverse judgment or defense costs are in excess of insurance limits; or (3) the nature of the liability precludes coverage from the insurance policy. In such an instance, the Association would have to depend on its own internal financial resources to satisfy all or part of the defense costs or judgment. The purpose of this Policy is to set forth the manner in which the assets of the Association and its Accrediting Commissions would be made available in this event.

1. The Accrediting Commission responsible for the action giving rise to the litigation would be responsible to pay for all costs of defense, including legal expenses, and to satisfy the judgment through whatever means it might have at its disposal.
2. To the extent that the assets of the affected Accrediting Commission were insufficient to satisfy the Accrediting Commission's obligation under paragraph I above, the assets of the remaining Accrediting Commissions would be available on an equal basis to cover these costs. To the extent that the assets of the three Accrediting Commissions were insufficient to pay for these costs, any assets controlled by the Association's Board would become available.
3. To the extent that the assets of the Accrediting Commissions not responsible for the adverse decision or of the Association's Board were employed as described of Association's insurance in paragraph 2 above, the Accrediting Commission responsible for the adverse judgment would be responsible to reimburse the other Accrediting Commissions and the Association's Board of Directors for all such costs. Such reimbursement

IV. Term of the Chair of the Board

At its annual meeting, the Board of Directors shall elect its Chair from among its members for a one-year term. The Chair may be re-elected for one additional one-year term. The Chair's term will run from August 1 to July 31.

V. Conflict of Interest

WASC, a non-profit public benefit corporation organized under the laws of the State of California and tax exempt under section 510(c)(3) of the Internal Revenue Code, enacts the following policy to in order to assure that the decisions of the WASC Board, its three Commissions, the Accrediting Commission for Schools, the Accrediting Commission for Community and Junior Colleges, and the Accrediting Commission for Senior Colleges and Universities and their staffs are free from conflicts of interest and the appearance of conflicts of interest.

1. Each of WASC's three Commissions shall at all times maintain in effect a conflict of interest policy which shall have been approved by this Board. Any material changes in a Commission's conflict of interest policy shall be presented to this Board for approval. The Commission's conflict of interest policies shall deal with conflicts of interest on the part of Commission members, volunteers that assist the Commissions, such as visiting team members, and members of the Commissions' staffs, including but not limited to any Commission staff members meeting the IRS definition of a "key employee."
2. The members of this Board and the Officers, its President, Treasurer, and Secretary, shall comply with the following conflict of interest rules:
 - A. New Board members and officers shall complete the Conflict of Interest Statement which is attached to this Policy, as Exhibit A, prior to commencing their duties; annually thereafter, each Board member and officer shall update the statement. Copies of all such statements shall be maintained by the Sec. in the books and records of WASC.
 - B. Board members and Officers will strive to avoid any activity or involvement which is in conflict with their duties as Directors and Officers.
 - C. In the event a Director or Officer identifies a matter which such Director or Officer believes presents a conflict of interest involving either that Director or Officer or another Director or Officer, such Director or Officer shall disclose such conflict by bringing it to the attention of the Chair of the Board and the Secretary as soon as possible.
 - D. Depending on the nature of the conflict of interest, the Director or Officer presented with the conflict of interest may be asked to refrain from voting on a matter, recuse himself or herself from deliberations on the matter, or even, under rare circumstances, resign from the Director or Officer position. Ordinarily, the appropriate conduct will be decided by the Chair of the Commission who may check with WASC legal counsel before making a decision. The Director or Officer who presents a possible conflict of interest may always appeal the matter to the full Board which shall have the authority to make a final decision (without the vote of any Director in potential conflict being counted). Conflicts involving the Chair shall be decided by the remainder of the Board members.
 - E. Examples of conflicts of interest shall include, but are not necessarily be limited to the following:
 1. *Having a material financial interest in a matter before WASC.* A Director or Officer will have a material financial interest in a transaction before WASC, including matters before the Board, if such Director or Officer has a 5% or greater equity interest in, or a salary, stipend, or other form of compensation from the other organization involved in the transaction. For example, if a Director owns 10% of the stock in a bank, and WASC is considering commencing a business relationship with that bank, that Director has a material financial interest in any transaction involving WASC and that bank.

2. *Holding a position of influence, with or without compensation, such as a directorship or officer position, with another organization that is involved in a potential transaction before WASC.* In addition, owning a membership interest in a non-profit organization, which affords the Director or Officer 5% or more of the voting power in that organization, presents a conflict if WASC is considering a transaction involving that organization.
- F. Most members of the Board and Officers will be associated with an institution that is a candidate or accredited by WASC. From time to time, the Board will be asked to ratify actions of the Commissions which will have made accreditation or candidacy decisions involving an institution with which a Board member will be associated. A Board member's association with an institution means that he will be considered an "interested director" within the meaning of this Policy but does not, in and of itself present a conflict of interest that will prevent such Director or Officer from voting to ratify the decisions of the appropriate Commission that concern the candidacy or accreditation of such institution; however, such association shall be disclosed and noted on the minutes of the Board meeting when a vote is taken, and there must have been, at all times, a sufficient number of affirmative votes, not counting the vote of the interested Director, to carry the motion or resolution as it applies to that institution, without counting the vote of the interested Director; so that, if, for example, all five Board members are present and voting; one Board member is associated with Institution A, and Institution A is on a list of institutions which the Board is being asked by the responsible Commission to ratify in a single consent action; all five Board members, including the interested Board member, vote to ratify the Commission's actions. The association of the interested Board member will be noted on the minutes of the Board meeting, and the minutes will record that all five Board members voted affirmatively to ratify the entire list of institutions, including Institution A. The vote to ratify is appropriate since the affirmative vote of four votes (not counting the vote of the interested Director) was sufficient to pass the motion as to Institution A.
3. WASC does not employ a staff separate from the staffs that are employed by its three Commissions, and, for that reason, WASC addresses the issue of having a Conflict of Interest Policy cover "key employees," as the IRS defines that term, by requiring its Commissions to maintain in effect conflict of interest policies that include all members of their paid staffs, including but not limited to their "key employees."

Adopted June 30, 2009

VI. Executive Compensation

This Policy applies to the procedures by which WASC and its Commissions will follow in establishing the compensation of WASC's Executive Staff. All WASC Executive Staff members are to be paid at compensation levels that are reasonable and consistent with those in comparable positions throughout the accreditation, nonprofit, and education communities. Each of WASC's three Commissions shall be delegated the authority to function as a compensation committee for the WASC Board for the purpose of reviewing and approving the compensation of all Executive Staff that work for that Commission. Each Commission may serve as a compensation committee of the whole or, at its discretion, may form a committee, which must consist entirely of Commission members, to serve this function. In approving such compensation, each Commission (or a committee thereof) shall, to the extent feasible, review and rely on comparable external data in order to assure that compensation paid to Executive Staff is consistent with compensation being paid to positions of comparable responsibility within the accreditation, nonprofit and educational communities. The compensation decisions and the reasons for such decisions shall be documented contemporaneously in the minutes of the Commission (or a committee thereof). The Commissions shall each assure that all Commission members involved in reviewing and approving compensation decisions for Executive Staff are "independent" and without conflict of interest within applicable IRS regulations and guidelines.

The approval of compensation decisions for Executive Staff positions shall be made, to the extent feasible, (1) in advance of the hiring of a new member of the Executive Staff or the creation of a new employee position that will result in the hiring of a new member of the Executive Staff, and (2) in advance of changes in the compensation of current members of the Executive Staff. Approval of compensation for an individual or a position may be at a fixed level or may include a range of compensation. Changes in the level of compensation of existing members of the Executive Staff require approval of the Commission (or a committee thereof). Changes occur when the

compensation levels of members of the Executive Staff or positions that will be filled by Executive Staff members are adjusted in a manner which falls outside of the compensation level or range that has previously been approved for that person or position. Adjustments that are automatic, as in the case of a multi-year employment agreement that includes annual preset increases in compensation, do not have to be separately approved, provided the terms of the original employment agreement was approved.

At the annual meeting of the WASC Board, each Commission shall report to the WASC Board, substantiating its compliance with this Policy. The WASC Board shall accept the Commissions' reports and ratify the actions of the Commissions that were taken in accordance with this Policy.

Adopted June 30, 2009

VII. Gift Acceptance

WASC, a non-profit corporation organized under the laws of the State of California and tax exempt under 510(c)(3) of the Internal Revenue Code, encourages the solicitation and acceptance of gifts and grants to WASC and to its Commissions for purposes that will help WASC further and fulfill its mission. The following policy governs acceptance of gifts and grants made to WASC and to its Commissions.

The mission of WASC, as stated in its Articles of Incorporation, encompasses the promotion of the welfare, interests, and development of elementary, secondary, and higher education through (1) improvement of educational programs, (2) close cooperation among the schools, colleges, and universities within the territory it undertakes to serve, (3) certification of accreditation or candidacy status, and (4) effective working relationships with other educational organizations and accrediting agencies.

The Board of Directors of WASC and its staff, and each of WASC's Commissions may solicit current and deferred gifts from individuals and other entities and grants from foundations in order to assist WASC in fulfilling its mission. These policies and guidelines govern the acceptance of gifts and grants by WASC and provide guidance to prospective donors and their advisors when making gifts to WASC. The provisions of these policies shall apply to all gifts and grants received by WASC and by any of its Commissions.

All gifts and grants must be accepted either by the WASC Board (or its delegate) or by the Commission to which the gift is intended (or its delegate) in accordance with this Policy. By resolution, the WASC Board may delegate authority to accept gifts to any corporate officer, and, by resolution, a Commission may delegate acceptance of gifts to that Commission to its chief executive officer. WASC or the Commission receiving the gift or grant shall be responsible for maintaining an accurate record of the gift or grant. No gift or grant may be accepted which includes restrictions that appear to be inconsistent with WASC's stated mission, nor impose restrictions which are deemed too restrictive or too burdensome by the WASC Board or by the Commission to which the gift or grant is intended. All gifts and grants that have not been formally approved by the WASC Board prior to their acceptance shall be ratified by the WASC Board following their acceptance.

Gifts and grants are generally divided into "standard" and "non-standard." A non-standard gift or grant may only be accepted by the WASC Board after consultation with legal counsel. Non-standard gifts and grants include,

- Closely held stock transfers that are subject to restrictions or buy-sell agreements;
- Documents naming WASC or any of its Commissions as Trustee;
- Gifts involving contracts, such as bargain sales or other documents requiring WASC or any Commission to assume an obligation;
- Transactions with potential conflict of interest that may invoke IRS sanctions;
- Gifts of more than \$100 in value that are in a form other than in cash;
- Any other instance in which the Board of Directors deems the nature of the gift to require approval as a non-standard gift or grant.

All gifts and grants that are within WASC's mission and do not fit within the above definition of "non-standard gifts and grants" are considered "standard gifts and grants" under this Policy. Standard gifts and grants are accepted and administered as follows: The WASC Board will accept and administer all standard gifts and grants, restricted and unrestricted, that are directed only to WASC and not to one of its Commissions. Standard gifts and grants,

unrestricted and restricted, that are directed to a Commission shall be accepted and administered by that Commission.

Adopted June 30, 2009

VIII. Whistleblower Policy

Each Commission shall incorporate this Whistleblower Policy into its Employee Manual, which shall provide as follows:

WASC requires its employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of WASC, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable federal and state laws. WASC encourages its employees to report a good faith suspicion or credible information regarding a violation of federal or state law.

No employee who in good faith makes such a report shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation of federal or state law in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the WASC organization prior to seeking resolution outside the organization.

Employees should share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, the Commission's President or Executive Director is in the best position to address an area of concern. If the area of concern involves a President or Executive Director, the employee should report the matter to the relevant Commissions' Chair.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

The Commission's President or Executive Director is responsible for investigating and resolving all reported complaints and allegations covered by this Whistleblower Policy and, at their discretion, shall advise the respective Commission's Chair or the Board of Directors of WASC.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Adopted June 30, 2009

7.

WASC Appeal Manual

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

APPEALS PROCEDURES MANUAL

Adopted by the Board of Directors in January of 2006

Following are the Appeal and Hearing Procedures adopted and approved by the Western Association of Schools and Colleges (“WASC”) Board of Directors which shall govern the conduct of a challenge to a WASC Commission’s denial or withdrawal of candidacy or accreditation under Article VI of the WASC Constitution.

SECTION 1. DEFINITIONS

A. Appealed Decision. The action of the Commission that resulted from the initial decision of the Commission to deny or withdraw candidacy or accreditation.

B. Board of Directors. Reference to Board of Directors shall refer to the WASC Board of Directors.

C. Chair. References to the Chair refer to the Chair of the Hearing Board.

D. Deciding Commission. The WASC Commission which denied or withdrew accreditation or candidacy from the school or college seeking appeal from that decision under Article VI of the WASC Constitution.

E. Facilitating Commission. WASC has no staff, independent of the staffs maintained by its three Commissions. The Facilitating Commission is the Commission, not the Deciding Commission, that acts to facilitate the appellate hearing process and provide staff support to the Hearing Board, and which denied or withdrew accreditation.

F. Gender references. References to “his,” or “him” are gender neutral and refer to the male or the female gender, as the case may be.

G. Hearing Board. References to the Hearing Board shall refer to that body constituted pursuant to the WASC Constitution that conducts the appellate hearing as described in this Manual.

H. Institution. A school, college, or university which has been denied, or which has had withdrawn, accreditation or candidacy by a WASC Commission.

I. President/Secretary-Treasurer. References to the President or to the Secretary-Treasurer refer to the President or Secretary-Treasurer of WASC, and not to the president or chief executive officer or chief financial officer of any of its three Commissions. In the event that the President or Secretary-Treasurer is associated with the Deciding Commission or has any other conflict of interest, a President and/or Secretary-Treasurer pro-tem will be appointed by the President for purposes of discharging their responsibilities under the appeal.

J. Record on Appeal. The Record on Appeal consists of all documents exchanged between the Institution and the Deciding Commission which directly led to the appeal, including any team report and any Institutional response that were before the Deciding Commission when it rendered the Appealed Decision, all documents presented in conjunction with the Review Process, and the Review Decision.

K. Review Decision. This refers to the decision of the Deciding Commission at the conclusion of the Review Process.

L. Review Process. The process described in the Handbook of the Deciding Commission which describes the procedures followed by the Commission for a review or appeal of an Appealed Decision to the Deciding Commission.

M. Time Limits. References to time limits in terms of “days” mean calendar days.

N. Written Notice. References to Written Notice require that the document be transmitted by any commercial means (UPS, Federal Express) or by U.S. Mail, provided that a return receipt, confirming the date of delivery is obtained.

SECTION 2. APPLICATION AND GENERAL REQUIREMENTS

A. Notice of Appeal. An Institution desiring an appellate hearing (“Hearing”) must file a Notice of Appeal within the time-frame set forth in the WASC Constitution.

The Notice of Appeal shall be sent by Written Notice and shall identify each of the specific grounds, as identified in the WASC Constitution that will serve as the basis (bases) of the Institution’s appeal. Under each ground, the Institution must list, in plain language and in concrete terms, the reasons why each ground is met, drawing exclusively from the Record on Appeal. The Hearing Board shall not consider legal arguments which challenge the legal validity of any of the provisions of this Manual, the WASC Constitution, any WASC or Commission policy, or any generally followed practice. Ordinarily, the Institution may not raise grounds, or reasons in support of grounds, which were not raised to the Deciding Commission in the Review Process. In the event the Institution wishes to raise grounds, or reasons in support of those grounds, including any

written or oral evidence relating to such grounds or reasons, that were not raised during the Review Process, the Institution must demonstrate good cause as to why it did not raise such grounds, reasons or evidence during the Review Process, and it must set forth such good cause in its Notice of Appeal.

B. Legal Counsel; Costs and Deposit. The Notice of Appeal should indicate whether the Institution will be represented by legal counsel, leading up to and at the Hearing, and should include the name and address of such legal counsel, if known at that time. The Institution shall assume the incremental costs to WASC of the appeal. The appeal costs include, but are not necessarily limited to, travel and hotel costs of Hearing Board members and staff, the hearing room, rental fees, phone and duplication costs, the Institution's share of the cost of the certified shorthand reporter, a fee to the Facilitating Commission in an amount established by the WASC Board of Directors to defray its expenses, and the fees of the Hearing Board's independent legal counsel. The Institution must include a deposit at the time it files the appeal in an amount established by the WASC Board of Directors. If the costs exceed the amount of the deposit, the Institution will be responsible for the balance. Should the deposit exceeds the costs, the Institution will receive a refund in the amount of the difference. During the progress of the appeal, if the Secretary-Treasurer determines that costs are likely to exceed the amount of the deposit, it is within the discretion of the Secretary-Treasurer to require that the Institution supplement its original deposit, and the Institution will be required to respond promptly, or the appeal, at the discretion of the President, may be dismissed. At the conclusion of the appeal, the Institution will be provided with an accounting of such costs. The Deciding Commission and the Institution will each assume its respective costs in

connection with the preparation and presentation of its case including any expenses of witnesses or legal counsel.

C. Failure to Properly Notice the Appeal. The President shall review the Notice of Appeal and either accept it if it complies fully with the requirements of this Manual, or declare it incomplete. In the event the Institution has raised grounds, reasons, or evidence that were not raised during the Review Process and has failed to show good cause as to why such grounds, reasons or evidence were not raised during the Review Process, the President shall exclude those grounds, reasons and evidence from the appeal and shall so notify the Institution. If the Notice is incomplete, the Institution shall be so notified. If incomplete, the Notice of Appeal will be returned to the Institution by Written Notice with an identification of its deficiencies. The Institution shall have ten (10) days from the return of its Notice of Appeal in which to correct the deficiencies and resubmit the Notice of Appeal to the President by Written Notice. In the event the resubmitted Notice of Appeal is declared complete, the President shall notify the Institution and the appeal will proceed. In the event the Institution fails to resubmit the Notice of Appeal in a timely manner or in the event the resubmitted Notice of Appeal is still declared incomplete, the President shall thereupon dismiss the appeal and notify the Institution by Written Notice.

D. Notice of Hearing; Selection of Hearing Board. The Hearing shall take place at a location to be established by the President which may not be on or near any campus of the Institution. The President shall also set the date for the Hearing, and the President or Secretary-Treasurer shall send a notice by Written Notice of the time and place of the Hearing ("Hearing Date") to the Institution and to the Deciding Commission

at least sixty (60) calendar days prior to the Hearing Date (“Hearing Notice”). The composition of the Hearing Board shall be determined in the manner described in the WASC Constitution. At the time of sending the Hearing Notice, the Secretary-Treasurer shall notify the Deciding Commission and the Institution of the names of the members of the Hearing Board with a brief statement of their institutional affiliations (if any) and background. If the Institution or the Deciding Commission has an objection to any person selected to be on the Hearing Board, the objecting party shall notify the President, through the Secretary-Treasurer, by Written Notice, within seven (7) days of receiving the Hearing Notice, of its objection, together with a statement of the reasons for its objection. If the President in his sole discretion determines that good cause for the objection exists, he shall replace such person with another selection and notify the Institution and the Deciding Commission of the new selection. This process shall continue until a Hearing Board has been seated. The Hearing Board shall promptly select a Chair, and the Chair shall promptly thereafter notify the Institution and the Deciding Commission of the selection.

E. The Commission's Response. The Deciding Commission, at its option, may respond in writing to the grounds and reasons cited by the Institution in its Notice of Appeal. The Response must be delivered by Written Notice to the Institution and to the Hearing Board at least thirty (30) days prior to the Hearing Date.

F. Legal Counsel for the Hearing Board. The President shall appoint legal counsel for the Hearing Board if he deems it necessary. Such person shall act as an advisor to the Chair and to the Hearing Board. Such person shall not be empowered to decide any disputed issues. Such person shall not be from the law firm representing the

Deciding Commission. At the time of sending the Hearing Notice, the Secretary-Treasurer or the President shall identify the Hearing Board's legal counsel. If the Institution or the Deciding Commission has an objection to the person selected, the objecting party shall provide a written objection with a statement of reasons to the President through the Secretary-Treasurer by Written Notice within seven (7) days of receiving the Hearing Notice. If the President in his sole discretion determines that good cause exists, he shall replace such person with another selection and notify the Institution and the Deciding Commission of the new selection. This process shall continue until the selection of legal counsel has been finalized.

G. Contact with the Hearing Board. Once the Hearing Board and its legal counsel have been selected, all communications to the Hearing Board from the Deciding Commission and from the Institution and their representatives must be made through the Hearing Board's legal counsel.

H. List of Witnesses; Appearance by Phone. At least fifteen (15) calendar days prior to the Hearing Date, the Institution and the Deciding Commission shall exchange and submit to the Hearing Board, a list of all witnesses each intends to call at the Hearing. Witnesses not identified on the list so provided may not appear without prior approval of the Chair. Neither party may subpoena or call any witnesses from the other party. Failure of either party to provide a timely witness list shall preclude such party from introducing any witness testimony at the Hearing. At the discretion of the Chair, any witness may be allowed to testify by phone in the event it is impractical for the witness to appear, provided the parties' representatives, their attorneys, and the Hearing Board members may listen through a speaker phone to the witness's testimony and

provided the opposing party is given the opportunity to cross examine such witness. Any request for a witness to appear by phone shall be made in writing at least seven (7) days prior to the Hearing Date to the Chair, through the Hearing Board's legal counsel, with a copy to the other party.

I. Requests to Continue the Hearing Date. The Chair shall decide any requests to continue the Hearing Date. All requests for a continuance shall be submitted by Written Notice to the Chair through Hearing Board's legal counsel, with copies to the other party, and to the Secretary-Treasurer, and shall specify the reasons. The other party shall be asked by the Hearing Board's legal counsel if there is an objection to the request, and if there is, the other party will be given a reasonable time in which to file written objections. The Chair's determination shall be final.

J. Submission of Briefs. Except as otherwise expressly permitted by this Manual, neither party shall have the right to file any written brief or other papers with the Hearing Board. Whether any written brief, in addition to the Notice of Appeal and the Response, will be permitted is within the discretion of the Chair. If either party desires to present a written brief (in addition to the Institution's Notice of Appeal or in addition to the Deciding Commission's written response to the Notice of Appeal, if any,) such party shall notify the Chair through the Hearing Board's legal counsel by Written Notice at least thirty (30) days prior to the Hearing Date, with a copy to the other party. The Hearing Board's legal counsel shall arrange for a phone conference meeting, which shall include legal counsel or other appropriate representatives from both parties if they are not represented by counsel in the appeal. The Chair may attend or may be advised after the meeting of the proceedings from the Hearing Board's legal counsel. After such meeting,

the Chair will decide whether to permit additional briefs, and, if such are permitted, a briefing schedule that will be limited to an opening brief by one a party and a responsive brief by the other party. The briefing schedule shall be arranged so that all briefs will be submitted at least seven (7) days prior to the Hearing Date in order to afford the Hearing Board members the opportunity to review the briefs before the Hearing.

K. Failure to Appear. Failure without good cause of the Institution to appear and proceed at the Hearing shall constitute voluntary acceptance of the Appealed Decision and the Appealed Decision shall become final automatically. The Hearing Board in its discretion shall determine whether good cause exists for failing to appear.

L. Release of Information about the Appeal to the Public. Details about the appeal in general, including the Hearing, are to remain confidential unless the Institution, the Deciding Commission, and the Chair of the Hearing Board agree otherwise. Accordingly, information about the time and place of the Hearing, the identity of the Hearing Board members, the grounds for appeal, strategies for appeal, and documents submitted by either party that describe its arguments and positions relative to the appeal may not be disclosed to the general public, the press, or posted on any website. Failure to respect this restriction by the Institution shall be grounds for the dismissal of the appeal. Failure to respect this restriction by the Deciding Commission shall be grounds for the Chair to rule that the Deciding Commission shall pay all of the Institution's legal and witness costs connected with the appeal.

M. Loss of Hearing Board Members. In the event that, for any reason, any member of the Hearing Board withdraws prior to the Hearing Date, the Secretary-Treasurer will attempt to replace the Hearing Board member from the remaining

members of the Hearing Panel, as provided in the WASC Constitution. In the event that it is not possible or practicable to find a replacement, the Hearing will proceed with the reduced number of Hearing Board members, and, unless agreed to by both parties, the withdrawal of a member of the Hearing Board prior to the Hearing Date shall not be cause for a continuance.

SECTION 3. HEARING PROCEDURE.

A. Length of Hearing. The Hearing shall be set to last no more than three (3) days, and, from such three-day period, the Chair may set aside up to one (1) full day of that time for its deliberations and may limit testimony accordingly. The Chair shall establish a Hearing schedule, setting forth how much time shall be allocated for each party to present its evidence. The Chair shall deliver the Hearing schedule to the Institution and to the Deciding Commission at least five (5) days in advance of the Hearing Date.

B. Role of the Presiding Officer. The Chair shall be the presiding officer of the Hearing. The Chair shall act to ensure that decorum is maintained and that a reasonable opportunity is provided within the established schedule for witnesses to be heard and documentary evidence to be presented. The Chair may limit presentation of evidence, including the number of witnesses testifying, to avoid repetition and unnecessary length. He may adjourn the Hearing and reconvene for the convenience of the participants without special notice. He shall have the right to vote on and the authority to decide questions which pertain to matters of law, to the admissibility of

evidence, and to the conduct of the Hearing, subject to applicable provisions in the WASC Constitution and this Manual.

C. Record of the Hearing. The Hearing Board shall maintain a record of the Hearing by certified shorthand reporter. Legal counsel for the Hearing Board shall arrange for the certified shorthand reporter. The cost of the certified shorthand reporter shall be divided equally between the parties. If either party desires a written transcript of the Hearing, the party desiring the transcript shall pay for the cost of the original.

D. Right of Both Sides. At the Hearing, both parties shall have the following rights: to call and examine witnesses, to introduce exhibits from the Record on Appeal, to cross-examine any witness on any matter relevant to the issues, and to rebut any evidence.

E. Admissibility of Evidence. The Hearing shall not be conducted according to rules of law relating to the examination of witnesses or presentation of evidence. Any relevant evidence shall be admitted by the Chair if it is the sort of evidence on which responsible persons are accustomed to rely upon in the conduct of serious affairs, regardless of the admissibility of such evidence in a court of law. The Hearing Board may question the witness or call additional witnesses if it deems it appropriate. Unless the Chair finds that good cause exists, evidence shall be considered relevant only if it relates to the Record on Appeal and to the grounds for appeal cited by the Institution.

F. Order of Presentation and Evidence. The Hearing Board shall be guided by the following order of presentation and evidence:

- (1) Each party shall present a brief opening statement. The Chair shall determine the order of these statements and any time limits, if necessary;
- (2) The Institution shall present evidence to support its position;
- (3) The Deciding Commission shall present evidence in support of its position;
- (4) Opportunity will be provided for rebuttal testimony; and
- (5) Each party may choose to make a closing statement reviewing and integrating all of the evidence. The Chair shall determine the order of these statements and any time limits on them, if necessary-

At the request of either party, or upon its own initiative, the Chair may modify this order of presentation.

The Hearing shall not be open to the public. With the exception of legal counsel and up to two representatives from each party, all other witnesses and representatives shall remain outside the Hearing until called to testify. The Facilitating Commission may have one or more persons present in a staff support capacity, and the President and the Secretary/Treasurer may be present at any part of the Hearing at their discretion.

G. Loss of a Hearing Board Member. In the event that any member of the Hearing Board is unable, for any reason, to complete the Hearing after it has commenced, the Hearing will proceed with the remaining members.

H. Basis for Decision. The decision shall be based on the oral and written evidence presented at the Hearing. In addition to the evidence presented at the Hearing, the Hearing Board, at its sole discretion, may consider as additional evidence any documents from the Record on Appeal that the parties did not present.

I. Burden of Proof. The burden of proof shall be on the Institution to show, by a preponderance of the evidence, that one or more of the grounds for appeal have been met.

J. Adjournment and Conclusion. Upon conclusion of the presentation of the evidence, the Hearing Board shall conduct its deliberations and render a decision. The decision shall comport with Article VI, Section 8 of the WASC Constitution.

8.

WASC Agenda for Initial Site Visit

From: <cindyandjim49@aol.com>
Date: Sun, Apr 17, 2011 at 10:07 AM
Subject: Visit Schedule
To: laurie@chicogreenschool.org
Cc: ronzimbalist@hotmail.com

Good morning. I hope your Monday morning is off to a good start and everything is well.

For our visit on the 27th, I'd like our schedule to include:

8:00-9:00 Meet with the school's Leadership Team to review the Application
9:00 Classroom and school observation
10:00 - 10:30 Meet with the District oversight administrator for Chico Green School
10:50 Classroom and school observation
11:30 Visiting Committee meets privately to draft the visit report and decide on a recommendation
1:00 Visiting Committee summary report to the school on the visit
1:30 End of visit

Ron and I are going to meet at the Heritage inn at 7:30 to get acquainted and review the day. We will come over to the school shortly before 8:00 so we can start the visit.

Hopefully this schedule will work for you and the school. Let me know if changes need to be made.

Have a great week and take care.

Jim

9.

WASC Sources

WASC Sources

It appears that the WASC Initial Visit, Visiting Committee Report, was heavily influenced by the District. The Report concludes with six "Critical Areas for Follow-up" included in the table below. All of these areas can be linked directly to one or more District Notice from the fall of 2010. It is our contention that none of these conclusions could have been reached by the Visiting Committee based solely upon material provided by CGS through its administrators, faculty, and students during the initial site visit on April 27, 2011, or in CGS's initial application submitted at the end of December, 2010.

As shown in the table below, each of these six items bears striking resemblance to opinions stated by the District in its Notices to Remedy of September and October, 2010. It is important to note that none of the opinions expressed in these District Notices were ever established as fact. Furthermore, there is no other credible source for the information upon which the conclusions of the Visiting Committee were drawn than the two sources mentioned above: the District or CGS. We conclude that the sole source for the Visiting Committee's negative findings was the District.

Critical Areas for Follow-up per Visiting Committee	Source	Comments
1. The Board of Directors need to complete efforts to comply with the Brown Act, enact policies and organizational procedures for the school, and clearly define the separation, roles and responsibilities of the governing board, administration, and staff.	NTR1, P3-4; NTR2, P2-4	While alleged by the District in both Notices, claims of Brown Act violations are based upon hearsay, not fact. Board policies and delineation of roles and responsibilities were provided to the Visiting Committee last spring.
2. The school needs to institute clearly defined process and procedures for maintaining formal student records that track needed student information including credit acquisition, course completion, and individual student transcripts.	NTR1, P3	CGS's Student Information System (SIS) was in place for inspection by the Visiting Committee last spring. Members were shown grade reports and student transcripts but declined an in-depth demonstration the SIS capabilities.
3. As a charter school associated with the Chico Unified School District, every effort needs to be made by the school and District to recognize that while the delivery and scope of instruction at the school is different, every effort needs to be made to align the curriculum and course content with that offered by the District and set by the State.	NTR1, P3	The District does not provide any curriculum or course content to CGS, rather the school's curriculum is mapped directly to California content standards. The full curriculum showing its alignment to State standards was available to the Visitation Committee for its inspection this past spring.
4. All teaching staff employed by the school needs to be fully credentialed by the State of California in subjects taught and have clear Waldorf authorization.	NTR1, P2	All teachers of core subjects at CGS hold valid California teaching credentials in full compliance with our charter and California law.
5. As a charter school operating as a public school system, the school needs to provide full-time administrative leadership that is fully credentialed to perform staff evaluations.	NTR2, P4	The CGS charter specifies a part-time director during its first year of operation. The Visitation Committee met with the school's fully-credentialed administrator during its spring visit.
6. The school needs to formalize student attendance and discipline procedures to ensure compliance with District and State policies and laws.	NTR1, P3	CGS maintains formal attendance and discipline procedures that are compliant with its charter and California law.

NTR1 = Notice to Remedy from CUSD to CGS dated September 9, 2010.

NTR2 = Notice to Remedy from CUSD to CGS dated October 21, 2010.

10.

Email of Bohannon Dated 8/26/10

From: John Bohannon <jbohannon@chicousd.org>
Date: Thu, Aug 26, 2010 at 3:50 PM

To: Tami Ritter <tami@chicogreenschool.org>

Tami,

I spoke with Superintendent Staley today. She said she thinks the 11th graders have shown a desire to attend Green and she doesn't want to get in the way of that. However, we do think you should get on a board agenda soon to ask for the material change, so the CUSD board is aware of the change. Call me about how to get on the board agenda and we'll take care of it.

Thanks for the information.

John Bohannon
Principal
Chico Junior High School
CUSD Charter School Liaison
530-891-3066
530-895-2677 (fax)

11.

Email of Bohannon Dated 4/18/11

grade levels and WASC

John Bohannon <jbohannon@chicousd.org>

Mon, Apr 18, 2011 at 2:58 PM

To: "selena@chicogreenschool.org" <selena@chicogreenschool.org>

Selena,

I see nothing in your petition that limits you class levels beginning in the 11-12 school year.

Also, when is your WASC visit?

Thanks

John Bohannon

Principal

Chico Junior High School

CUSD Charter School Liaison

(530) 891-3066

(530) 895-2677 (fax)

12.

Article from 10/29/10

How Charter Schools Affect School Districts

Last Update: 10/29/2010 6:59 pm

[Print Story](#) | [Share](#)

Administrators and charter school directors agree that more schools means better options for students, but when students leave district schools in favor of charters they take valuable funds with them. Chico Unified Assistant Superintendent Bob Feaster told Action News "everyone of those students takes with them what we call the base revenue limit. Which is something around \$5,000 to \$5,500 that each student takes with them to that charter school that had that student stayed in Chico Unified would have stayed with us."

With hundreds of students making the move to charter schools those lost funds add up quickly. Feaster says "a significant part of that impact of charter schools, to the extent that a school takes 100 students, we've got to be nimble enough to reduce the next year by 3 teachers." Feaster added that the district has had to release 114 teachers in the last three years, and with the popularity of charter schools growing the district may have to let go of more next year.

CUSD Charter School Liaison John Bohannon told our crews there are other drawbacks to the current charter school system including stability. "Theres studies that show that 50% of charter schools that open don't succeed, and end up closing so the most important thing is for parents to do their homework before they make a choice of where to send their students."

Experts say it's important to make sure the school you're looking at has the proper accreditation. Bohannon says "they like to use what they call A through G accreditation which means the UC system has accredited that the classes the high school is offering will be accepted when the kids enroll in colleges. If they go to a school that doesn't have that they're put in a disadvantage of getting into the schools."

Administrators say it usually takes at least 18 months for a school to attain accreditation. A problem that could affect students at Chico Green School. According to Feaster "they took on some 11th graders which was not consistent with how their charter was written and approved."

That's why other new charter schools like Inspire have limited their enrollment to 9th and 10th graders. Inspire Charter Principal Eric Nilsson says " there is always the possibility in a new school that might not happen but our program is very solid and it's solid in the academic core and we teach to the academic standards and we have qualified teachers so I have full confidence we'll be accredited."

Another concern administrators share is the lack of diversity found in charter schools. CUSD Director of Educational Services David Scott told Action News "students with disabilities or students who are english learners, that is english is not their primary language. Most of the charter schools have a very low percentage of these students where as district schools have a higher percentage."

School officials say the lack of diversity could lead to less well rounded students, and say in the end it's up to the parents to find the best option for their children. Feaster says "the more you have

parents involved, the better the schools are gonna be and the better education the kids are gonna get because parents are gold."

13.

**Table of Contents from CASBO's Attendance Accounting
Workshop**

California Association of School Business Officials
**Pupil Attendance Accounting
for School Site Personnel**

Updated and presented by Michele Dodge, CPA
2010



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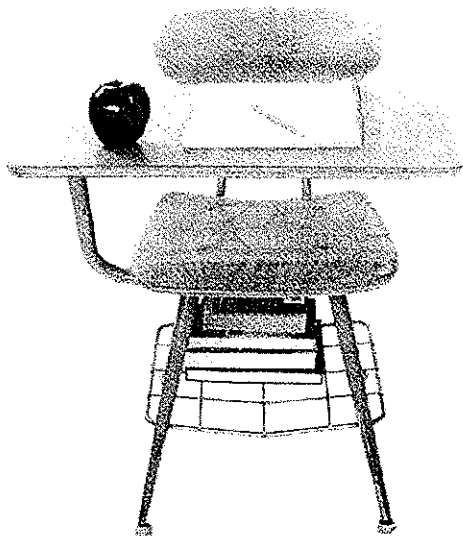
Acknowledgements

CASBO would like to recognize and acknowledge the individuals, school districts, and State agencies who contributed to the preparation of this manual. Without the continued support and sharing of information among school agencies, resources such as this manual would not be available. The sample forms and policies provided in this manual were graciously offered and provided by the following school districts:

- San Diego County Office of Education
- Santa Ana School District
- Fresno Unified School District
- Hawthorne Unified School District
- Palm Springs Unified School District
- Pleasant Valley Unified School District

Personal and professional appreciation is also extended to Kim Clement of the California Department of Education, Cassandra Moore-Hudnall of the State Controller's Office for their input and suggestions, as well as to Jeri Wenger, CPA for the many hours spent developing the original manual.

Special recognition is due to the California Association of School Business Officials for their ongoing contributions to enhance the quality of professional development for school personnel. In particular, gratitude is expressed to members of the Professional Development committee who provided direction and support for this document and workshop.



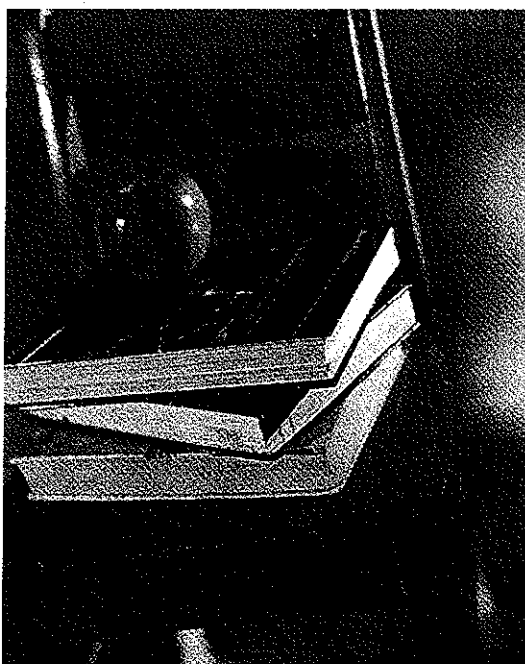
Introduction

Attendance accounting is required to ensure that students meet compulsory attendance laws as well as to ensure school district funding. The laws governing pupil attendance are many and complex. Requirements that are a condition of apportionment can result in loss of state funds when noncompliance is determined by the independent auditor and/or state department. The State Controller's Office (SCO) has broad authority to oversee state and federal funding of California's public schools. The annual audit reports by CPAs are the primary source of information regarding a school district's financial stability and its compliance with state and federal program requirements.

The state takes an active role in its oversight of public school agencies, especially in the area of attendance accounting. The independent auditors are now required to quantify all ADA findings (*Education Code* sections 41341(a)(1) and 14503(a)). The auditor must report all over/understated ADA and estimate the potential fiscal impact for each finding. The fiscal impact can be extensive for those agencies with reported noncompliance.

Consequently, attendance accounting should be a high priority at all levels within the educational organization. Knowledge, understanding, and adherence to compliance requirements are critical. This workshop and manual were designed to focus on compliance areas commonly disclosed in the independent audit reports and that are conditions of apportionment. The information is presented in a concise format, with applicable legal citations referenced, to focus on the issue being presented. Additional detailed regulations are provided in the *Education Code* referenced in this manual.

Your attendance at today's workshop is appreciated. It is hoped that the information presented will serve as a tool to assist towards efforts of compliance to prevent potential loss of state and federal funds.



A note regarding Tier III Programs:

2008/09 was an extraordinary budget year – and not in a positive way. Due to an unprecedented financial downturn, legislators identified many special funded programs (attendance related and otherwise), and declared them either Tier I, Tier II, or Tier III. If a program was identified as Tier III, the funding was reduced approximately 15% in 2008/09 and 20% in 2009/10 and the funding became an unrestricted funding source. Tier III flexibility starts in 2008/09 and is effective through 2012/13. During this time period, funds may be used for any educational purpose (including of course, the original program).

Included in the list of Tier III programs are the following attendance generated programs:

Adult Education

ROC/P

Community Day School (other than mandatory expelled students)

9th Grade CSR

Supplemental Hourly Programs

In the 2009/10 attendance reporting to the State of California, the ADA from these Tier III programs will generate no funding – our districts are allocated the unrestricted funding based on the ADA reported in 2007/08 (the base year).

Some of your districts may choose to continue to offer some or all of the Tier III programs. However your auditors will not audit these programs and compliance with the specific program requirements outlined in Education Code and other legal bodies is not required for the period through 2012/13.

So, for the current year (and through 2012/13), these areas are not legally required, but since many of you keep these manuals for many years and pass them on, the decision was made to retain the information. The sections remain in this manual, but are labeled:

TIER III Program, Temporarily Flexible

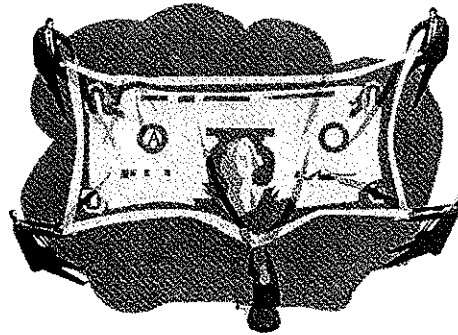


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14.

Director Job Description and Governance Structure



CHICO GREEN SCHOOL

DIRECTOR JOB DESCRIPTION

Summary

The Chico Green School Director will manage the day-to-day, non-curricular operations of the school and present school and its programs to broader community. The Director is responsible for implementing policies adopted by the Board of Directors of Chico Green School.

Duties

- Basic administrative functions including development, enrollment, marketing and communications, facilities, finance, risk management, and human resources.
- Building strong community relationships as the principal representative of the school.
- Communication within the school community, including faculty, Board of Directors, parents, benefactors, and administrative staff
- Serve as primary contact for clarification or conflict resolution on issues related to daily operations, procedures, and legal and financial policies
- In close collaboration with staff, assure compliance with all legal, human resource, financial, tax, health and safety regulations, including student assessment and institutional record-keeping
- In close collaboration with staff and volunteers, facilitate the annual budgeting process; closely supervise ongoing financial processes; and facilitate development activities

Requirements

- Bachelor's Degree or equivalent education and/or experience
- Demonstrated experience as a leader, preferably in a non-profit and/or educational institution

In addition, the following qualities are strongly desired:

- Comprehensive educational vision that is consistent with the School's mission and educational program
- Passion for educating high school students
- Excellent interpersonal and communication skills
- Ability to work effectively and build consensus with students, teachers, parents, community members, and Board of Directors
- Knowledge of financial management, enrollment management, development, outreach, facilities, human resources, risk management, and legal/regulatory issues related to school administration
- Experience with and/or training in Waldorf methods

Environment

We are committed to creating a small learning community where students are given developmentally appropriate challenges, where they are actively involved in their education through direct experience, and where they build meaningful relationships with teachers, parents, peers, and their community. We intend to build a work environment based upon trust, mutual respect, meaningful collaboration, and appreciation for the art of teaching.

D. GOVERNANCE STRUCTURE OF THE SCHOOL

The CGS Board of Directors will set policy for the School that shall be implemented on a day-to-day basis by the administration and the faculty.

The CGS has established itself as a 501 (c)(3) nonprofit public benefit organization. Such organization shall be liable for any and all debts, liabilities, and/or obligations of CGS.

Chico Unified School District (CUSD) has oversight and supervisory responsibilities only as required by law, and will be allowed to inspect or observe any part of CGS at any time. School Administration and Faculty will perform the day-to-day work of the School. The Board of Directors has the final responsibility and is accountable for the School and its operations.

CGS may separately purchase financial and other administrative services from third party, outside agencies. For example, CGS intends to purchase audit services from Matson and Isom, Certified Public Accountants. The Board of Directors will serve as the fiscal agent for CGS.

Board of Directors

A Board comprised of Directors chosen in accordance with CGS bylaws will govern the school. These bylaws will determine the number of Directors serving, the procedure for adding future Directors to the Board, the method of replacing Board members, and the length of their terms. All Directors will exclude themselves from promoting or participating in any issue that would be an actual or perceived conflict of interest.

The Board of Directors is the entity which is held accountable for the operation of the School. The Board of Directors shall develop written policies governing the School that promote the successful and efficient functioning of the School. It will, on a continuous basis, evaluate the results achieved through its policies.

Board of Directors' function will include:

- To oversee that the School's program and operation are faithful to the terms of its charter and its mission statement.
- To insure that the School's academic program is successful.
- To insure that the School is a viable, financially solvent organization equipped with a competent staff.

Additional Board of Directors' functions will be:

- Defining the School's mission, strategy and adopting policies that further clarify and assist in maintaining the mission.

- Hiring the School Administrator and evaluating performance yearly.
- Planning and budgeting to meet the school's goals.
- Evaluating the School's effectiveness by monitoring staff, parent and student perspectives.
- Appointing people to necessary committees; such as Budget /Finance, Site, Conflict/Resolution.
- Developing and approving short and long term goals.
- Being responsible for approving the hiring and termination of all staff.
- Insuring that School Academic Report Card is prepared annually.

The Board of Directors is responsible for all future modifications to the School's Charter. Any such modifications require a two-thirds vote of the board. CUSD must approve all material revisions to the charter prior to implementation. The Board will notify CUSD in a timely manner of all board meetings and agendas.

All meetings will be conducted in accordance with the Ralph M. Brown Act (Chapter 9, commencing with Section 54950, of Division 2 of Title 5 of the California Government Code). The School shall also comply with the Public Records Act and its Conflict of Interest Policy.

The Board of Directors evaluates all CGS programs annually. Evaluations determine the effectiveness of the programs and provide direction for improvements.

Board members must guard against business-related or personal conflict of interest, and must take particular care to separate the interests of the School from those of their own. The Board will excuse Directors from the discussion of and the vote on the particular issue if a conflict of interest arises. Examples of conflict of interest may include, but are not limited to 1) the staff members will not participate in the evaluation of the School Administrator, or 2) if a board member has a financial interest in a board decision. Removal of a Board member for any reason requires a two-thirds majority vote of the Board of Directors.

The Board of Directors shall participate regularly in training regarding issues such as the Brown Act, fund raising strategies, board dynamics, Waldorf pedagogy, school finance, and conflicts of interest rules.

School Administration

The administration of the school includes the following roles:

- Administrator – This role may be filled by more than one individual
- Office staff

The Administrator shall report directly to the Board of Directors. Some of the Administrator's duties will be:

- Establish procedures to carry out the policies adopted by the Board of Directors.
- Propose to the board policies for discussion and possible adoption by the Board of Directors.

- Compile a hiring committee and oversee the hiring of all faculty and support employees subject to the approval of the Board of Directors.
- Supervise and evaluate annually all employees of the School.
- Be the direct liaison between CGS and CUSD, and between CGS and the community.
- Assist and coordinate with faculty ongoing student assessment and evaluation tools.
- Annually prepare and submit a budget to the Board of Directors.
- Maintain appropriate fiscal and program records necessary for annual audits.

Faculty

The class teachers, who constitute the faculty, provide the day-to-day teaching of the children and, as a group are the primary resources of the School. The entire faculty, including specialty teachers and classified paraprofessionals shall report to the School Administrator.

Some of the duties of the Faculty are:

- The Faculty, working with the Administrator, are responsible for the curriculum; its development and implementation
- The Faculty, working with the Administrator, will assist and coordinate ongoing student assessment and evaluation tools.
- The Faculty will work with parents in the creation and development of special activities of the School.

Parents

Parents at CGS will play a significant role in governing the school. Some of the ways that parents may participate in the governance of the school include:

- Election of the Board of Directors
- Membership on the Board of Directors
- Membership in the Parent Teacher Association
- Participation in Town Hall meetings
- Participation in conflict resolution processes

15.

**Brown Act PowerPoint Presentations from
November 2010 and May 2011 Meetings**



LAW OFFICES OF MIDDLETON, YOUNG & MINNEY, LLP

Chico Green School

Board Governance Training November 12, 2010

Presented by:

Jerry W. Simmons, Esq.
**Law Offices of
Middleton, Young & Minney, LLP**
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HELPING SHAPE THE FUTURE
OF CALIFORNIA CHARTER SCHOOLS

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FIRM OVERVIEW

Middleton, Young & Minney, LLP has been a leader in charter school law for more than a decade, representing over 400 charter schools throughout the state.

We offer superior legal expertise, as well as the technical know-how to allow you to effectively resolve your problems and meet all of your charter school needs.

MYM's team of experts is well prepared to assist charter schools in every aspect of their creation, expansion and operation including:

- Personnel and labor relations
- Charter petitions
- Non-profit corporation
- Business service agreements
- Memoranda of understanding
- Legal opinions
- Charter negotiations
- Audit defense
- Litigation
- Representation before agencies and courts
- Board governance
- Special education
- Student issues
- Facilities
- School policy development
- In-service training and workshops
- Revocation defense

We emphasize a preventative approach to the law, helping our clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational challenges.

Located in Sacramento MYM is uniquely positioned to influence the public policy debate – helping shape the future of charter schools.

For more information on our team of expert attorneys and the services that we offer please visit our website at www.mymcharterlaw.com or call us at 916-646-1400.



ATTORNEY BIOGRAPHY



JERRY W. SIMMONS

Jerry W. Simmons received his Juris Doctorate from the Pepperdine University School of Law. He received his Masters degree in Education Policy and Administration from Harvard University, and his Bachelor of Arts degree in Political Science from San Jose State University. During law school, he worked at the California State University and California Community College General Counsel's Offices and represented special education students as part of Pepperdine Law School's Special Education Legal Clinic. While at Harvard, he served as Teaching Fellow for Harvard University's K-12 Law and Higher Education Law courses.

Prior to joining Middleton, Young & Minney, LLP, Mr. Simmons was a senior associate at the Charter Schools Development Center (CSDC), which provided technical assistance to hundreds of developing and operating charter schools. While Mr. Simmons' practice involves all matters relating to charter school creation and operation, his focus is on employment and labor law, property law (facilities lease and facilities use agreements, zoning and building code compliance), contract law, board governance, development of memorandums of understanding relating to school services, State Board of Education waivers, financial audit findings defense, policy development, and compliance with the Brown Act, Political Reform Act and Family Educational Records Protection Act. Mr. Simmons has presented workshops for the California Charter Schools Association and Charter Schools Development Center. He also served as a past member and President of the governing board of Sierra Community College.




MIDDLETON, YOUNG & MINNEY, LLP

Chico Green School Board Governance Workshop

November 12, 2010

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MYM Firm Overview

- Only charter school law firm in nation
- Partners have over 50 years collective experience working with charter schools
- 15 attorneys working with charter schools throughout state in all areas of charter school law (e.g., employment/labor, special education, nonprofits, litigation, audits, facilities etc.)
- Represent over 450 charter schools
- Litigated all seminal charter school cases
- Conduct workshops for charter schools in all areas of legal compliance
- Public sector billing rates/no travel time charges
- Recently hired CDE prior General Counsel




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Overview/Goals

- Areas Covered:
 - The Brown Act
 - Conflict of Interest laws
 - Board member roles and responsibilities and fiduciary duties
- Make each board member "issue spotter"
- To engage in dialogue and discussion of issues
- Provide ideas for continual development



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**UNDERSTANDING
THE BROWN ACT**

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The Brown Act

Purpose & scope of the Act

“...The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist in remaining informed so that they may retain control over the instruments they have created.”

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The Brown Act

What is the purpose of the Act?

- Democracy Principle
- Limited Confidentiality
- Holding meetings in public – not public meetings.


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Why You Should Care About Brown Act and Conflict Law Compliance

- Potential Criminal Penalties
- Potential fines
- Potential charter revocation
- Loss of good reputation




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The Brown Act (Cont.)

What is a meeting?


- Broad definition:
 - majority of members
 - Hear, discuss, deliberate on any item
 - Within subject matter jurisdiction of CS
- Exceptions to definition:
 - Individual contacts
 - Conferences and retreats
 - Bd. member to Bd. member
 - Social or ceremonial occasions
- Application to subsidiary bodies (e.g., standing committees/advisory committees)



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Serial meetings

- Serial meetings prohibited
- Serial meeting defined:
 - Majority of Board members
 - Engaging in series of communications
 - Outside board meeting
 - Through direct communications or intermediaries or technology
 - To discuss, deliberate, or take action on any item of business (including relaying comments or position of other board members)
- Examples (hub/email)
- Does not prohibit one-way communications



ADDITIONAL PUBLIC PARTICIPATION

Telephony Requirements

- Board members are allowed to participate via telephone if the following requirements are followed:
 - Quorum participates in boundary of school district
 - All votes taken by roll call
 - Agenda posted in all locations listing all locations
 - All locations must be fully accessible
 - Full duplexing in each location so that everyone can participate.

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ADDITIONAL PUBLIC PARTICIPATION

New Technology Results in "Meetings" at Times You Might Not Expect

- Emails
- Text Messages
- Website Postings
- Online Forums
- Telephone Calls
- Faxes

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ADDITIONAL PUBLIC PARTICIPATION

The Brown Act (Cont.)

Does it Apply to Committees?

Commissions, committees and boards or other bodies of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution or formal action of a legislative body are legislative bodies.

Exception: Advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies unless it is a standing committee of the legislative body which has a continuing subject matter jurisdiction or a meeting schedule fixed by charter ordinance, resolution or formal action of the legislative body.


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The Brown Act (Cont.)

New Rules Pertaining to Communications Outside a Properly Noticed Meeting

- An employee or official of a local agency may engage in separate conversations or communications outside of a meeting authorized by the Brown Act with members of the legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.




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The Brown Act (Cont.)

What are the notice & agenda requirements?

- Agenda: A brief description (approx. 20 words) of each matter to be discussed.
- Regular meetings – 72 hours notice
- Special meetings – 24 hours notice
- Emergency meetings (rare – 1 hours notice)
- Cannot discuss non-agenda items – exceptions rarely applied.
- Closed session agenda requirements (safe harbor/announcements)




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The Brown Act (cont.)

What are the public's rights?

- Public testimony
- Taping or broadcasting
- Conditions of attendance
- Copy of agenda/support materials
- Non-discriminatory facilities
- Request for agenda items



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The Brown Act (cont.)

What are the permissible closed sessions?

1. Personnel (appointment, employment, evaluation, discipline, dismissal)
 - exception complaints/charges --
2. Pending/anticipated litigation
3. Real estate negotiations
4. Labor negotiations

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The Brown Act (cont.)

What are the permissible closed sessions? (cont.)

5. Public security exception
6. Pupil discipline

****Note:** each closed session must have oral announcement/public comment; then announce out action taken in closed session.
**** No semi-closed meetings.**

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The Brown Act (cont.)

What are the penalties & remedies for violating the Act?


- Confidentiality requirement
- Criminal penalties
- Civil remedies (injunction/voiding acts taken); atty's fees.
- Notice & demand for cure

**** Take our Brown Act quiz online at www.mymcharterlaw.com/resources.html**

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UNDERSTANDING CONFLICT OF INTEREST LAWS



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Conflicts of Interest


“public officials should perform their duties in an impartial manner, free from bias caused by their own financial interests...”



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What is a Conflict?

- **Broad Definition:** A *conflict of interest* arises when an individual who has a private interest in the outcome of a corporate contract or a public decision, participates in the decision-making process or influences or attempts to influence others making the contract or decision.
- In short, a conflict of interest is a clash between an individual’s duty to his or her office and his or her personal interests.
- Public officials are disqualified from participating in decisions in which they may have a financial interest.



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The California Conflicts of Interest Statutes

- Political Reform Act (PRA) (Government Code Section 87100 *et seq.*)
- Government Code Section 1090 **Debatable whether applicable to charter schools*
- Penal Code Section 70 (bribes)
- Corporations Code 5233 (self-dealing transactions)
- Common Law Prohibitions
- Possible SBE regulations

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Elements of the Political Reform Act Conflict of Interest

1. Public official (officers and employees);
2. Making or participating in making a governmental decision;
3. Public official has a qualifying financial interest [e.g., (a) real property investment \$2k; (b) income of \$500 or more; (c) gifts of \$420 or more; (d) investment in business entity of \$2k; or (e) official holds business position in entity];

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Elements of the Political Reform Act Conflict of Interest (cont.)

4. Is the financial interest directly/indirectly involved in governmental decision?
 - *Includes member and immediate family.

- If yes to all questions, must disclose and abstain.
- Directors must leave room during discussion and vote – and comply with anti-self dealing provision in bylaws.
- Note difference in GC 1090 and PRA.

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Conflict of Interest Code

- The Political Reform Act requires local governmental agencies (e.g., charter schools) to have a conflict of interest code.
- Code should identify a list of positions that involve the making or participation in making of decisions that may foreseeably have a material effect on any financial interest ("designated employees").
- CS requires merger of PRA and Corps. Code on self-dealing (different standard for directors).
- File copy with appropriate code reviewing body – County Board of Supervisors.

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Statement of Economic Interest (Form 700)

- The Political Reform Act requires "*designated employees*" in local governmental agencies (e.g., charter schools) to file a Statement of Economic Interest (Form 700) disclosing reportable investments, business positions, interests in real property and income – from entities that are located or doing business within your agency's jurisdiction.
- Includes financial interests of spouse and dependent children.
- Beginning in 2005 this includes financial interests held by registered domestic partners.

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Statement of Economic Interest (Form 700) (cont.)

Examples of "Designated Employees":

- Board Members
- Corporate Officers (e.g., President, CEO, CFO, Secretary, Etc.)
- Executive Director (i.e. Superintendent)
- Principal

Signed under penalty of perjury.

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Statement of Economic Interest (Form 700) (cont.)

- A public document once filed with the local governmental agency (the local governmental agency keeps the completed forms and designates an individual to oversee the process).
- Not all economic interests listed; only the types of interests in real property, investments, business positions, and sources of income and gifts which could foreseeably and materially affect a public official's decisions.
- Gifts: Of \$50 or more must be reported; prohibited from receiving gifts of more than \$420 from single source.

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Form 700: Common Non-Reportable Interests

You do **not** have to report:

- Diversified mutual funds registered with the SEC and certain retirement accounts invested in insurance policies or governmental bonds (ex: most 401K, 403b accounts)
- Savings and checking accounts
- A residence used exclusively as a personal residence (such as a home or vacation house)
- Government salary (including from a charter school)
- Gifts from family members
- Travel paid by your local government agency (charter school)

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Form 700: What Information Must Be Disclosed?

Reportable interests for most charter schools:

- Real property within school district's boundaries (or within 2 miles of boundary).
- All investments in companies (e.g., stocks, bonds, business interests) doing business in county.
- All income and loans (e.g., non-government salaries of reporter and spouse/registered domestic partner) from companies doing business in county.
- All business positions (e.g., employment, board membership, officership, trustee etc.) from companies doing business in county.
- Gifts of \$50 or more.

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When are Form 700 statements filed?

- Filed upon assuming office or position (within 30 days)
- Once annually (by April 1st)
- Upon leaving the office or position (within 30 days)

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Form 700 Disclosure Period

Annual Statement:
Your annual statement is used for reporting the previous calendar year's economic interests.
Example: Statement filed April 1, 2011 will include information for 2010 (January 1st - December 31st)

Assuming Office Statement
Within 30 days of taking office.
Report investments, interests in real property, and business positions held on date of assuming office and income from prior 12 months.

Leaving Office Statement
Within 30 days of leaving office.
Report investments, interests in real property, business positions and income from closing date of last statement and leaving office. (e.g., Jan. 1, 2011 to June 1, 2011.)

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Penalties for Failing to File Form 700

- 1) Criminal charges by the Attorney General or District Attorney for deliberate failure to file.
- 2) Civil action by FPPC or a private citizen.

Form 700 can be obtained on-line at www.fppc.ca.gov

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Recent Enforcement Action

- This summer (July 2010) the FPPC Enforcement Division sent over 80 notice letters to LAUSD charter schools
- Letters imposed fines for failing to file a Form 700
- Enforcement notice sent out upon referral from LAUSD as the charter schools' filing official
- DA investigation in San Diego – TIP Academy
- DA investigation/charges in Los Angeles
- People v. Bietz (Govt. Code 1090)

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Elements of Government Code Section 1090

***Debatable whether applicable to charter schools**

- Public Official
- Public Contract, Sale or Purchase
- Financial Interest – remote interest exception
- Absolute prohibition

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Difference Between the Political Reform Act and Government Code Section 1090

- Political Reform Act: Disclosure and recusal avoids a violation. (Assuming the Board of Directors still consists of a quorum, it may then proceed to take action).
- Government Code Section 1090: Disclosure and recusal does NOT avoid a violation; would effectively prohibit paid employees from serving on board.

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Corp. Provision on Self-Dealing

- For Directors only (all others comply with Conflict of Interest policy).
- Higher standard for approval – will satisfy PRA.
- CS Director shall not have material financial interest in any contract or transaction, unless:
 - Fully disclosed/noted in minutes;
 - Transaction approved by directors without interested directors involvement (should leave room);
 - CS could not obtain a better agreement with reasonable effort;
 - The transaction is for the CS and is fair and reasonable at the time (all findings should be in resolution).

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2 Types of Common Law Prohibitions

1. Common Law Doctrine of Incompatible Offices
 - Public official – not employee
 - Holding two public offices simultaneously
 - That are incompatible with each other (creating divided loyalties); overlapping jurisdictions

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2 Types of Common Law Prohibitions (cont.)

2. Common Law Doctrine – Appearance of Impropriety
 - Public Official
 - Engaging in Transaction
 - Creating an Appearance of Impropriety

For example, Board member voting on expulsion of child.

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What are the Penalties & Remedies for Violating the California Conflicts of Interest Statutes?

- Political Reform Act (Government Code Section 87100 *et seq.*):
 - 1) Administrative Sanctions (e.g., fines per violation, cease and desist orders, orders to file reports);
 - 2) Civil Penalties (e.g., injunctions, damages and attorney's fees).
 - 3) Criminal charges
- District could use alleged violations to attempt to revoke the School.

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What are the Penalties & Remedies for Violating the California Conflicts of Interest Statutes? (cont.)

- Government Code Section 1090:
 - 1) Criminal penalties (e.g., fine of up to \$1,000 or imprisonment in state prison);
 - 2) Permanent disqualification from holding any office in California; and
 - 3) Additionally, any contract made in violation of Government Code Section 1090 is void.

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What are the Penalties & Remedies for Violating the California Conflicts of Interest Statutes? (cont.)

- Penal Code Section 70:
 - 1) Criminal Penalties (e.g., misdemeanor [imprisonment of up to one year])
- Common Law Prohibitions

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Upcoming Conflict of Interest Statutes or Regulations

- SBE has considered regulations previously which mirror the Political Reform Act, not Government Code Section 1090, and included Corps. Code on self-dealing transactions.
- AB 572 Legislation and Gov. Veto message
- Legislation keeps coming

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BOARD GOVERNANCE AND FIDUCIARY DUTIES

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CS Governing Board Responsibilities

- Maintain roles of Board and School CS Superintendent.
- Hold administration accountable.
- Engage in professional development.
- Uphold mission and goals of School.
- Develop policy and regulations consistent with mission/goals.
- Create needed committees.
- Approve and monitor the School budget.
- Monitor instructional programs/student performance.
- Monitor student physical safety.

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Governing Board Responsibilities (cont.)

- Approve personnel policies.
- Conduct regular and timely evaluations of CS Superintendent.
- Approve student discipline policies.
- Monitor school recruitment.
- Monitor school risk management/insurance.
- Develop and review annual programmatic audit.
- Develop and review annual fiscal audit.
- Engage in fundraising.
- Involving community and parents.

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Governing Board Responsibilities (cont.)

- Keep learning and achievement for all students as primary focus.
- Keep confidential matters confidential.
- Understand that authority rests with the Board as a whole and not with individuals.

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CS Superintendent's Primary Roles

- Managing day-to-day activities of school in compliance with policies and regs. of Board.
- Understanding that authority rests with Board.
- Outwardly respecting the role of the Board.
- Accepting responsibility and accountability for implementing vision, goals and policy of school.
- Update the Board on a regular basis.
- Hire, supervise, evaluate and discipline all employees of the School.
- Communicate with School's legal counsel.
- Stay abreast of school laws and changes.

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CS Superintendent's Primary Roles (cont.)

- Respond to community/parent complaints.
- Be the custodian of records.
- Provide financial reports to Board.
- Act as a liaison with sponsoring district.
- Propose policies for Board adoption.
- Oversee curriculum implementation.
- Attend IEP meetings.
- Oversee student testing.
- Attend School Board meetings as secretary to Board.

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Avoid 6 Dysfunctions of Charter School Board

1. Managing v. Governing
2. Using Individual v. Group Authority
3. Creating "Revolving Door Accountability"
4. Spending Time on Administrative details
5. Not Developing Itself
6. Individual members becoming complaint center

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Corporate Fiduciary Duties

- Directors may be personally liable for violating fiduciary duties.
- **Duty of Care:**
 - To act with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.
 - Put another way: Board should make decisions only after it has expended sufficient skill, time, and effort to effectively assess any risk to make a prudent decision.

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Duty of Care (cont.)

- Directors not expected to be experts
 - Director entitled to rely on information prepared by reliable experts, officers, directors and employees
- A director should:
 - Attend meetings regularly
 - Carefully review board materials and minutes
 - Keep informed about issues that impact school
 - Request expert opinions
 - Request additional information

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Duty of Loyalty

- Director acts with undivided loyalty to the corporation (school).
- Must avoid activities that are in competition with the corporation (school).
- May not usurp any business opportunity.
- Must avoid self-dealing transactions – the director's loyalty must lie with the corporation first.

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Director Liability/Protections

Volunteer Protection Act/Cal. Corp. 5239 and 5047.5

- Covers "volunteer" directors – expenses okay
- Negligent act/omission
- Within scope of duties
- Performed in good faith
- Not reckless or intentional
- Damages covered by insurance (general or D/O – over \$1M coverage)
- Corporation still liable
- Won't prevent lawsuit

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Director Liability/Protections cont.

Other protections include:

- D/O and general liability insurance
- Corp. indemnification
- Business judgment rule
 - Reasonable person
 - Compliance with fiduciary duties

Potential Liability from:


- Outside duties
- Intentional acts
- Conflicts of interest
- Breach of fiduciary duties
- Failure to pay payroll taxes



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Questions and Responses



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The Brown Act And Conflict of Interest Laws

Chico Green School
And
Blue Oak Charter School

May 26, 2011

Presented by:

Andrea C. Sexton, Esq.
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HELPING SHAPE THE FUTURE
OF CALIFORNIA CHARTER SCHOOLS

MIDDLETON, YOUNG & MINNEY, LLP

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Overview

- **Introduction**
- **Goals**
 - Ounce of Prevention
 - Improve Issue Spotting Skills
 - Limit Disruption/Liabilities
- **Disclaimers**
 - Real Problems are Fact Specific & Complex
 - Cookie-Cutting can be Dangerous
 - Non-Attorney Advice and the Attorney-Client Privilege

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The Brown Act

We Will Answer 6 Questions:

- What is the purpose of the act?
- What is a meeting?
- What are notice & agenda requirements?
- What are public's rights?
- What are permissible closed sessions?
- What are penalties & remedies?

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The Brown Act

Purpose & scope of the Act

“...The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

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The Brown Act (Contd.)

A majority of the members of a legislative body shall not, outside a meeting authorized by the Brown Act, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body.

- Meetings occur any time a majority of the members of a legislative body meet to hear, discuss, deliberate, or take action on any item of school business.

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The Brown Act (Contd.)

Does it Apply to Committees?

Committees or other bodies of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution or formal action of a legislative body are legislative bodies.

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The Brown Act (Contd.)

Exception: Advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies unless it is a standing committee of the legislative body which has a continuing subject matter jurisdiction or a meeting schedule fixed by charter ordinance, resolution or formal action of the legislative body.

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The Brown Act (Contd.)

Communications with Employees

- An employee or official of a local agency may engage in separate conversations or communications outside of a meeting authorized by the Brown Act with members of the legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.

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The Brown Act (Contd.)

What are the notice & agenda requirements?

- Regular meetings – Agenda posted 72 hours in advance
- Special meetings – Agenda posted 24 hours in advance
- Emergency Meetings – Agenda posted less than 24 hours in advance
 - Requires work stoppage or crippling natural disaster

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The Brown Act (Contd.)

What are the notice & agenda requirements?

- Posted in publicly accessible location for entire posting period within jurisdiction.
- Closed session agenda requirements
 - 1) Use safe harbor language
 - 2) Public report of action taken in closed session and vote or abstention of every member.

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The Brown Act (Contd.)

A Word on Board Minutes:

- **What should be included in the minutes?**
- **What is the process for preparing and adopting minutes?**
- **How are minutes distributed and maintained?**

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The Brown Act (Contd.)

What are the public's rights?

- **Public testimony**
 - Addressing angry speakers?
- **Taping or broadcasting**
- **No conditions of attendance**
- **Non-discriminatory facilities**
- **Copies of agendas and other writings distributed to all, or a majority of all, of the members of a legislative body in connection with a matter subject to discussion or consideration at an open meeting of the body.**

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The Brown Act (Contd.)

What are the permissible closed sessions?

1. Personnel


- **24 hour written notice to employee if complaints and/or charges will be heard.**
- **Failure to provide notice = any action taken against employee in the closed session shall be null and void.**

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The Brown Act (Contd.)

What are the permissible closed sessions? (Contd.)


2. Pending litigation
3. Real estate negotiations
4. Labor negotiations
5. Public security exception
6. Pupil discipline

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The Brown Act (Contd.)

Teleconferencing Requirements


1. All votes taken shall be by roll call.
2. Agenda must be posted at all teleconference locations and teleconference meetings must be conducted in a manner that protects the statutory and constitutional rights of the parties of the public appearing before the legislative body of the local agency.

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The Brown Act (Contd.)

Teleconferencing Requirements

3. Each teleconference location shall be identified in the notice and agenda of the meeting.
4. Each teleconference location shall be accessible to the public.

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The Brown Act (Contd.)

Teleconferencing Requirements

5. **At least a quorum of the members shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction.**
6. **Members of the public shall have the right to address the legislative body directly at each teleconference location.**

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The Brown Act (Contd.)

What are the penalties & remedies for violating the Act?

- **Confidentiality requirement**
 - 1) **No Board member or staff member may disclose information from closed session without the authorization of the legislative body.**
 - 2) **Failure to comply for employee = disciplinary action and/or injunctive relief.**
 - 3) **Failure to comply for Board members = referral to grand jury and/or injunctive relief.**

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The Brown Act (Contd.)


What are the penalties & remedies for violating the Act?

- 1) **Criminal penalties = prosecution for misdemeanor if a member of a legislative body attends the meeting of the legislative body where action is taken in violation of any provision of this chapter and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter.**

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The Brown Act (Contd.)
What are the penalties & remedies for violating the Act?

2) **Civil Remedies = Injunctive relief or court declaring action null and void after failure to cure violation.**

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The Brown Act (Contd.)
What are the penalties & remedies for violating the Act?

- **Notice & demand for cure**
 - 1) **Written demand must be made within 30 days if demand relates to agenda posting requirement and the action was taken in open session.**
 - 2) **Otherwise demand must be made within 90 days.**

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The Brown Act (Contd.)
What are the penalties & remedies for violating the Act?

- **Notice & demand for cure**
 - 3) **Legislative body must cure within 30 days or notify the demanding party that it will not cure.**
 - 4) **Demanding party can initiate litigation to compel compliance and if successful, may be awarded attorneys fees and court costs.**

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Conflicts of Interest Laws

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What is a Conflict?

A conflict of interest arises when an individual who has a private interest in the outcome of a contract or a public decision, participates in the decision-making process or influences or attempts to influence others making the contract or decision.

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California Conflicts of Interest Statutes

- Political Reform Act (PRA) Government Code Section 87100 *et seq*
- Government Code Section 1090
**Debatable whether applicable to charter schools*
- Corporations Code Section 5233 (self-dealing transactions)


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Political Reform Act

Political Reform Act (Gov. Code §87100, et seq.) established in 1974.
“Public officials should perform their duties in an impartial manner, free from bias caused by their own financial interests...”


The Fair Political Practices Commission (FPPC) enforces compliance with the Political Reform Act



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General Compliance Under the PRA

- **Identify and avoid participating in, making or attempting to influence decisions where there is a personal, material, financial conflict of interest**
- **Adopt and have approved a PRA-compliant Conflict of Interest Code**
- **Public officials file Statements of Economic Interests (Form 700)**




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Identifying and Avoiding Conflicts of Interest

Does the decision involve:

1. **A public official (board members, officers and key employees)?**
2. **Making, participating in making or attempting to influence a governmental decision?**
3. **Does the public official have a qualifying financial interest?**
4. **Is the financial interest directly/indirectly involved in governmental decision?**



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Identifying Conflicts of Interest (cont.)

If an official can answer “yes” to all questions, under the PRA he/she must:

- (1) Disclose the conflict on the record
- (2) Leave room during discussion and vote and comply with anti-self dealing provisions in bylaws
- (3) Abstain from voting*

*Note distinctions between PRA and Government Code 1090

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Elements of Government Code Section 1090
*Debatable whether applicable to charter schools

- Public official
- Public contract, sale or purchase
- Financial interest – remote interest exception
- Absolute prohibition on the entire Board

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Difference Between the Political Reform Act and Government Code Section 1090

- **Political Reform Act:** Disclosure and recusal avoids a violation. (Assuming the Board of Directors still consists of a quorum, it may then proceed to take action.)
- **Government Code Section 1090:** Disclosure and recusal does NOT avoid a violation; would effectively prohibit paid employees from serving on Board.

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Conflict of Interest Code

- The PRA requires adoption of a **Conflict of Interest Code**.
- The Code should identify a list of positions that involve the making or participation in making of decisions that may foreseeably have a material effect on any financial interest (“designated employees”).
- File copy with appropriate “code reviewing body.”

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Conflict of Interest Code & Form 700 Filings

All officers, board members, and employees who are in a position which entails the making or participation in the making of decisions which may foreseeably have a material effect on any financial interest must file a Statement of Economic Interests (i.e. Form 700) (Gov. Code § 87302)

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Form 700: Common Reportable Interests

Reportable Interests for Most Charter Schools:

- Real property within “jurisdiction”, or not more than 2 miles outside of the District boundaries.
- Investments and business positions (e.g.: stocks, bonds, business interests)
- Income and business positions (e.g.: Non-government salaries of reporter and spouse/registered domestic partner)

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Form 700: Disclosure Period

Annual Statement:
 Your annual statement is used for reporting the previous calendar year's economic interests.

Example: Statement filed April 1, 2011 will include information for 2010 (January 1st - December 31st)

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What are the Penalties & Remedies for Violating the Conflicts of Interest Statutes?

- **Political Reform Act (Government Code Section 87100 *et seq.*:**
 - 1) **Administrative Sanctions** (e.g., fines per violation, cease and desist orders, orders to file reports).
 - 2) **Civil Penalties** (e.g., injunctions, damages and attorney's fees).
- **District could use alleged violations to attempt to revoke the School.**

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QUESTIONS & ANSWERS

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**OSOGOOD CHARTER SCHOOL
REGULAR MEETING
COUNCIL OF DIRECTORS**

**[ADDRESS WHERE MEETING TO BE HELD]
[CITY, STATE]**

[DATE]

[TIME]

**INSTRUCTIONS FOR PRESENTATIONS TO
THE COUNCIL BY PARENTS AND CITIZENS**

The Osogood Charter School ("CHARTER SCHOOL") welcomes your participation at the School's Council meetings. The purpose of a public meeting of the Council of Directors ("Council") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. Blue "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications."
3. "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Council may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Council discusses that item.
5. When addressing the Council, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. Citizens may request that a topic related to school business be placed on a future agenda in accordance with the guidelines in the School's Council Policy. Once such an item is properly agendized and publicly noticed, the Council can respond, interact, and act upon the item.
7. In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Council meetings are invited to contact the Principal's office.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Council Chair at _____.

B. ROLL CALL/ESTABLISH QUORUM

	Present	Absent
NAME	_____	_____
NAME	_____	_____
NAME	_____	_____
NAME	_____	_____
NAME	_____	_____

C. APPROVAL OF MINUTES OF COUNCIL MEETING OF [DATE].

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Council members will not respond to presentations and no action can be taken. However, the Council may give direction to staff following a presentation.

B. For Information: Principal's Report
This is a presentation of information which has occurred since the previous Council meeting.

C. For Information: Teachers' Reports
This is a presentation of information which has occurred since the previous Council meeting.

D. For Information: Parent Teacher Organization (PTO) Report
This is a presentation of information which has occurred since the previous Council meeting.

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Council to be routine and will be approved/enacted by the Council in one motion in the form listed below. Unless specifically requested by a Council member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Council votes on them. The director recommends approval of all consent agenda items.

- A. Approval of Purchase Orders and Warrants
- B. Classified Personnel Action Report
- C. Certificated Personnel Action Report
- D. Gifts: approval, acceptance of Gifts

It is recommended that the Council approve Consent _____ Action: _____ Agenda Items A through D.	Motion: _____ Second: _____ Vote: _____
--	--

IV. ITEMS SCHEDULED FOR ACTION

A. BUSINESS

- 1. Request for Bids: New Phone System

It is recommended that the Council approve Agenda Item A.1.	Motion: _____ Action: _____ Second: _____ Vote: _____
--	--

- 2. Contract Between School and Independent Contractor
for Accounting Services

It is recommended that the Council approve Agenda Item A.2.	Motion: _____ Action: _____ Second: _____ Vote: _____
--	--

B. INSTRUCTION AND CURRICULUM

- 1. Approval of School Calendar: 2009-2010 School Year

It is recommended that the Council approve Agenda Item B.1.	Motion: _____ Action: _____ Second: _____ Vote: _____
--	--

C. PUPIL SERVICES

- 1. Establishment of a Student Run Community Service Plan

It is recommended that the Council approve Agenda Item C.1.	Motion: _____ Action: _____ Second: _____ Vote: _____
--	--

V. ITEMS SCHEDULED FOR INFORMATION

A. BUSINESS

1. EdTec Report

A report on the School's financial statements is presented for the Council's information

The meeting will now convene to closed session to discuss the following matters described in Section VI.

VI. CLOSED SESSION

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

B. CONFERENCE WITH LABOR NEGOTIATOR

Agency Negotiator: Frank N. Stein, Director, Human Resources

Employee Organization: WEKAREFORU Employee Association

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Principal

D. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant Exposure to Litigation Pursuant to subdivision (b) of Section 54956.9: One Case

E. CONSIDERATION OF STUDENT EXPULSION

VII. PUBLIC SESSION

RECONVENE TO OPEN SESSION: The meeting will reconvene to open session.

PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present).

VIII. ADJOURNMENT

SAMPLE BOARD POLICY

FOR DISCUSSION PURPOSES ONLY

OSOGOOD CHARTER SCHOOL

**BOARD GOVERNANCE: GOVERNING BOARD MEETING AGENDAS
AND SUPPORTING INFORMATION**

The Board shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

Preparation Of School Board Agenda

The Director shall be responsible to prepare the agendas for all special and regular meetings of the Governing Board.

Agenda Posting

Agendas for regular School Board meetings shall be posted 72 hours in advance of such meetings at the School for public preview. Special meeting agendas shall be posted at least 24 hours in advance of such meetings.

Agenda Distribution

The Board agenda with supporting information for a regular School Board meeting should be delivered to Board members as soon as is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information should be delivered at least 24 hours prior to the meeting. The Director is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the School's mailing list. A fee may be charged for the service of providing agenda.

For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act.

Anonymous Letters

It shall be the policy of the Board not to introduce anonymous letters in the agendas for Board meetings.

Director Duties Concerning Agendas

1. The Director shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities.
2. The Director shall include on the agenda items which relate to school business as are requested for inclusion by members of the Board.
3. The Director is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

Requests for Agenda Items

1. A citizen may request that a topic directly related to school business be placed on the agenda. The Director or Board President shall determine whether the citizen request is or is not an item directly related to school business. Further, citizen-requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.
2. Requests for items to be included on the School Board agenda by the Board or Board members, School employees or citizens shall be in writing and submitted to the Director's office seven (7) working days prior to the next regularly scheduled Board meeting.
3. Members of the Board or the Director may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next regular Board meeting.
4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Action/Voting

1. The Board may only take action on items formally listed on the School Board agenda except in emergency or other circumstances as authorized by law.
2. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next regular meeting.

Adopted:

Amended:

**Government Code Section 54954.5
SAFE HARBOR AGENDA FOR CLOSED SESSIONS**

For purposes of describing closed session items pursuant to Section 54954.2, the agenda may describe closed sessions as provided below. No legislative body or elected official shall be in violation of Section 54954.2 or 54956 if the closed session items were described in substantial compliance with this section. Substantial compliance is satisfied by including the information provided below, irrespective of its format.

- (a) With respect to a closed session held pursuant to Section 54956.7:

LICENSE/PERMIT DETERMINATION

Applicant(s): (Specify number of applicants)

- (b) With respect to every item of business to be discussed in closed session pursuant to Section 54956.8:

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Property: (Specify street address, or if no street address, the parcel number of other unique reference, of the real property under negotiation).

Agency Negotiator: (Specify names of negotiators attending the closed session).

Negotiating Parties: (Specify name of party (not agent)).

Under Negotiation: (Specify whether instruction to negotiator will concern price, terms of payment or both).

- (c) With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

**CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
(Subdivision (a) of Section 54956.9)**

Name of case: (Specify by reference to claimant's name, names of parties, case or claim numbers).

or

Case name unspecified: (Specify whether disclosure would jeopardize service of process or existing settlement negotiations).

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: (Specify number of potential cases).

(In addition to the information noticed above, the agency may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to subparagraphs (B) and (E), inclusive, of paragraph (3) of subdivision (b) of Section 54956.9.)

Initiation of litigation pursuant to subdivision (c) of Section 54956.9: (Specify number of potential cases).

- (d) With respect to every item of business to be discussed in closed session pursuant to Section 54956.95:

LIABILITY CLAIMS

Claimant: (Specify name unless unspecified pursuant to Section 54961).

Agency claimed against: (Specify name).

- (e) With respect to every item of business to be discussed in closed session pursuant to Section 54957:

THREAT TO PUBLIC SERVICES OR FACILITIES

Consultation with: (Specify name of law enforcement agency and title of officer).

PUBLIC EMPLOYEE APPOINTMENT

Title: (Specify description of position to be filled)

PUBLIC EMPLOYMENT

Title: (Specify description of position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: (Specify position title of employee being reviewed)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

(No additional information is required in connection with a closed session to consider discipline, dismissal, or release of a public employee. Discipline includes potential reduction of compensation.)

- (f) With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATOR

Agency negotiator: (Specify name)

Employee organization: (Specify name of organization representing employee or employees in question)

or

Unrepresented employee: (Specify position title of unrepresented employee who is the subject of the negotiations)

- (g) With respect to closed sessions called pursuant to Section 54957.8:

CASE REVIEW/PLANNING

(No additional information is required in connection with a closed session to consider case review or planning.)

- (h) With respect to every item of business to be discussed in closed session pursuant to Sections 1461, 32106, and 32155 of the Health and Safety Code or Sections 37606 and 37624.3 of the Government Code:

REPORT INVOLVING TRADE SECRET

Discussion will concern: (Specify whether discussion will concern proposed new service, program, or facility)

Estimated date of public disclosure: (Specify month and year)

HEARINGS

Subject matter: (Specify whether testimony/deliberation will concern staff privileges, report of medical audit committee, or report of quality assurance committee)

- (i) With respect to every item of business to be discussed in closed session pursuant to Section 54956.86:

CHARGE OR COMPLAINT INVOLVING INFORMATION PROTECTED BY FEDERAL LAW

(No additional information is required in connection with a closed session to discuss a charge or complaint pursuant to Section 59456.86)



UNDERSTANDING THE BROWN ACT

I. PURPOSE AND SCOPE OF THE ACT

A. Open Access

The Ralph M. Brown Act (“Act”) also known as California’s “Open Meeting Law,” represents the Legislature’s determination of the balance between public access to meetings of multi-member legislative bodies on the one hand, and the need for confidential candor, debate and information gathering on the other. Where matters are not subject to the closed session exceptions, the Act requires all deliberative processes by legislative bodies, including discussion and the acquisition of information, to be open and available for public scrutiny.

B. Confidentiality on a Limited Basis

The Legislature has established a presumption in favor of public access. However, the Act also contains specific exceptions from the open meeting requirements where a public entity has demonstrated the need for confidentiality.

II. MEETING DEFINED UNDER THE ACT

A. Broadly Defined

A meeting is any congregation of a majority of the members of the board at the same time and location to hear, discuss, deliberate or take action on any item within the subject matter jurisdiction of the board. The board need not take any action in order for the gathering to be defined as a meeting. (§ 54952.2.)

The following are exceptions to the definition of a meeting:

1. Individual Contacts: Individual contacts between board members and others which do not constitute serial meetings. (§ 54952.2(c)(1).)
2. Conferences and Retreats: Such gatherings which are open to the public that involve issues of interest to the charter school so long as the majority of the board members present do not discuss amongst themselves business of a specific nature under the board’s jurisdiction. (§ 54952.2(c)(2)(3)(4).)
3. Social or Ceremonial Occasions: Board members may attend such events where no business of the board is discussed. (§ 54952.2(c)(5).)



B. Serial Meetings

The Act prohibits a majority of board members from engaging in a series of communications which are conducted outside of board meetings through direct communications, intermediaries or technological devices for the purpose of discussing, deliberating or taking action on matters within the jurisdiction of the board. (§ 54952.2.) However, board members can answer questions or provide information regarding an issue (outside a board meeting) so long as the board member does not communicate to other board members the comments or position of any other members of the board.

The following instances are exempt from the definition of a serial meeting:

- a. Individual contacts between board members and persons who are not board members of the charter school. (§ 54952.2.)
- b. Teleconferencing which is conducted in accordance with the procedures set forth in Section 54953(b).
- c. Writings or other communications made outside of a Board meeting, between individual board members and staff for informational purposes, so long as the Board member or employee does not communicate to members of the Board the comments or positions of any other Board members.

C. Teleconference Meetings

Teleconference meetings may be held under carefully defined parameters. For example, the meeting agenda must specifically identify all teleconference locations and each such location must be fully accessible to members of the public.

D. Writings as Meetings

Especially, in light of today's prevalent use of e-mail, a meeting may inadvertently occur in writing when such writings are exchanged between a majority of the Board. These meetings, although in writing, are still subject to the Act's agenda posting requirements. This is to be distinguished from one-way communication to Board members, not amongst them.

III. NOTICE AND AGENDA REQUIREMENTS

A. Regular Meetings

An agenda containing a brief description (*e.g.*, approximately 20 words) of each matter to be considered or discussed must be posted at least seventy-two (72) hours prior to the meeting. (§ 54954.2) Meetings of advisory or standing committees are deemed to be "regular meetings" for purposes of the Act. (§ 54954(a).)

1. Exceptions to Agenda Requirements: Special procedures permit an entity to proceed on an item not on the agenda in case of emergency circumstances,

where the need for the action came to the attention of the board after posting of the agenda, or when the matter was continued to a subsequent meeting within five days. (§ 54954.2.)

2. Public Testimony: Every agenda shall provide an opportunity for members of the public to address the board on any item under the subject matter jurisdiction of the body, before or during consideration. (§§ 54954.2(b), 54954.3(a).)

B. Special Meetings

Twenty-four hour notice must be provided to members of the public and media outlets including a brief general description of matters to be considered or discussed. Only the items listed on the special meeting agenda may be considered by the board, or commented upon by the public. (§ 54956.)

C. Emergency Meetings

One hour notice in case of work stoppage that seriously impairs public health, safety or both or in the case of crippling disaster.

D. Closed Sessions

1. Agenda Requirement:

- a. All items to be considered in closed session must be identified in the notice or agenda for the meeting. (§ 54954.2.)
- b. A model (“safe harbor”) description for closed session items is recommended by statute in Section 54954.5.
- c. Closed session agenda for personnel matters must specify the title of the position in all instances except discipline, dismissal or release. (§ 54954.5(e).)
- d. Closed session agenda for conferences with real property or labor negotiators must specify the names of designated representatives. (§§ 54954.5(b)(f), 54956.8, and 54957.6.)

2. Oral Announcement: Prior to each closed session, the board must orally announce the subject matter(s) of the closed session. (§ 54957.1.)

3. Reporting Out: If final action is taken in closed session, the board generally must report the action at the conclusion of the closed session. (§ 54957.7.)

E. Adjournments and Continuances

Regular and special meetings may be adjourned to a future date. (§ 54955.) If the meeting is reconvened within five (5) days of the original meeting, matters properly

placed on the agenda for the original meeting may be considered at the subsequent meeting. When adjournment occurs, notice of the adjournment must be conspicuously posted within twenty-four (24) hours of the adjournment.

F. Location of Meetings

As a general rule, regular and special meetings must be held within the boundaries of the territory over which the Board has jurisdiction. (§ 54954(b).) For charter schools, this likely means meetings must be held within the boundaries of the charter school's granting agency.

IV. RIGHTS OF THE PUBLIC

A. Public Testimony

The public may comment on agenda items before or during consideration by the board. Time must be set aside for public comment on any other matters under the body's jurisdiction not on the agenda. The body may adopt reasonable rules regulating the amount of time for public testimony. (§ 54954.3.)

B. Taping Or Broadcasting

Meetings may be broadcast, audio-recorded or video-recorded so long as the activity does not constitute a disruption of the meeting. (§§ 54953.5, 54953.6.)

C. Conditions To Attendance

The public may not be asked to register or identify themselves or to pay fees in order to attend public meetings. (§§ 54953.3, 54961.)

D. Public Records

Materials provided to a majority of a board which are not exempt from disclosure under the Public Records Act must be provided, upon request, to members of the public without delay. (§ 54957.5.)

E. Non-Discriminatory Facilities

Under the Act, meetings may not be conducted in a facility that excludes persons on the basis of their race, religion, color, national origin, ancestry, or sex, or that is inaccessible to disabled persons or where members of the public may not be present without making a payment or purchase.

V. PERMISSIBLE CLOSED SESSIONS

A. Introduction

1. Narrow Construction: The statutory exceptions to the public meeting requirement of the Act are strictly construed in favor of public access.

2. **Semi-Closed Meetings:** In specific circumstances, certain interested members of the public may be admitted to a closed session while the remainder of the public is excluded.
 - a. Generally, closed sessions may only involve the membership of the Board plus any additional support personnel who may be required (e.g., attorney in connection with legal advice; supervisor in connection with disciplinary proceeding; labor negotiator in connection with collective bargaining).
 - b. If a board admits any other person into a closed session to deliberate on a recommendation to suspend, expel, or otherwise discipline a pupil, the parent or guardian of the pupil, the pupil, and counsel for the pupil shall be allowed to attend. (Education Code § 48918(e).)
3. **Secret Ballots:** Secret ballots are expressly prohibited under the Act. (§ 54953(c).) The vote or abstention of each individual member must be reported. (§ 54957.1(a).)
4. **Confidentiality of Closed Sessions:** The Act specifically provides that a person may not disclose confidential information that has been acquired by attending a proper closed session to a person not entitled to receive it, unless the Board authorizes the disclosure. The Act provides remedies for wrongful disclosure including injunctive relief, disciplinary action, referral to grand jury and other available legal remedies.

B. Authorized Closed Sessions

1. **Personnel:** To consider appointment, employment, evaluation of performance, discipline or dismissal of an employee. An employee must be given at least twenty-four (24) hours prior to written notice of his or her right to have any specific complaint or charge against the employee heard in public. (§ 54957.)
2. **Pending Litigation:** A board may meet in closed session to receive advice from its legal counsel concerning existing litigation, initiating litigation, or situations involving a significant exposure to litigation as defined by statute. (§ 54956.9.)
3. **Real Estate Negotiations:** A board may meet in closed session to consider price and terms of payment in connection with the purchase, sale, exchange or lease of real property. (§ 54956.8.)
4. **Labor Negotiations:** A board may meet in closed session with its negotiator to consider labor negotiations with represented and unrepresented employees. Issues related to budgets and available funds may be considered, although final decisions regarding salaries of unrepresented employees must be made in public. (§ 54957.6.)

5. Public Security Exception: A board may meet in closed session with the Attorney General, District Attorney, Sheriff, or Chief of Police on matters posing a threat to the security of public buildings and public services or facilities.
6. Pupil Discipline: A public school governing board may meet in closed session to consider the suspension, expulsion, or other disciplinary action of any pupil, unless the pupil requests the hearing be in public. (Education Code §§ 35146, 48918(c).) Hence, final action to expel a pupil may only be taken in public session. (Education Code § 48918(j).)
7. Early Withdrawal From Deferred Compensation Account: The Board may meet in closed session to discuss an employee's application for early withdrawal of funds from a deferred compensation account.

C. Minute Book

The Board may, but is not required to, keep a confidential minute book with respect to matters discussed in closed session. (§ 54957.2.)

VI. PENALTIES AND REMEDIES FOR VIOLATION OF THE ACT

A. Criminal Penalties

The District Attorney may seek misdemeanor penalties against a member of a board who attends a meeting where action is taken in violation of the Act, and where the member intended to deprive the public of information which the member knows or has reason to know the public was entitled to receive. (§ 54959.)

B. Civil Remedies

Any person or the District Attorney may file a civil lawsuit for injunctive, mandatory or declaratory relief, or to void an action taken in violation of the Act. (§§ 54960, 54960.1.) Attorneys' fees are available to prevailing plaintiffs.

Before a civil lawsuit may be commenced, the plaintiff must demand the entity "cure and correct" the violation. (§ 54960.1.)

1. Demand for cure must be made within thirty (30) days of the violation for action taken in open session in violation of the agenda requirement;
2. For all other alleged violations, demand for cure must be made within ninety (90) days of the alleged violation.

If the agency cures the violation within thirty (30) days, civil suit on the violation is barred.

16.

CUSD Agenda for 8/1/11 Public Hearing

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Special Session
Monday, August 1, 2011
5:00 p.m. Closed/6:00 p.m. Open
Chico Unified School District Office/Large Conference Room
1163 East Seventh St., Chico, CA 95928

AGENDA

5:00pm

1. **CALL TO ORDER**

1.1. Public comment on closed session items

2. **CLOSED SESSION**

2.1. **Public Employee Appointment**

Per Government Code §54957

Title: Principal, Chico Junior High School Principal

2.2. **Conference with Legal Counsel**

Anticipated Litigation

Significant exposure to litigation pursuant to
Government Code §54954.5(b)

Attending:

Kelly Staley, Superintendent

Bob Feaster, Asst Superintendent

Maureen Fitzgerald, Asst Superintendent

John Bohannon, Director

John Yeh, Attorney at Law

If Closed Session is not completed before 6:00 p.m., it will resume immediately following the regular meeting.

6:00pm

3. **CALL TO ORDER**

4. **DISCUSSION/ACTION CALENDAR**

4.1. EDUCATIONAL SERVICES

4.1.1. **Public Hearing/Information:** Public Hearing Regarding Revocation of Chico Green School Charter (John Bohannon) (60 minutes)

7:00pm

5. **ADJOURNMENT**

Kathleen Kaiser, President
Board of Education
Chico Unified School District

Posted: 07/27/11
:mm

17.

2011/12 Curriculum

2011-2012

Chico Green School

AUGUST

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER

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APRIL

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AUGUST

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NOVEMBER

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MARCH

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OCTOBER

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FEBRUARY

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SEPTEMBER

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JANUARY

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MAY

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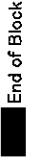




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


























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Calendar Color Key

-  School Events
-  School Event and End of Block
-  End of Block
-  In Service: no school
-  Holidays
-  STAR Tests/Health Week/Parent Conferences/Minimum Days
-  Grades Posted/Conferences
- 183 Full School Days
- 5 Minimum Days
- 4 Camping Days

Schedule of Days

	August 18 Pancake Dinner		February 9 Grades Posted
	August 22 First Day of School		February 10 CGS Dance
	September 5 Labor Day Holiday		February 17-20 President's Weekend Holiday
	September 9 Back to School Night		March 12-18 Spring Holiday
	September 19-22 Camping Trip		March 24 Annual Spring Event
	September 23 In Service/No School		April 13 WASC Day
	October 28 Dia De Los Muertos Festival and Halloween Dance		May 7-11 STAR Tests/Health Week/Parent Conferences
	November 4-6 This Way To Sustainability Conference		Minimum Days
	November 7-10 Parent Conferences		May 14-18 Spirit Week
	November 11 Veteran's Day Holiday		May 19 Spirit Week Dodge Ball Tourney and Swim Party
	November 21-26 Thanksgiving Holiday		May 28 Memorial Day Holiday
	December 21 Winter Celebration and Formal Dance		All School Park Day
	December 22-January 2 Winter Holiday		June 21 End of Semester/Graduation/Semi-Formal Dance
	January 3 Back to School		June 26 Grades Posted
	January 13-15 Alliance for Public Waldorf Education Conference		
	January 16 Martin Luther King Jr. Holiday		
	January 27 End of Semester		

	Freshmen	Sophomores	Juniors	Seniors
Aug. 22- Sept. 16	History of Art	Epics Literature	Symbolic Logic	Zoology
September 19-22 Camping Trip				
Sept 26- Oct 21	Statistics & Probability	Ancient History	Inorganic Chemistry	Economics I: Economic Sustainability
Oct. 24- Nov. 18	Anatomy & Physiology	Mechanics	Culture Clash	Transcendentalist Literature
November 19-November 27 Thanksgiving Break				
Nov. 28- Dec 21	Comedy & Tragedy: History of Theater	Chemistry of Solutions	History of Music	Projective Geometry
December 22-January 2 Winter Break				
Jan. 3- Jan. 27	Intro to Chemistry	Poetics: History of Language	Romantic Literature	Astronomy
Jan. 30- Feb. 24	Modern Literature	Dynamic Earth	Conservation of Energy	History of Consciousness
Feb. 27-	Waves, Electricity and Magnetism	Combinatorics	Civil Rights & Civil Liberties	Biochemistry
March 10-March 18 Spring Break				
Mar-30				
April 2- April 27	Plate Tectonics and California Geology	Early Twentieth Century	Botany	Economic II: Social Sustainability

April 30- May 25 (STAR Tests May 7- 11)	Revolutions	Embryology	Parzival: The Quest	Thermodynamics	
May 29- June 21	History of Technology	History of Religion	Atmosphere	Senior Project	

			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6 Breakfast	55	7:35 - 8:30	Breakfast Morn.g.Movement	Breakfast Morn.g.Movement	Breakfast Morn.g.Movement	Breakfast Morn.g.Movement	Breakfast Morn.g.Movement
Opening	15	8:45-9:00	MC	MC	MC	MC	MC
Morning Colloquium	95	9:00 - 10:35					
Break	10	10:35-10:45					
Track 1	45	10:45 - 11:30	Algebra I Geometry Adv. Spanish Extra Main 11 English 12	Algebra I Geometry Adv. Spanish Crafts 11 Government	Algebra I Geometry Adv. Spanish English 12	Algebra I Geometry Adv. Spanish PE 11 Government	Algebra I Geometry Drama 11 Drama 11 Crafts 12
Track 2	45	11:35 - 12:20	English 9 Spanish II Crafts 11 Trig	Geography Spanish II Crafts 11 Trig	English 9 Spanish II Crafts 11 Trig	Geography Spanish II Trig	Drama 9 Crafts 10 Extra Main/PE Trig
Lunch	50	12:20-1:10					
Track 3	45	1:10 - 1:55	English 10 Algebra II Spanish II	Crafts 9 World Cultures Algebra II Spanish II	English 10 Algebra II Spanish II	Crafts 9 World Cultures Algebra II Spanish II	FF 9 Drama 10 Algebra II Crafts 12
Track 4	45	2:00-2:45	Crafts 10 English 11	US History Service 12	Service 10 English 11	Service 10 English 11 Drama	Service 9 FF 10 US History
Track 5	45	2:50 - 3:35			Extra Main Service 10 Art 11	Art 9 Extra Main Service 11	Service 9 Art 10 FF 11 FF 12
Closing	15	3:40-3:55			Advisory/Chaper	Advisory/Chaper	Advisory/Chaper



Chico Green School Course Description Catalogue 2011-2012

LANGUAGE ARTS*

English courses include a skill building component and a literature component. Developmentally appropriate themes determine the choices of readings and the topics, so that the subject matter resonates with the students' level of maturity and capacities. The goals are skill in written and oral self-expression, development of critical thinking and sound judgment, and superior reading comprehension.

English 9

Instructor: Ms. Morgan
5 units (year)

In Ninth Grade English, we will be emphasizing logic and practical, accurate observation. We will be looking at themes involving change and choice; how cultural clashes affect the individual. We will read To Kill a Mockingbird (Harper Lee), The Wave (Morton Rhue/Todd Strasser), Persepolis (Marjane Satrapi), and Things Fall Apart (Chinue Achebe). We will have an intensive four week seminar on modern authors of the world war years. We will have regular grammar and college-level vocabulary enrichments to prepare for college standards. We will write formal MLA-formatted analytic research papers. Plays, poetry, and speeches will also be analyzed. The English language component is but one of an integrated humanities unit including the social science and drama departments.

Comedy and Tragedy: History of Theater 9

Instructor: Ms. Ilustre
2.5 units (block)

This course traces the heights and depths of comedy and tragedy from their beginnings in pre-historical ritual drama through their continuation in Greece, Rome, the Middle Ages, Renaissance, Restoration, and into the modern era. The class studies the evolution of American drama and the entertainment industry, including radio, television, cinema, computer and mass media advertisements. Students read a Greek tragedy by Aeschylus, Sophocles or Euripides, a selected comedy by William Shakespeare, and a modern dramatic selection, such as Lorraine Hansberry's *A Raisin in the Sun*.

Modern Literature 9

Instructor: TBA

2.5 units (block)

A cornerstone course for building a foundation of understanding of both contemporary and classical literature, Modern Lit will expose students to a wide variety of writers from the modernist school of thought. Students will read plays, poetry, and fiction by writers such as Eliot, Faulkner, Williams, Stein, Moore, and Joyce. Students will also develop an understanding of the historical context of modernism and the postmodern movement that followed.

English 10

Instructor: Ms. Morgan

5 units (year)

Tenth grade students of English will be further challenged in their critical thinking skills. They will explore the ideas of ideal versus real and develop skills of analysis through analogy (compare, contrast and synthesize). They will explore the hero's journey in Homer's The Iliad and The Odyssey. They will explore ancient Greek and Roman myths, and Norse mythology. They will read The King Must Die (Mary Renault), The Power of Myth (Joseph Campbell), and The Greek Treasure (Irving Stone). Students will make a map of the Hero's Journey and a map of their life thus far. Students will interview a person they consider heroic and ask about the subject's obstacles and Achilles' heel. Students will develop their own code of ethics based on their personal heroic journey. Vocabulary and grammar development, plays, poetry and speeches will all be used in conjunction with other units from drama and social sciences.

Epic Literature 10

Instructor: TBA

2.5 units (block)

In the epics unit we will examine words and phrases alluding to or derived from ancient myths and epics. We will read myths and epics of the ancient Greeks, Greco-Roman mythology and ancient Norse mythology especially references found in Tolkien's Lord of the Rings series.

Poetics 10

Instructor: TBA

2.5 units (block)

Introduction to Poetics aims to give a foundation course in the language, rhythm, and beauty of poetry through the study of national and international poets of past and present. Students will develop an extensive knowledge of the form, creative process, and mechanics of poetry. Contemporary forms as well as classical forms such as sonnets and sestinas will be both studied and written by students.

English 11

Instructor: Ms. Morgan
5 units (year)

In English for the eleventh grade, we must trust our critical judgments and be able furnish reasoned proof to back up assertions. We will survey the American experience with an eye on our place within this changing culture. We will survey literature from Puritan, Enlightenment, Romantic, Transcendental, Realist, Naturalist, and Imagist, Modern, and Contemporary authors. We will have an intensive four week seminar discussing Parzival's a coming of age story. Students will choose an author and write an essay that connects the author's historical period and biography with the style and themes found in their work. We will also read The Adventures of Huckleberry Finn (Mark Twain), Twelve Years a Slave (Solomon North), and Still We Rise (Miles Corwin). We will have SAT writing drills, read plays poetry and speeches in coordination with the humanities department of drama and social science.

Romantic Literature 11

Instructor: Ms. Ilustre
2.5 units (block)

Parzival 11

Instructor: TBA
2.5 units (block)

This class focuses on the most famous and best developed medieval story concerning the quest for the Grail: Wolfram von Eschenbach's Parzival. The course seeks to understand this quest on many different levels, but most importantly as a timeless pursuit for meaning and fulfillment in which we all engage throughout our lives. Students survey the historical and mythological images of the Grail and the panorama of archetypal characters that surround this powerful object and analyze the book's content and themes.

English 12

Instructor: Ms. Morgan
5 units (year)

In Twelfth Grade English we will be synthesizing previous knowledge and experience as we prepare to enter into college and step more fully into the greater world. We are finding our core beliefs and values and how these integrate into the larger society. We will read The Spell of the Sensuous (David Abram), The Future of Life (Edward O. Wilson), Siddhartha (Hermann Hesse), and Media Unlimited (Todd Gitlin). We will look critically at the role of media in our lives. In media literacy we will seek to answer questions such as: Who am I? What are my rights and responsibilities economically, socially and culturally? How do I communicate with and create sense out of the world? We will look briefly at psychology, phenomenology, epistemology, ontology, metaphysics, ethics, and esthetics. We will be working on college applications and a comprehensive senior project. The senior seminar will look closely at

Transcendentalist authors. We will also look at the philosophies of existentialism, surrealism and expressionism in art and literature. There will be much additional material in the way of essays, poems, plays, and speeches in conjunction with the social science and drama departments.

Transcendentalist Literature 12

Instructor: TBA
2.5 units (block)

This course exposes students to historical movements that led to the development of the transcendentalist philosophy and the ways in which literature, particularly American Literature, was influenced by this form of thought. Writers such as Paine, Thoreau, Emerson, Poe, and Hawthorne will be studied in depth. Additionally, students will extend their knowledge by researching an aspect of the transcendentalist movement and its impact on contemporary literature and political movements.

MATHEMATICS*

The study of mathematics develops confidence in thinking skills, through exactitude of computation and step-by-step problem solving. Exercises of the imagination stimulate the capacity for creative problem solving.

Algebra A (9, 10)

Instructor: Mr. Gilmore
10 units (year)

Algebra I (9, 10, 11, 12)

Instructor: Mr. Gilmore
10 units (year)

Algebra I is designed to strengthen the student's number sense as well as the understanding of basic properties of the real numbers. Students will use algebraic models to solve real-world applications involving linear functions, polynomial and nonlinear functions, as well as radical expressions and equations. Freshman taking Algebra I will also receive a four-week block on statistics and probability, which will count towards their overall course grade.

Statistics & Probability 9

Instructor: Mr. Gilmore
2.5 units (block)

As an addition to the Algebra I course work, freshman will receive a deeper understanding of statistics and probability. Lessons will involve random sampling to draw inferences about a population, draw informal comparative inferences about two populations, investigate chance processes, and develop, use, and evaluate probability models. Students will enjoy working

within small groups to broaden their knowledge of this highly relevant topic and its implication to our capitalistic society.

Geometry (9, 10, 11, 12)

Instructor: Mr. Bailey
10 units (year)

Prerequisite: Successful completion of Algebra I with a grade of "C "or better and teacher recommendation. Geometry is a course based on the California Content Standards for Geometry. This course will address all of the geometric concepts described in the standards in addition to providing a strong foundation in geometric proof, logical reasoning skills and critical thinking.

Combinatorics 10

Instructor: Mr. Bailey
2.5 units (block)

This course will study basic and advanced applications of combinations, permutations and probability. As a basis for understanding combinatorics and its applications, students will also study basic set theory and alternative numbering systems.

Algebra II (10, 11, 12)

Instructor: Mr. Bailey
10 units (year)

Prerequisite: Successful completion of Geometry with a grade of "C "or better and teacher recommendation. This course will address all of the standards described by the state of California for Algebra II. This course will provide a thorough analysis of linear algebra, linear systems, and functions (linear, quadratic, polynomial and rational). This course will also begin the first major explorations of exponential functions and logarithms. This course will also explore more advanced probability than in previous standards, covering combinations and permutations and their direct applications to probability problems. This course will also enrich student knowledge of finite and infinite series.

Symbolic Logic 11

Instructor: Mr. Bailey
2.5 units (block)

Symbolic Logic is an advanced study of the principals of logic and proof presented by the California Content Standards set forth for high school geometry. This course will explore conditionals, their related statements and compound statements. Truth tables, set theory and Venn diagrams will also be explored and these concepts will be applied to a wide variety

problems involving validity of claims and formal proof. Fundamental principles of Algebra that apply directly to set theory and symbolic logic will also be addressed.

Trigonometry / Pre-Calculus (11, 12)

Instructor: Mr. Bailey

10 units (year)

Prerequisite: Successful completion of Algebra II with a grade of "C" or better and teacher recommendation. This course will address all of the standards described by the California Content Standards for Trigonometry. In addition, Trigonometry / Pre-Calculus is intended as a gateway to prepare students for college-level mathematics courses such as Calculus. This course will review all of the major concepts from Algebra I, Geometry and Algebra II with an emphasis on advanced and varied problem-solving techniques. This course will address standards 1.0 – 8.0 in the California Content Standards outlined for Mathematical Analysis. The culminating activities in this course will include the introduction of the Calculus concepts of limits and derivatives.

Calculus (11, 12)

Instructor: Mr. Bailey

10 units (year)

Prerequisite: Successful completion of Trigonometry with a grade of "C" or better and teacher recommendation. This course blends the concepts and skills that must be mastered before enrollment in a formal Calculus course. All major areas covered in Algebra II are reinforced at a greater depth, with a particular emphasis on the language and advanced properties of functions. In addition, this course covers trigonometric functions, their inverses, equations and identities with applications, along with an introduction to vectors. Pre-Calculus topics include a review of the elementary functions as well as advanced properties of functions. Special attention will be given to polynomial functions, rational functions, logarithmic functions, exponential functions, and trigonometric functions. The course will also include topics essential to Calculus such as polar coordinates, complex numbers, analytic geometry, and an introduction to iteration and limits.

Projective Geometry 12

Instructor: Mr. Bailey

2.5 units (block)

This course will explore graphical and algebraic principals related to finite and infinite sets, Tilings, series and other mathematical patterns. Using these principals, the course will outline and explore the fundamental concepts leading to the development of analytic geometry and calculus. This course will examine the relationship between infinity and applied mathematics (calculus, trigonometry and physics). This course will also discuss the influence of projective geometry on the arts and sciences both applied and pure throughout history.

SOCIAL SCIENCE*

The emphasis in the history curriculum is on developing an understanding of the political ideologies and cultural undercurrents which dominate historical periods and changes.

Geography 9

Instructor: Mr. Gray

5 units (year)

Ninth grade Geography will have two main themes. The minor theme will emphasize map use and geographic literacy. The main theme will highlight recognition and description of natural geographic features and human land use patterns in relationship to the natural geographic features. The class will be thematically coordinated with the ninth grade English class and aligned with California State History and Social Science standards as noted Scope and Sequence.

Days that Shook the World: A History of Revolutionary Times 9

Instructor: Mr. Philippi

2.5 units (block)

Just as living organisms have evolved so has civilization. This class will study the forces and events that have shaped the modern world. Events studied will include the American and French Revolutions, the Industrial Revolution, The revolutions of 1848, and the nationalist revolutions of the mid twentieth century.

History of Technology

Instructor: TBA

2.5 units (block)

An interdisciplinary course concerned not only with the history of the invention of tools and techniques but also with the relationship of technology to politics, economics, science, the arts, and the organization of production, and with the role technology plays in terms of the expectations, needs, and ideologies of those who interact with it. From the earliest technologies of ancient civilizations and the Stone Age through the wonders of the enlightenment and the horrors of the industrial revolution to emerging 21st century technologies, this course is founded on the premise is that technology—as knowledge, practice, and material resource—has been central to the constitution of human experience.

World Cultures 10

Instructor: Mr. Gray

5 units (year)

This broad survey class will introduce students to a plethora of cultures. This course of study will examine the socially transmitted beliefs, values, institutions, behaviors, traditions and way

of life of groups of people. We will also consider other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students will learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. We will also look at how cultures maintain themselves and blend in a multicultural, democratic society and globally connected world.

Ancient World History 10

Instructor: TBA

2.5 units (block)

The ecological, social, and cultural challenges facing modern civilization are becoming more and more prevalent and apparent as we enter into the 21st century. However, these challenges, and the historical processes they represent, are by no means peculiar to the modern West. In fact, a pattern of development can be discerned in all great world civilizations. Through a study of the rise and fall of ancient civilizations, the students will familiarize themselves with historical processes and developments in order to recognize these in their own experiences. As the ancient empires fell, Greece, Rome and Israel all contributed in their own unique ways to the modern conception of the individual. By looking at particular myths and figures from these societies, the students will be able to recognize the modes of thought and feeling that are peculiar to Western civilization and have their origin in the Greco-Roman-Judaic culture of the first centuries of the Common Era.

Early 20th Century World History 10

Instructor: TBA

2.5 units (block)

At the dawn on the twentieth century the European colonial powers were vying for resources and markets all across the globe. In this class students will examine how this lust for power and wealth led to a world war, world-wide economic depression, run away nationalism, a second more devastating world war and ultimately the nuclear bomb.

History of Religion 10

Instructor: Mr. Gray

2.5 units (block)

This broad survey course will cover the importance of religion in the development of most cultures. The class will look at the religions of the Near East, Eastern Asia, and the United States. This class will be aligned with the California State History and Social Science standards as noted Scope and Sequence.

20th Century America: The American Century 11

Instructor: Mr. Philippi
5 units (year)

At the beginning of the 20th century the United States was a minor power in the world. Life Expectancy was 45 years and over 40% of the workforce worked on farms. By the year 2000, the population of the US had quadrupled, life expectancy had risen to 75 years, and less than 1% of the population worked on farms. How did the US become the world's superpower? This will be the focus of the class.

Civil Rights and Civil Liberties: Are there Limits? How Much is Enough? 11

Instructor: Mr. Philippi
2.5 units (block)

This block class will focus on the nature of freedom. Focusing on the Amendments to the Constitution (With particular emphasis on the Bill of Rights) and the roll of the Supreme Court this class will discuss and investigate how our definition of freedom has changed over time.

Culture Clash: The US and Other Nations 11

Instructor: Mr. Philippi
2.5 units (block)

This block class will look at how the United States has dealt with its neighbors, be it the Native American Nations in the West or across the sea. Emphasis will be on the cultural conflicts and influences the cultures have had upon each other.

U.S. Government and Civics: The Foundations of Democracy 12

Instructor: Mr. Philippi
5 units (year)

Beginning with the foundations of democratic thought in ancient Athens the purpose of this class is twofold. First, this course is designed to provide an in-depth knowledge of the workings of the US Government. Secondly, it will prepare students to be active participants in the democratic process.

Economics I: Economic Sustainability

Instructor: TBA
2.5 units (block)

Students learn that all societies need to have a means to distribute goods and services. The various economic systems are compared and evaluated. Emphasis is placed on understanding market systems and the behavior of consumers. Students will study the cost benefit analysis of

using renewable and nonrenewable resources. Students will also examine how government interference in a market economy such as subsidizing real estate purchases influences consumer choice.

Economics II: Social Sustainability

Instructor: TBA
2.5 units (block)

This second economic block will look at trade from a global perspective. Students examine the relationship between capital and labor in a market economy. Students will look at labor policy in post industrial nations, industrial nations, and preindustrial nations. Trade policy historically and in today's markets will be examined. Students will analyze how to balance the competing interests of economic participants. These two econ blocks will cover all California state standards for twelfth grade economics.

History of Consciousness 12

Instructor: Mr. Gray
2.5 units (block)

"Cogito ergo sum" René Descartes. This survey class will examine what it means to be human, and what it means to know one is human. From forty thousand year old petroglyphs to gold plated compact disks blasted out of the solar system humans have been leaving their mark for coming generations to find. This class will look at Western philosophers from Plato, Aristotle, and Epictetus through the Enlightenment thinkers to modern philosophers such as Marx, Nietzsche, and Freud. The few California State History and Social Science standards covered by this class will be noted in the Scope and Sequence.

SCIENCE*

The science curriculum emphasizes a direct encounter with observable phenomena. "Describe what happened." Students then evaluate what they have observed: "What are the conditions under which the phenomena appear? How does this relate to what you already know?" Finally, students must think through the experiment to discover the lawfulness that stands behind and within the phenomena.

INTEGRATED SCIENCE I

Biology I: Human Anatomy and Physiology

Instructor: Ms. Malmstrom
2.5 units (block)

Using the senses as a portal to the study of the human body as a whole, this class focuses on how the human body is organized. We investigate the ten body systems: integumentary, endocrine, lymphatic, urinary, respiratory, digestive, reproductive, circulatory, nervous, and

musculoskeletal. We carry out laboratory activities on body measurements, touch receptivity, fingerprints, lung capacity, blood pressure, and blood typing.

Chemistry I: Plant based Organic Chemistry

Instructor: Ms. Malmstrom
2.5 units (block)

This chemistry block will provide students with an overview of general chemistry concepts focusing on chemistry of water, soil, plants, food and our atmosphere. Emphasis will be placed on understanding of how chemistry plays a role in environmental processes and relates to our daily lives. Ecological and biological concepts will be interwoven throughout the course to help students begin to make essential connections. Observation, interpretation, data collection, analysis, laboratory skills and field sketching will be introduced throughout the four weeks. Students must have the willingness to engage in the material presented, enact their critical thinking skills and begin to develop and ask questions. Focus on air, soil, water, plant, and food chemistry.

Earth Science I: Earth Science, California Geology

Instructor: Mr. Miller
2.5 units (block)

This course is intended to give the student a full introduction to the geological sciences. Topics will include: geology and the methods of science, minerals, maps and mapping, igneous rocks and processes, volcanoes and volcanism, weathering and soils, sedimentation and sedimentary rocks, weathering and soils, metamorphism and metamorphic rocks, geologic time, glaciers, structural geology, earthquakes, plate tectonics and the geology of California.

Physics I: Waves, Electricity, and Magnetism

Instructor: TBA
2.5 units (block)

The wonders of matter are explored by working through the phenomena associated with electricity and magnetism. After working with so-called static electricity and current electrical effects, we develop the concept of the "field." This is explored further in magnetic effects.

INTEGRATED SCIENCE II

Biology II: Embryology

Instructor: Ms. Malmstrom
2.5 units (block)

This class focuses on human cytology and embryology. Students study the many characteristics of the integumentary (skin) system, and the seven major glands of the endocrine system

(pineal, pituitary, thyroid, parathyroid, thymus, adrenal, and gonads), as well as learn about hormones and their functions. The study of mitosis and meiosis leads to the study of human reproduction from fertilized egg through each of the trimesters of pregnancy to birth. In addition, many health related issues are covered, with the major one being teenage sexuality. Decision making, abstinence, birth control, and sexually transmitted diseases are all discussed. Local experts in this field come in to direct classes on these sensitive topics.

Chemistry II: Acids, Bases, and Salts

Instructor: Ms. Malmstrom
2.5 units (block)

The concept of an atom is followed from ancient times through the use of atomic number, atomic weights, stoichiometry, and moles. Students also study the chemistry of gases, solutions, acids and bases. Labs both qualitative and quantitative are conducted.

Earth Science II: Earth Science, The Dynamic Earth

Instructor: Mr. Miller
2.5 units (block)

The Dynamic Earth block will provide students with an overview of general physical geography concepts including plate tectonics, the rock cycle, seismology, and volcanology. Emphasis will be placed on local geology and where key events in the human and geological timelines coincide (such as major earthquakes). Observation, interpretation, data collection, analysis, laboratory skills and field sketching will be introduced throughout the four weeks. Students must have the desire and willingness to engage in the material presented, enact their critical thinking skills, and begin to develop and ask questions.

Physics II: Mechanics

Instructor: TBA
2.5 units (block)

The student is introduced to the fundamental principles of kinematics and dynamics. The course is taught through biography (Galileo, Newton, and Kepler), history, and through duplicating some of their original experiments in labs and demonstrations.

INTEGRATED SCIENCE III

Biology III: Botany

Instructor: Ms. Malmstrom
2.5 units (block)

We study cell structure and function, then plant biology and taxonomy through field, lab, and classroom activities. Students observe and draw plants in the field, noting how overall form relates to environment, how leaf shapes metamorphose, and what inflorescence styles and

other features are used in plant taxonomy. Students examine the anatomy, organs, tissue types, leaf structure, and seed structure of a higher (flowering) plant. The findings of Mendel and the basic principles of Mendelian genetics are discussed. A survey is made of the plant kingdoms and classification system.

Chemistry III: Inorganic Chemistry

Instructor: Ms. Malmstrom
2.5 units (block)

Modern atomic theory is developed from electricity and magnetism. The original experiments are discussed looking at the original publications. Covered topics are atomic notation, nuclear reactions and isotopes, periodicity of the elements, properties of elements, bonding, major groups of inorganic and organic molecules and their properties. Labs are conducted using qualitative and quantitative analysis and formal lab report writing.

Earth Science III: Atmosphere

Instructor: Ms. Malmstrom
2.5 units (block)

Comprehending the living system that we call planet earth. Major theme will be involvement of the student in the practice of being an environmentally/sustainably conscious and active citizen, through documentation and awareness of existing ecological systems, especially from a local perspective.

Physics III: Conservation of Energy

Instructor: TBA
2.5 units (block)

INTEGRATED SCIENCE IV

Biology IV: Zoology

Instructor: Ms. Malmstrom
2.5 units (block)

This class places animals within the context of the five Kingdoms of life. In addition, students learn the three Domain system of classifying organisms and the molecular evidence used to support this taxonomy. The major Phyla of animals are studied in detail with special attention paid to modes of reproduction, life cycles, and the characteristics of the nervous and circulatory systems in each group. Laboratory assignments involve detailed observations and descriptions of various living marine invertebrates and the skeletons of vertebrates. The last third of the

class is devoted to an historical examination of the development of evolutionary theory up to the present time. The life and thought of Charles Darwin is studied in detail and the development of theories such as Neo-Darwinism, endosymbiosis, complexity theory, wholism, and ideas that incorporate the spiritual dimension are also presented and discussed in detail. Students write a major research paper on an animal of their choice and a shorter paper which explores evolutionary theory

Chemistry IV: Biochemistry

Instructor: Ms. Malmstrom

2.5 units (block)

We will study biochemistry: what is the nature of life and how is that reflected in the chemical processes in living organisms? We will start with the four main biochemical substances, namely, carbohydrates, lipids, proteins and nucleic acids, including their structure, properties and interactions with enzymes. We will consider the special character of biochemical molecules and reactions within living organisms, the structures in the cell in relation to biochemical reactions and the processes involving DNA and RNA in protein synthesis. Finally we will consider the implications of biochemistry regarding the nature of life.

Earth Science IV: Astronomy

Instructor: TBA

2.5 units (block)

This course covers the phenomenology of the stars and planets as studied through night observations and drawing star maps. By extending the concepts of latitude and longitude to the celestial sphere, the students learn how to plot the position of the stars and to read star maps.

Physics IV: Thermodynamics

Instructor: TBA

2.5 units (block)

Students study the behavior and properties of materials subjected to various thermal conditions so as to develop concepts for temperature, heating, and cooling that relate to phase changes, energy conservation, and gas laws. The phenomena we observe lead us to develop simple mathematical relationships or laws to further an understanding of thermal properties.

WORLD LANGUAGE

Compassion and respect for other cultures grow as students immerse themselves in the study of a world language and a world culture for four years. The opportunity to study abroad enhances the work in the classroom, and the presence of students from Waldorf schools around the world enlivens the entire High School as well as the Spanish classes.

Spanish I: Beginning Spanish

Instructor: Ms. Brown
10 units (year)

This year long course is designed to introduce the student to the fundamentals of speaking, reading, writing, and understanding the Spanish language. Oral communicative language is stressed using controlled vocabulary in everyday conversations. Songs, art, games, and skits are used to enhance language usage. Text: *Dos Mundos, Puntos de Partida*.

Spanish II: Intermediate Spanish (9-10-11-12)

Instructor: Ms. Brown
10 units (year)

Prerequisite: Successful completion of Spanish I with a grade of "C" or better and teacher recommendation – Spanish II is a continuation of the first year with emphasis on broadening of speaking, reading, understanding, and writing skills. Students write and perform dialogues and videos using more complex vocabulary and concepts. Songs, literature, and movies are used to study Spanish and Latin American cultures. Text: *Puntos de Partida*.

Spanish III: Advanced Spanish (10-11-12)

Instructor: Ms. Brown
10 units (year)

Prerequisite: Successful completion of Spanish II with a grade of "C+" or better and teacher recommendation. Spanish III continues the elaboration of comprehension, speaking, reading, and writing skills while incorporating more sophisticated grammar. Students learn more about Hispanic culture and attitudes via movies, magazines, and short literary works and dramas in Spanish. Text: *Puntos de partida*.

Spanish IV: Advanced Spanish (10-11-12)

Instructor: Ms. Brown
10 units (year)

Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher recommendation -This course focuses on a synthesis of Spanish language skills in which students develop an increasing independence that enables them to comprehend and utilize oral and written

Spanish in a literate manner. Students will deepen their understanding of Spanish and Latin American cultures via movies, magazines, literature, and other culturally authentic materials. Text: *Puntos de partida, Repaso, Kaplan SAT Spanish subject test preparation manual.*

VISUAL ARTS

The fine arts and practical crafts curriculum serves students as both a medium for self-exploration and a vehicle for bringing a creative impulse to fruition. Courses are designed to amplify certain themes relevant to each grade and complement academic studies. Manual dexterity furthers cognitive development.

Basic Drawing

Instructor: Mr. Gray

2.5 units (year)

This class will focus on freehand drawing from nature, still life and images. Students will use pencil, charcoal, pen and ink, other drawing media. The class will stress the creation of accurate, recognizable forms and the illusion of three dimensionality in two dimensional drawings. California State VAPA standards will be addressed as noted in the scope and sequence.

Basic Painting

Instructor: Mr. Gray

2.5 units (year)

This class will expose students to water color, and tempera paint. Color theory and the use of color to imply three-dimensionality will be covered. California State VAPA standards will be addressed as noted in the scope and sequence.

Life Drawing

Instructor: Mr. Gray

2.5 units (year)

The main focus of the Life Drawing class will be to draw figures and portraits. The mediums used will include pencils, charcoal, and paint. California State VAPA standards will be addressed as noted in the scope and sequence.

General Art

Instructor: Mr. Gray
2.5 units (year)

General Art will expose students to wide variety of materials and mediums as well as subject matter. General Art will include work in three dimensional mediums and crafts. California State VAPA standards will be addressed as noted in the scope and sequence.

History of Art 9

Instructor: Mr. Gray
2.5 units (block)

From forty thousand year old Aboriginal petroglyphs to today's student artists, art defines cultures and comments on the times in which people live. The History of Art class traces the development of Western Art from the Paleolithic cave paintings through Greco-Roman and the Renaissance to Impressionism. California State VAPA standards will be addressed as noted in the scope and sequence.

Crafts 9

Instructor: Mr. Gelber
2.5 units (year)

This class will begin with a unit on blacksmithing. Students will forge their own set of carving tools. Succeeding units will include using their hand-forged carving tools to carve a greenwood egg. Students will learn how to work with grain and different styles of tools. They will continue fine tuning their abilities to use hand tools and developing the ability for keen precise focusing.

Crafts 10

Instructor: Mr. Gelber
2.5 units (year)

Students will be blacksmithing their own wood turning tools. When completed they will then build their own pole lathe and shaving horse (which are simple machines necessary for greenwood working). Once the students have finished these essential tools they will move on to a simple project i.e. baseball bat or rolling pin, and then move on to a more complex project i.e. 3 legged stool. Some lessons will be coordinated the main lesson block in physics.

Crafts 11

Instructor: Mr. Gelber
2.5 units (year)

This class will begin with Students blacksmithing a set of woodworking tools. Students will learn to use the hand forged tools. Additional units will include how to make wool felt. From the felt students will make a pair of slippers.

Crafts 12

Instructor: Mr. Gelber
2.5 units (year)

In this class students will learn to make simple woodworking tools and advance to more complex tools like an African Bushman's knife, and carve a handle out of wood or antler for their knife. A wooden/leather/antler/rawhide sheath can then be made. During soap making they will learn how and when to harvest specific plant matter for essential oil distillation. They will learn how to make potash from wood ash and refine into lye. They will learn the basic principles of saponification and basic principles of mixing an acid with a base in order to make handcrafted artesian soap. If time allows they will then learn basic laws of commerce by way of pricing and marketing said soap for profit.

PERFORMANCE ARTS

THEATER

Wearing the costume of a time period and taking on the personality of a character in a play provide students with an opportunity to step out of their skin and experience the emotions and psyche of another human being. Drama allows students to deepen their self-knowledge, understand life, and touch their own souls.

Drama 1: Introduction to Drama

Instructor: Mr. Philippi
2.5 units (year)

This course is designed as an introduction to the theater and stage production. Students will learn some basic historical background about the development of theater throughout history. The rest of the course will focus not just on the theatrical craft but what goes on behind the scenes to create a show. This includes costuming, sound effects, stagecraft, etc.

Drama 2:

Instructor: Mr. Philippi
2.5 units (year)

This studio course introduces the basic principles and practices of acting craft in the areas of script analysis, movement, voice/speech, acting technique, and rehearsal methods.

Drama 3:

Instructor: Mr. Philippi
2.5 units (year)

This course provides an overview of the essential history, major dramatic forms, representative plays and fundamental aesthetic principles of the theatre.

Drama 4:

Instructor: Mr. Philippi
2.5 units (year)

An exploration of human intention, as revealed in behavior, to be accomplished through a study of the techniques of acting, the interpretation of scripts, and the analysis of character.

MUSIC

Positive musical experiences and developing musical competence are goals of the music curriculum. All courses involve several performances during the year. Cooperating, listening carefully to one another, and practicing patience, concentration, and flexibility are all benefits of students co-creating in the musical realm.

Instrumental Music (9, 10, 11, 12)

Instructor: TBA
2.5 units (year)

Students with an interest in learning a particular instrument are encouraged to apply for the Instrumental Lesson Program. Those accepted will have half hour lessons for their chosen instrument arranged for them off campus during one music period each week. Students will be expected to show a high level of dedication and progress to remain in the program. This course is limited to ten students.

Introduction to A Capella Choir (9, 10, 11, 12)

Instructor: Ms. Brown
2.5 units (year)

A Cappella Choir is an elective course where you will learn the basics of vocal technique; sing a variety of musical styles while working in choral ensembles, small groups, and duos. Emphasis is placed upon developing musical skills, choral singing and building the confidence necessary for public performance. Attendance at concerts, music festivals and community events is a requirement.

Percussion ensemble (9, 10, 11, 12)

Instructor: Mr. Gilmore
2.5 units (year)

Students at Chico Green School have the opportunity to take lessons on folkloric drumming with knowledge of popular rhythms coming out of Brazil, Cuba, the Dominican Republic (Haiti) and the United States. Guest drummers will contribute their stories about how they become a drummer. The class will be experiential, as students will learn about the dedication and discipline of playing in a group and gain skills for working collaboratively with others.

History of Music 11

Instructor: Mr. Gray
2.5 units (block)

This class will trace the earliest musical instruments into the early music and classical music periods. Folk music from many cultures coalesced in the United States to give rise to jazz and then rock and roll. California State VAPA standards and the History and Social Science standards will be addressed as noted in the scope and sequence.

PHYSICAL EDUCATION

Movement and physical education are vital to the development of well balanced, healthy students. All students are encouraged to play competitive sports for the team building as well as the skill building aspects. PE courses are often coordinated with each year's curriculum and are an extension of key topics.

P.E. /Movement

Instructor: Mr. Gilmore
7.5 units (year)

Physical education is required at Chico Green School all four years. Lessons will provide experiential learning opportunities so all students can develop individual greatness with their movement and improve their collaboration skills. Lessons will include knowledge about flexibility, balance, endurance, and muscle strength, which are the main components of fitness. Through the experiential learning process students will discover exercise as it relieves stress, opens neurological pathways, builds strength and discipline, increases concentration, and improves self-esteem. Through exposure to a wide variety of physical activities, students will enjoy developing healthful habits that last a lifetime.

SUSTAINABLE EDUCATION

Community service engages students with the world around them and offers the opportunity to both learn personally from the experience and to give back to the larger community. By the end of twelfth grade, students will have completed more than 100 hours of community service.

Advisory I-IV

Instructors: Ms. Malmstrom: 9th, Mr. Gilmore: 10th & 12th, Mr. Gelber: 11th

Advisory is a transitional period specifically designed to promote a culture of respect and professionalism. This short period of each day leaves room to have class meetings, discuss particular incidents or issues that have come up with a class, introduce concepts of leadership, followership, and fellowship, and promote professional, organizational, and social skills. The Virtues Project is used to encourage self-observation; student chores foster an attitude of respect for the school environment.

T.A. S. C. (Towards a Sustainable Community)

Local Citizenship 9 & 10

Instructor: Mr. Gelber
2.5 units (year)

Opening our eyes to the needs of the world around us begins just steps away from our homes and school. We will begin our service by focusing on our local community. Students will identify positive changes they could make in the neighborhood as well as participate in whole class activities for making such changes.

Becoming a Citizen of the World 11

Instructor: Mr. Gelber
2.5 units (year)

The service focus for junior year is to prepare for the "Service Work Abroad" project which will take place the following summer. During the year students will build skills that would be beneficial to the completion of this project, such as building homes with Habitat for Humanity assisting in energy efficiency retrofits with PG&E and improving humanity with community access to healthy foods. A summertime project that provides assistance to a disadvantaged community in a foreign country is the capstone to the service learning program of the junior year. Ideally, students will participate in designing this project.

Right Action is its Own Reward 12

Instructor: Mr. Gelber
2.5 units (year)

After working for the betterment of our neighborhood, community and the world we have gained understanding of citizenship. In this year of synthesis, contribution and consciousness, students are encouraged to participate in an apprenticeship with a local professional. This unique apprenticeship opportunity is created at the student's initiative under guidelines set by the school. Opportunities may include working on research and data collection with Chico State graduate students, learning skills with local craftspeople or artists, or working with an ecologist in the Forest Service.

Community Forum I-IV

Instructor: TBA
2.5 units (year)

Community Forum is an opportunity for the local community to present to the student body about their area of passion and expertise. We look toward a variety of themes for this class: art, music, travel, agriculture, political processes, technology, ethics, leadership, career and

business, and non-profit organizations as they integrate with other coursework and events in the school. Students will be expected to maintain a journal of observations and reflections, participate in conversation, and write informational papers on selected topics. These presentations are open to the parent body and community at large to attend.

Observation 9

Comparison 10

Analysis 11

Synthesis 12

Senior Projects

Instructor: Ms. Morgan
2.5 units (block)

All seniors work for an entire year on a self-selected senior project. Projects may be within the realms of the sciences, math, humanities, arts, movement, music, and social renewals and/or interventions. The teachers expect that the students will challenge themselves: we use the term 'stretch.' Completion of the senior project is required for graduation.

Students begin the process at the end of their junior year by submitting a project proposal that is reviewed by a faculty committee. Under the guidance of an advisor and in some cases, a mentor, students work on their projects throughout the year. Students are expected to keep a weekly journal and to write a final report reflecting on the process. All senior projects culminate with a presentation where seniors share their work and personal journey one final time for the school community.

Yearbook

Planning, designing, taking photographs, laying out pages, and many more tasks comprise the challenge of creating a yearbook.

*Coursework in these classes is differentiated. Students may enroll in the basic course for regular graduation or in Honors in order to meet the UC/CSU a-g requirements. Students with particular academic challenges are accommodated by enrolling in the A (Assisted) course for specialized assessment.

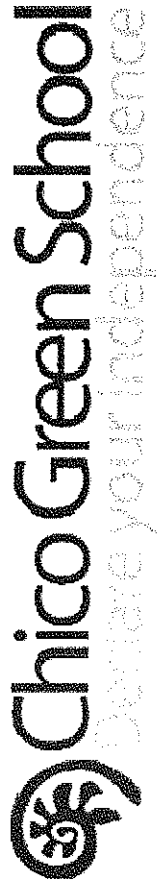
°Algebra A (Assisted) may be taken in the 9th grade year and repeated in the 10th grade year and Algebra I may be repeated as necessary in order to meet California graduation requirement for Algebra I and one other math course.



Chico Green School

Active Learning Environment

CURRICULAR DOMAIN	STATE OF CALIFORNIA GRADUATION REQUIREMENTS	UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS	CGS CURRICULUM STANDARDS
Humanities: Language Arts	Three years	Four Years of Approved Courses	Four years of courses in literature. Writing work to include, rhetorical, grammatical, syntactical patterns, forms and structures.
Humanities: Social Science/ History	Three years of history/ social science	Two years of history/social science	Four years, including geography, history, and economics.
Science	Two years, including biological and physical sciences	Two years with lab course work required, chosen from biology, chemistry and physics; three years recommended	Four years including biology, chemistry, earth science, and physics; three years of laboratory science
World Language	One year of either visual and performing arts or foreign language	Two years in the same language required, three years recommended	Four years required
Visual & Performing Arts	One year of either visual and performing arts or foreign language	One year of visual and performing arts: drama/theater, dance, music, or visual art	Four years, including fine arts, practical art music, dance, theater
Physical Education	Two years	None	Four years
Other	None	One year elective chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts	Four years of coursework pertaining to farming and sustainability. Four years of service learning. CGS 8/2011 tam



Curriculum Flow Chart • Organized by Academic Department

CORE ACADEMIC COURSES

9 th Grade	10 th Grade	11 th Grade	12 th Grade
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Track Classes
Semester or Full-Year

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English English 9 ^b	English English 10 ^b	English English 11 ^b	English English 12 ^b
Mathematics Algebra I ^c or Algebra A or Geometry ^c	Mathematics Geometry ^c or Algebra A/I ^c / II ^c	Mathematics Algebra II ^c or Geometry ^c or Algebra I ^c /II ^c or Trigonometry ^c or Calc ^c	Mathematics Calculus or Algebra II ^c or Geometry ^c or Algebra I ^c /II ^c or Trigonometry ^c
History Geography ^a	History World Cultures ^a	History US History ^a	History Government ^a
World Languages Spanish I ^e	World Language Spanish II ^e (10th graders may be in IIA, IIb or IIIa, depending on proficiency.)	World Language Spanish III ^e (11th graders may be in IIb, IIIa, IIIb or IV, depending on proficiency.)	World Language Spanish IV ^e (12th graders may be in IIIa, IIIb or IV, depending on proficiency.)
Art 9 ^f Music 9 ^f Drama 9 ^f Crafts 9 ^f PE 9	Art 10 ^f Music 10 ^f Drama 10 ^f Crafts 10 ^f PE 10 Comm. Form 10	Art 11 ^f Music 11 ^f Drama 11 ^f Crafts 11 ^f PE 11 Comm. Form 11	Art 12 ^f Music 12 ^f Drama 12 ^f Crafts 12 ^f PE 12 Comm. Form 12

Morning Lesson Blocks

(4weeks)

9:00am to 10:35am

Monday - Friday

English Comedy & Tragedy ^b Modern Literature ^b	English Epics ^b Poetics ^b	English Romantics ^b Parzival ^b	English Senior Project ^b Transcendentalist Lit. ^b
Mathematics Probability & Statistics ^g	Mathematics Combinatorics ^g	Mathematics Symbolic Logic ^g	Mathematics World Gov't & Economics Projective Geometry ^g
Science Anatomy & Physiology ^d Intro. To Chemistry ^a CA Geology Waves & Electricity ^d	Science Embryology ^d Chemistry of Solutions ^d Dynamic Earth Mechanics ^d	Science Botany ^d Inorganic Chemistry ^d Atmosphere Conservation of Energy	Science Zoology ^d Biochemistry ^d Astronomy Thermodynamics ^d
History History of Art ^{f,g} Revolution ^a History of Technology ^g	History Ancient History ^a History of Religion ^g Early 20 th Century ^a	History History of Music ^{f,g} Civil Rights & Liberties ^a US Foreign Relations ^a	History History of Consciousness ^g Economic Sustainability ^a Social Sustainability ^a

a-g signifies California
public University subject
content requirements



CHICO GREEN SCHOOL

Graduation Requirements

Chico Green School will issue a diploma certifying high school graduation to all students who meet the following criteria:

Year	Course	Credits Required
9-12	English	40
9-12	Visual & Performing Arts	30
9-12	World Language	30
9-12	Algebra I	10
9-12	Other Math Courses	20
9-12	Physical Education (including health)	30
9-12	Integrated Science	40
9	Revolutions	2.5
9	Geography	5
10	Early 20th Century History	2.5
10	Ancient Cultures	2.5
10	World Cultures	5
11	US History	5
11	US Foreign Relations	2.5
11	Civil Rights & Civil Liberties	2.5
12	Government	5
12	Sustainable Economies	2.5
12	Social Sustainability	2.5
9-12	Community Learning	30
9-12	Electives	32.5
	Total	300

All students will participate in the full scope of Chico Green School's broad spectrum curriculum. In the course of a full tenure of four years students will have the opportunity to earn 320 units. Students must successfully earn 300 credits to graduate. There is a 20 unit buffer.

All students must pass Algebra I.

Furthermore, all students are required to pass the State of California High School Exit Exam (CAHSEE).

Credits can be made up through Butte College, work or volunteer experience, and, in some cases, through Chico Green School credit recovery.

Students with appropriate and approved service may have individualized graduation requirements.



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USA

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EMAIL news@chicogreenschool.org
WEB SITE <http://www.chicogreenschool.org>

CHICO GROVE SCHOOL
INDIVIDUAL GRADUATION PLAN

Student _____

Date _____

Appititudes

Attitudes

Aspirations

Student _____

Date _____

**CHICO GRADUATION SCHOOL
INDIVIDUAL GRADUATION PLAN**

Graduation Plan

	CGS		My Expectations Class	Units Complete		Units Needed
	Units	Class		Class	Units	
History	37.5	2 tracks + 2 blocks each year (UC--A)				
9th	7.5	Revolutions; Geography				
10th	10	Ancient History, World Cultures, Early Twentieth Century				
11th	10	US History; US Foreign Relations; Civil Rights & Liberties				
12th	10	Govmnt; Sustainable Economics; Social Sustainability				
English	40	2 tracks + 2 blocks each year (UC--B)				
9th	10	Comedy & Tragedy; Modern Lit; English I				
10th	10	Poetics; Gilgamesh; English II				
11th	10	Parsifal; Romantic Lit; English III				
12th	10	Transcendentalist Lit; Senior Project; English IV				
Math	40	5 tracks each year (UC--c)				
9th	10	Algebra I, Algebra A#, or Geometry				
10th	10	Geometry, Algebra A#, Algebra I, or Algebra II				
11th	10	Algebra II or Algebra I or Geometry				
12th	10	Trig/PreCalc, Algebra I, Geometry, Algebra II or Calculus				
Science	40	4 blocks each year (UC--D)				
9th	10	Integrated Science I				
10th	10	Integrated Science II				
11th	10	Integrated Science III				
12th	10	Integrated Science IV: Environmental Science				
PE	30	2 Studios + MM (pending waiver)				
9th	7.5	PE I (5), Morning Movement (2.5)				
10th	7.5	PE II (5), Morning Movement (2.5)				
11th	7.5	PE III (5), Morning Movement (2.5)				
12th	7.5	PE IV (5), Morning Movement (2.5)				
World Languages	30	4 tracks each year (UC--)				
9th	10	Spanish I				
10th	10	Spanish II or Spanish I				
11th	10	Spanish III or Hispanic Culture				
12th	*	Spanish IV or Spanish Culture				

**CHICO GR J SCHOOL
INDIVIDUAL GRADUATION PLAN**

Student _____

Date _____

Art	10	1 Studio each year (UC--)				
9th	2.5	Art I				
10th	2.5	Art II				
11th	2.5	Art III				
12th	2.5	Art IV				
History of Aesthetics	5	1 Block each year (UC--)				
9th	2.5	History of Art				
10th	2.5	History of Music				
Music Series	10	2 Track each year (UC--)				
9th	2.5	Music				
10th	2.5	Music				
11th	2.5	Music				
12th	2.5	Music				
Drama Series	10	1 Track each year (UC--)				
9th	2.5	Drama I				
10th	2.5	Drama II				
11th	2.5	Drama III				
12th	2.5	Drama IV				
Crafts Series	20	2 Tracks each year				
9th	5	Crafts I: Mineral				
10th	5	Crafts II: Plant				
11th	5	Crafts III: Animal				
12th	5	Crafts IV: Human				
CGS T.A.S.C.	20	2 Studios each year				
9th	5	Neighborhood				
10th	5	Non-Profit				
11th	5	Econ & Gov				
12th	5	Internship				
Community Forum	10	1 Studio each year				
9th	2.5	Forum				
10th	2.5	Forum				
11th	2.5	Forum				
12th	2.5	Forum				

CHICO GRADUATION PLAN

Student _____ Date _____

History of Consciousness	7.5	1 Studio each year (UC--)			
9th	2.5	History of Technology			
10th	2.5	History of Religion			
11th	2.5	History of Consciousness			
Math Elective	10	1 Block each year(UC--)			
9th	2.5	Statistics and Probability			
10th	2.5	Combinatorics			
11th	2.5	Symbolic Logic			
12th	2.5	Projective Geometry			
TOTAL	320		TOTAL UNITS	COMPLETED	NEEDED

0 0

Other Information

CAHSEE English _____
 CAHSEE Math _____
 Algebra Proficient _____
 Special Needs _____

 Schools Attended _____

Algebra A is not designed to meet UC--A-G Requirements

Scope and Sequence

Chico Green School

English: Ninth Grade
2011/2012

Prepared By: Michele Morgan

Unit	Skills/Knowledge	Standards Addressed
Opening	In the opening unit we will be conducting, writing, and presenting peer interviews, analyzing a short story, taking sample STAR test questions and being introduced to logical fallacies. Students will ask appropriate questions, take notes, formulate a brief compelling biography, and present this orally. In reading the short story students will understand the character's differing points of view, look at how the author achieved these differences and evaluate the legitimacy of the authorial point of view in light of logical fallacies. Released STAR test questions will give students and teacher direction in their learning.	9WC1.0-1.4, 9RC2.7, 9RC2.8, 9RL3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.11, 9WS1.1, 1.2
<u>To Kill a Mockingbird</u> (TKAM)	We will read TKAM, answer comprehension questions, taking frequent quizzes, studying a poetry unit with vocabulary enhancement and designing a final project consisting of developing a class newspaper based on events in TKAM. Students will examine the novel and time period in depth and see development of character, foils, look at the most meaningful lines/diction in the novel and answer morally relevant questions.	9W1.1, 1.2, 9RC2.0-2.6, 9RL3.0-3.12, 9RW1.0, 1.1, 1.2

<p><u>Wave</u></p>	<p>We will look at reasons for discrimination and identify types of prejudice (including that of mental illness) in our society. Using logical fallacies we will examine persuasion and its many forms. We will connect persuasion with forms used in current media. We will watch part of the films <u>The Corporation</u>, <u>Manufacturing Consent</u>, and/or <u>Collapse</u>. Students will write a five-paragraph essay comparing and contrasting <u>Wave</u> and commercial persuasion.</p> <p>Students will use comparison and contrast to understand social movements from the 1930's through today and look at ways commercial society persuades individuals through inclusion and exclusion. Students will become more aware of their social environment and media influences.</p>	<p>9RW1.0-1.3, 9RC2.0-2.8, 9RL 3.0-3.12, 9WS1.0-1.9, 9WC1.0-1.5</p>
<p><u>Persepolis</u></p>	<p>We will start with a brief history of Persia and an overview of customs of East and West, looking at the influences of Islam, Judaism, and Christianity. We will then examine our own beliefs about the Middle-East in light of current conflict and one girl's life experience. Students will still answer comprehension questions and analyze points of view etc. Students will create their own biographical fable/cartoon of their tribulations within society and share these with the class. Students will identify beliefs about the people of the Middle East and the religion of Islam. Students will reassess their beliefs using logical fallacies and identify influences that reinforce or weaken their beliefs.</p>	<p>9WS1.0-1.9</p>

<p><u>Things Fall Apart</u></p>	<p>We will study a brief History of colonialism (especially that of the British in Africa) then read <u>Things Fall Apart</u>. We will examine values and changing attitudes including attitudes toward women. We will be writing many evaluative papers and looking at how colonialism affected world views and the soul of America. Students will study past and current cultural changes with attention to ideas of colonialism/empire from ancient Rome to modern China.</p>	<p>9RC2.0-2.8, 9RL3.0-3.12, 9WS1.0-1.9, 9WC1.0-1.5</p>
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Scope and Sequence

Chico Green School

English: Tenth Grade
2011/2012

Prepared By: Michele Morgan

Unit	Skills/Knowledge	Standards Addressed
<p>Mythology</p>	<p>We will look at an overview of creation myths from different cultures and how these stories help explain universal human questions. We will look briefly at the culture of ancient Greece and compare/contrast their culture with that of modern America and Europe. We will look at the pantheon of Greco-Roman and Norse gods especially as the latter is referenced in Tolkien's <u>Rings</u> series. We will use <u>Bulfinch's Mythology</u> and Campbell's <u>The Power of Myth</u> as references. Students will write a paper showing how the myth stories have reference and relevance in the modern world.</p>	<p>10RW1.0-1.3, and 10RL3.0-3.12</p>
<p><u>The King Must Die</u></p>	<p>We will read Renault's <u>The King Must Die</u> and further explore the human frailties present in every hero. We will interview someone we consider heroic and elaborate on their heroic journey as well as the quality they consider to be their "Achilles heel". These interviews will be illustrated and presented to the class.</p>	<p>Standards Addressed: 10RW1.0-1.3, 10RL3.0-3.12, and 10WS1.0-1.9</p>
<p><u>The Greek Treasure</u></p>	<p>We will read Stone's <u>The Greek Treasure</u> and examine changes in scientific evidence, the power of belief and the force of will. We will see evidence of the power of myths changing lives. Students will give a précis on the life and work of other explorer/adventurers and present their findings.</p>	<p>10RC2.0-2.8, 10WS1.0-1.9, and 10WC1.0-1.5</p>

Scope and Sequence

Chico Green School

English: Eleventh Grade
2011/2012

Prepared By: Michele Morgan

Unit	Skills/Knowledge	Standards Addressed
American Literature Survey (1472-1890)	We will look in-depth at a few authors and sample many authors from the Puritans to the Realists concentrating on the Romantics and Transcendentalists. We will listen to Mather, Franklin, Bradford, Bradstreet, Irving, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickenson, Twain, Jewett, Chopin, and Frost. Students will choose one American author, read two works and write a research paper connecting the author's times and life to their style and themes.	11RL3.0-3.9, 11RC2.0-2.6, 11WS1.0-1.9, and 11WC1.0-1.2
<u>The Adventures of Huckleberry Finn</u>	We will read Twain's <u>Huckleberry Finn</u> with an eye toward themes of prejudice, morality, education, civilization versus nature, maturity, romance, friendship, legality versus integrity and the symbol of the Mississippi in this anti-hero's heroic journey. Students will also analyze the diction and folk beliefs inherent in this story.	11RW1.0-11RW1.3 and 11RL3.0-11RL3.9
<u>Twelve Years a Slave</u>	We will read Northup's <u>Twelve Years a Slave</u> . Students will read the unusual first-hand account of a mature free man with a family who was kidnapped and sold into slavery. They will look at the mentality of master/slave relationships, family impact, and the economic hierarchy of plantation life. They will compare the experience of Solomon Northup with that of Frederick Douglas and Linda Brent.	11RC2.0-2.6, 11WS1.0-1.9, and 11WC1.2

<u>And Still We Rise</u>	We will finish the eleventh grade with <u>Corwin's And Still We Rise</u> . Students will come to some understanding of the benefits, responsibilities, and limitations of freedom and education. The will gather evidence of the social impact of education on crime and present their findings. They will also look at the variety of teaching styles and critique their education and instructors. They will answer questions about "giftedness" and the priority of gifts. We will use Gladwell's <u>Blink</u> and his <u>Outliers</u> .	11RW1.0-1.3, 11RC2.0-2.6, 11WS1.0-1.9, and 11WC1.0-1.2
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Scope and Sequence

Chico Green School

English: Twelfth Grade
2011/2012

Prepared By: Michele Morgan

Unit	Skills/Knowledge	Standards Addressed
<p><u>Spell of the Sensuous</u></p>	<p>We will read Abram's <u>Spell of the Sensuous</u> in conjunction with Wilson's <u>The Future of Life</u>. We will summarize a debate between these authors' views and methods of presentation. We will learn about phenomenology and try to conceive of early oral, pre-alphabetic cultures. We will grapple with questions such as: How has literacy affected human development? What can we do to ensure not just a sustainable future but a viable, thriving future for ourselves and the planet? Is the self really separate from its environment? How are we permeable? What is the role of silence and space in poetry, music, art and self? What is the role of science in human evolution? We will look at Gladwell's <u>Blink</u> in looking at the influence of our intuitions and unconscious beliefs for better and worse.</p>	
<p><u>Siddhartha</u></p>	<p>We will incorporate much philosophy and some psychology in this unit. We will briefly examine epistemology, ontology, metaphysics, ethics and aesthetics as systems of knowledge through which to view the self and the world. We will look at expression and touch on existentialism, surrealism and expressionism. We will look at Buddhism and Hinduism as philosophies of life before reading Hesse's <u>Siddhartha</u>. We will examine the roles and attitudes of guru, disciple and experiential learner. We will look at life as a process of abandoning old perceptions and embracing new revelations. We will examine the role of emotion in moral</p>	

Media Unlimited

education. We will see that the forces of destruction often run parallel to those of creation. We will examine the nature of wisdom and the processes by which it has been gained. (What is wisdom? In what areas of your life have you gained glimmers of wisdom? Has anyone led you to greater insight?) We will partner with art classes to illustrate found poems from Siddhartha.

In this unit we will become more aware of the influence of media on our lives and therefore more self-aware. We will use Gitlin's Media Unlimited as a gateway into examining prevalence and awareness of various media. We will answer questions such as: Who am I in terms of family, school, friends and culture? How do I create sense from the world of inputs that surround me and in what ways do I communicate with the world? What are my rights and responsibilities in terms of community, culture and economy? We will learn to be critical of the myth messages of popular culture such as we are in danger and need protection at the cost of our freedom, stuff bestows happiness, we are inadequate physically and the myth of the benign and humane corporation. We will learn to find and examine inferences, examine the credibility of sources and look for "spin": implicit and explicit messages targeted to a specific audience. We will learn the most important question: why? We will keep a media diary with reflections and critical thinking and record the effect of a "media-free" day if that is possible.

Class: Algebra 1

Monday-Friday, 45 minutes

Unit	Knowledge	Skills " I know"	Standard addressed
1 (three weeks)	<u>Beginning algebra</u> <ul style="list-style-type: none"> • Verbal expressions • Order of operations • Sets of numbers • Adding and subtracting rational numbers • Multiplying rational numbers • Dividing rational numbers • The Distributive property 	I know & can use the vocabulary of arithmetic: rational numbers, integers, evaluate, simplify, opposite, reciprocal.	1.0 25.0
2 (three weeks)	<u>Equations</u> <ul style="list-style-type: none"> • One-step equations • two-step equations • multi-step equations • Absolute value equations • Distance, Rate, time Word problems • Work word problems. 	I can simplify expressions, solve equations and equations with absolute value, solve multistep problems, including word problems and provide justification for each step.	2.0 3.0 4.0 5.0 25.0
3	<u>Inequalities</u> <ul style="list-style-type: none"> • Graphing single-variable ineq. • One-step inequalities • Two-step inequalities • Multistep inequalities • Absolute value inequalities 	I can solve inequalities with one variable.	3.0 4.0 5.0
4 (Two weeks)	<u>Proportions and Percent</u> <ul style="list-style-type: none"> • Solving proportions • Percents • Percent of change • Mixture word problems • Work word problems 	I can apply algebraic techniques to solve rate, work and percent mixture problems.	15.0
5	<u>Linear equations and Inequalities</u> <ul style="list-style-type: none"> • Slope • Graphing linear equations • Writing linear equations • Graphing linear equations • Graphing Absolute value equations 	I can graph linear equations and compute the x and y intercepts, sketch the lines defined by linear inequalities. I can verify that a point a point lies on a line, given	6.0 7.0 25.0

		the equation of a line.	
6	<u>System of equations and inequalities</u> <ul style="list-style-type: none"> Solve by graphing Solve by elimination Solve by substitution Graphing SOE Word Problems 	I understand the relationship of parallel lines and perpendicular lines. I can solve a system of two linear equations algebraically, represent it on a graph and sketch the solution sets.	8.0 9.0
7 (Three weeks)	<u>Exponents & polynomials</u> <ul style="list-style-type: none"> Property of exponents Graphing exponential functions Naming Adding and subtracting Multiplying & dividing 	I can apply the rules of exponents, add, subtract, multiply and divide polynomials, rational expressions and functions, simplify fractions with polynomials.	2.0 10.0 11.0 12.0
8 (four weeks)	<u>Factoring and quadratic functions</u> <ul style="list-style-type: none"> Common factors Quadratic expressions Special cases By grouping Graphing Solving equations by factoring Solving equations with the quadratic formula The discriminant Completing the square Solving equations by completing the square 	I can solve a quadratic equation by factoring or completing the square. I know the quadratic formula and recognize its proof by completing the square. I can graph quadratic functions using a calculator and know that their roots are the x-intercepts.	14.0 19.0 20.0 21.0 22.0 23.0 25.0
9	<u>Radical expression</u> <ul style="list-style-type: none"> Simplifying single radicals Adding and subtracting Multiplying and dividing equations 	I can simplify radical expressions using various operations and solve equations with radical expressions.	2.0
10	<u>Rational expressions</u> <ul style="list-style-type: none"> simplifying multiplying and dividing Adding and subtraction equations 	I can simplify rational expressions using all operations. "With help" I can solve equations with rational numbers.	13.0

Algebra 1

Course Syllabus

Mr. Gilmore

Phone: N/A

E-mail: dgilmore@chicogreenschool.org

Website: sites.google.com/a/chicogreenschool.org/algebra

Chico Green School

2412 Cohasset Road, 2

Chico, CA 95926

Textbook:

CPM (College Preparatory Mathematics)

Prerequisites:

Students should be familiar with all integer operations as well as all operations with fractions, decimals and percents. Students should be familiar with drawing and setting up basic mathematical model from a written or practical problem.

Course Description:

This course is designed to strengthen the student's number sense as well as the understanding of basic properties of the real numbers and the use of algebraic models to solve real-world applications involving linear functions, polynomial and nonlinear functions, as well as radical expressions and equations.

Grading Policy:

Each student's grade is based on a percentage scale of the class. Please review the following:

Category	Percentage
Assignments	20%
Quizzes	20%
Chapter Assessments	40%
Midterms	20%

Letter Grade	Percentage
A	90% – 100.0%
B	80% – 89.99%
C	70% – 79.99%
D	60% - 69.99%
No Credit (NC)	< 60%

Students will be expected to participate in class by asking questions and be successful with all of the homework and classwork assigned throughout the year. Practice is important to the mastery of skills and concepts in mathematics, and all assigned work is given for the purpose of preparing students for success in future math classes and college.

Quizzes will be given on a regular basis and they are based on the objectives covered. Chapter assessments will be given at the end of each chapter and they will be based on the California State Standards. Midterms are given at the end of Unit 2 and Unit 4 and they will be accumulative. In order to pass the class, the student must achieve 60% or higher as an overall grade in the class. However, it is

strongly recommended that the student achieve 70% or higher as an overall grade in the class prior to moving on to the next math level.

Classroom Policies:

Homework: Students will be given homework on most nights. The average time students will spend on homework will be approximately 30 minutes. However, there will be nights when homework will not be assigned as well as nights when the time it takes to complete homework will be more than 45 minutes. Students will learn to be flexible and do an excellent job on their homework so that they are prepared for the level of academic rigor at the University level.

Late Work: Late work will not be accepted. If a student is absent, they will need to make an appointment with the teacher to discuss about making up the missing work.

Bathroom: Please use the bathroom during your break. If it is an emergency, then excuse yourself without making it a disruption to your fellow students.

Tardy: If you are tardy, do not disrupt the flow of class. If you are tardy more than twice, a teacher and student conference will be called to discuss the tardiness issue.

Late: Late is defined as missing more than the first 5 minutes of class. If a student is late, they will need to make up for the time lost after school.

Absent: Absent is defined as not being present. If a student is absent, they will need to make an appointment with the teacher to discuss about making up the missing work.

Cheating: There is zero tolerance for cheating. If a student is cheating, they will receive a zero for that particular assignment.

Materials:

To be successful in this class, you need to be prepared everyday with the following materials:

- 1) Functioning pencils and erasers.
- 2) Three-hole-punched binder papers. Graph paper is recommended for graphing.
- 3) An organized binder for math.

Behavioral Expectations:

Chico Green students are well-prepared, hard-working, respectful, positive, and contributors to their community. Chico Green School is a community that prepares students for success in college and the professional world. Thus, there are expectations I have for my classroom. I expect students to meet and surpass these expectations, as I am committed to a classroom of hard work and success. The following is what I expect of my students:

1) Work hard and be nice

- This course will be challenging, and students will use every resource available to them to understand and master the material.
- A learning community shows support for each other in all situations, especially when we disagree.

2) Raise your hand to ask and answer questions

- When a student has a question or comment, I will know to call on them when they raise their hand. Please do not call out the answer. Practice self-control.

3) Listen to the ONE person who is talking

- I promise to listen attentively when I have called on a student to speak. Therefore, all of us, students and teacher, will listen attentively when someone is speaking.

If there are any questions or concerns about these expectations, please contact me and I would love to hear from you.

Teacher/Parent/Student Contract

I have developed policies and procedures that are meant to produce character in the student and mastery of the course objectives. I will do my very best to be a resource for every student by providing high-quality instruction.

Teacher's Name: _____

Teacher's Signature: _____

We the parent/guardian and child (student), have read and understand all of the above-stated information and will try, to the best of our abilities, to do all that is stated in the information on these pages.

Parent/Guardian' Name: _____

Parent/Guardian's Signature: _____

Child's (Student's) Name: _____

Child's (Student's) Signature: _____

Please print the following information:

Parent/Guardian's E-mail: _____

Parent/Guardian's Home Phone: _____

Parent/Guardian's Work Phone: _____

Parent/Guardian's Mobile Phone: _____

What is the primary language of your household? _____

Is English spoken by the parent/guardian of the household? _____

Scope and Sequence

Class: Geometry

Class Type: Mathematics

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
1	Basic Geometric Figures Postulates and Theorems	Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	1.0 3.0
2	Conditionals 2-Column Proofs Angles Perpendicular Lines	Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. Students write geometric proofs, including proofs by contradiction. Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.	1.0 2.0 3.0

Scope and Sequence

<p>3</p> <p>Parallel Lines</p> <p>Triangles</p> <p>Polygons</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p> <p>Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p>7.0</p> <p>Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.</p> <p>13.0</p>
<p>4</p> <p>Triangles</p> <p>Congruence</p> <p>Congruent Triangles</p> <p>The Triangle Inequality</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p> <p>Students prove basic theorems involving congruence and similarity.</p> <p>4.0</p>

Scope and Sequence

		<p>Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</p> <p>5.0</p>	
		<p>Students know and are able to use the triangle inequality theorem.</p> <p>6.0</p>	
		<p>Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p> <p>12.0</p>	
<p>5 Parallel Lines Quadrilateral Parallelograms Trapezoids</p>		<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p>	
		<p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p>	
		<p>Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.</p> <p>13.0</p>	

Scope and Sequence

<p>6</p> <p>Indirect Proof</p> <p>Proportions</p> <p>Similar Figures</p> <p>Similar Triangles</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p> <p>Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p> <p>3.0</p> <p>Students prove basic theorems involving congruence and similarity.</p> <p>4.0</p> <p>Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</p> <p>5.0</p> <p>Students know and are able to use the triangle inequality theorem.</p> <p>6.0</p>
<p>7</p> <p>Similarity in Right Triangles</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p>

Scope and Sequence

Pythagorean Theorem

Special Right Triangles

Trigonometric Ratios

Students write geometric proofs, including proofs by contradiction.

2.0

Students prove basic theorems involving congruence and similarity.

4.0

Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

5.0

Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

12.0

Students prove the Pythagorean theorem.

14.0

Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

15.0

Scope and Sequence

	<p>Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.</p> <p>18.0</p> <p>Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.</p> <p>19.0</p> <p>Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.</p> <p>20.0</p>
<p>8 Circles</p> <p>Arcs</p> <p>Angles related to Circles</p> <p>Lines and Segments related to Circles</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p>

Scope and Sequence

		Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.	21.0
9	Geometric Constructions	<p>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p>	1.0 2.0
10	Area of Polygons	Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.	16.0
	Area of Circles Arc Length Area of Sectors	Students write geometric proofs, including proofs by contradiction.	1.0 2.0

Scope and Sequence

	<p>Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p>	8.0
	<p>Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p>	10.0
	<p>Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p>	11.0
11 Surface Area of Solids	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p>	1.0
Volume of Solids	<p>Students write geometric proofs, including proofs by contradiction.</p>	2.0
	<p>Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p>	8.0

Scope and Sequence

	<p>Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.</p> <p>9.0</p> <p>Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p> <p>10.0</p> <p>Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p> <p>11.0</p>
<p>12 Coordinate Geometry</p>	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>1.0</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>2.0</p>

Scope and Sequence

	<p>Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</p> <p>Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</p>	8.0
13 Transformations	<p>Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>Students write geometric proofs, including proofs by contradiction.</p> <p>Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</p>	22.0
		1.0
		2.0
		22.0

Class: Combinatorics

Class Type: Mathematics Block

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
	Set Theory	<p>Students of understand the definition and properties of a set of data.</p> <p>Students can identify set containment.</p> <p>Students can apply knowledge about given sets and subsets to the solutions of word problems.</p> <p>Students will know how to perform algebraic operations on sets.</p> <p>Students will understand the connections of algebra of sets to functions and limits.</p> <p>Students will apply algebra of sets to problems involving conditionals, compound statements and Venn diagrams.</p> <p>Students will apply knowledge of algebra of sets to the solutions of word problems.</p>	<p>Algebra I: 1.0, 1.1</p> <p>Algebra II: 22.0, 24.0, 25.0</p> <p>Calculus: 1.1</p>

Scope and Sequence

	<p>Combinations and Permutations</p>	<p>Students will be able to use arithmetic principles to compute combinations and permutations.</p> <p>Students will apply problem-solving techniques using combinations and permutations to solve word problems.</p> <p>Students will demonstrate an understanding of real world applications of combinations and permutations.</p>	<p>Algebra II: 18.0, 19.0</p>
	<p>Probability and Randomness</p>	<p>Students will use combinations and permutations to determine the probability of given events.</p>	<p>Algebra II: 18.0, 19.0 Probability and Statistics: 1.0, 2.0, 3.0</p>

Differentiations:

Passing Requirements:

Accommodated students will be offered a support period at the conclusion of the block with the opportunity for one on one support with their main lesson book.

Assisted

Accommodated students may opt for a modified workload requiring 20% less work.

Accommodated students will have their main lesson books assessed by a differentiated assessment rubric.

Scope and Sequence

	<p>Accommodated students with a qualifying IEP or 504 plan will receive the accommodations as outlined in said IEP or 504 plan.</p>
<p>Regular (Non-Assisted, Non-Honors)</p>	<p>Students will complete assignments and have their main lesson book assessed as outlined in the block syllabus.</p>
<p>Honors</p>	<p>Honors students will have their main lesson book assessed as outlined by a more rigorous Honors rubric. Honors students will complete an essay component of the main lesson block.</p>

Scope and Sequence

Class: Algebra II

Class Type: Mathematics Track

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
1	Properties of Real Numbers Solving Equations Solving Inequalities	Students solve equations and inequalities involving absolute value. Students use properties from number systems to justify steps in combining and simplifying functions.	1 25
2	Probability Relations and Functions Absolute Value Functions Families of Functions	Students solve equations and inequalities involving absolute value. Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y = a(x-b)^2 + c$.	1 9
3	Two-Variable Inequalities Systems of Equations Linear Programming	Students solve equations and inequalities involving absolute value. Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	1 2
4	Matrices	Students solve equations and inequalities involving absolute value. Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	1 2

Scope and Sequence

5	<p>Quadratic Functions</p> <p>Parabolas</p> <p>Completing the Square</p> <p>The Quadratic Formula</p>	<p>Students solve equations and inequalities involving absolute value.</p> <p>Students are adept at operations on polynomials, including long division.</p> <p>Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.</p> <p>Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula.</p> <p>Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p>	1
6	<p>Roots, Zeros, Minima and Maxima</p> <p>Solving Polynomial Equations</p> <p>The Fundamental Theorem of Algebra</p> <p>Combinations and Permutations</p>	<p>Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x-b)^2 + c$.</p> <p>Students graph quadratic functions and determine the maxima, minima, and zeros of the function.</p> <p>Students solve equations and inequalities involving absolute value.</p> <p>Students are adept at operations on polynomials, including long division.</p>	10
			3

Scope and Sequence

The Binomial Theorem	<p>Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.</p> <p>Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula.</p> <p>Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p> <p>Students graph quadratic functions and determine the maxima, minima, and zeros of the function.</p> <p>Students use fundamental counting principles to compute combinations and permutations.</p> <p>Students use combinations and permutations to compute probabilities.</p> <p>Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.</p>	4 8 10 18 19 20
7 Powers and Exponents Complex Numbers The Complex Number Plane	<p>Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.</p> <p>Students add, subtract, multiply, and divide complex numbers.</p>	5 6

Scope and Sequence

<p>Algebra of Functions Composition of Functions</p>	<p>Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p>	8
<p>Inverse Functions</p>	<p>Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p>	12
	<p>Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.</p>	15
	<p>Students use fundamental counting principles to compute combinations and permutations.</p>	18
	<p>Students use combinations and permutations to compute probabilities.</p>	19
	<p>Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.</p>	24
<p>8 Exponential Functions Logarithms</p>	<p>Students solve equations and inequalities involving absolute value.</p>	1

Scope and Sequence

	<p>Students prove simple laws of logarithms.</p>	11
	<p>Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p>	11.1
	<p>Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.</p>	11.2
	<p>Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p>	12
	<p>Students use the definition of logarithms to translate between logarithms in any base.</p>	13
	<p>Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.</p>	14
	<p>Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.</p>	15
9	<p>Inverse Variation Rational Functions</p>	1

Scope and Sequence

Rational Expressions	Students are adept at operations on polynomials, including long division.	3
Probability of Multiple Events	Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.	4
	Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.	7
	Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.	15
	Students use fundamental counting principles to compute combinations and permutations.	18
	Students use combinations and permutations to compute probabilities.	19
	Students use properties from number systems to justify steps in combining and simplifying functions.	25
10 Conic Sections	Students solve equations and inequalities involving absolute value.	1

Scope and Sequence

	<p>Students are adept at operations on polynomials, including long division.</p>	3
	<p>Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.</p>	7
	<p>Students graph quadratic functions and determine the maxima, minima, and zeros of the function.</p>	10
	<p>Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.</p>	16
	<p>Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.</p>	17
	<p>Students apply the method of mathematical induction to prove general statements about the positive integers.</p>	21
	<p>11 Inductions</p>	
	<p>Series</p>	

Scope and Sequence

Sequences

Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.

22

Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.

23

Scope and Sequence

Class: Symbolic Logic

Class Type: Mathematics Block

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
	Conditionals	<p>Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p> <p>Students will be able to identify conditionals and their parts.</p> <p>Students will be able to construct a truth table and use it to judge the validity of a logical argument.</p> <p>Students will understand how to construct converses, inverses and contrapositives and what their relationships are to a given conditional.</p>	Geometry 1.0, 3.0
	Converse, Inverses, Contrapositives	<p>Students will be able to construct truth tables for a converse, inverse and contrapositive and use them to show their relationships to a given conditional.</p>	Geometry 1.0, 3.0
	Compound Statements	<p>Students will be able to identify a variety of compound statements.</p>	Geometry 1.0, 3.0

Scope and Sequence

<p>Students construct and judge the validity of a logical argument in the form of a compound statement and give counterexamples to disprove a statement.</p> <p>Students will be able to construct truth tables for compound statements and use them to determine the validity of given compound statements.</p>	
<p>Students of understand the definition and properties of a set of data.</p>	Algebra I: 1.0, 1.1
<p>Students can identify set containment.</p>	Algebra II: 22.0, 25.0
<p>Students can apply knowledge about given sets and subsets to the solutions of word problems.</p>	
<p>Students can set up and organize Venn diagrams of 2 or more sets.</p>	Geometry 1.0, 3.0
<p>Students can use information about given sets and subsets to organize data into Venn diagrams.</p>	Algebra I: 1.0, 1.1

Sets

Venn Diagrams

Scope and Sequence

	<p>Algebra of Sets</p> <p>Students can use knowledge about a given Venn diagram to identify elements of sets and subsets.</p> <p>Students can apply knowledge about given Venn diagrams to the solutions of word problems.</p> <p>Students can create their own Venn diagrams to solve word problems.</p> <p>Students will know how to perform algebraic operations on sets.</p> <p>Students will understand the connections of algebra of sets to functions and limits.</p> <p>Students will apply algebra of sets to problems involving conditionals, compound statements and Venn diagrams.</p> <p>Students will apply knowledge of algebra of sets to the solutions of word problems.</p>	<p>Algebra II: 22.0. 25.0</p> <p>Algebra II: 24.0</p> <p>Calculus: 1.1</p>
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Scope and Sequence

Differentiations:	Passing Requirements:
<p>Assisted</p>	<p>Accommodated students will be offered a support period at the conclusion of the block with the opportunity for one on one support with their main lesson book.</p> <p>Accommodated students with a qualifying IEP or 504 plan will receive the accommodations as outlined in said IEP or 504 plan.</p> <p>Accommodated students may opt for a modified workload requiring 20% less work.</p> <p>Accommodated students will have their main lesson books assessed by a differentiated assessment rubric.</p>
<p>Regular (Non-Assisted, Non-Honors)</p>	<p>Students will complete assignments and have their main lesson book assessed as outlined in the block syllabus.</p>
<p>Honors</p>	<p>Honors students will have their main lesson book assessed as outlined by a more rigorous Honors rubric.</p> <p>Honors students will complete an essay component of the main lesson block.</p>

Scope and Sequence

<p>2</p> <p>Functions</p> <p>Trigonometric Functions</p> <p>Graphs of Trigonometric Functions</p> <p>Function Transformations</p> <p>Algebra of Functions</p> <p>Composition of Functions</p> <p>Inverse Functions</p>	<p>Students solve equations and inequalities involving absolute value.</p> <p>Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x-b)^2 + c$.</p> <p>Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.</p> <p>Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.</p>	<p>Algebra II:</p> <p>1</p> <p>9</p> <p>24</p> <p>Trigonometry:</p> <p>4</p>
<p>3</p> <p>Quadratic Functions</p> <p>Polynomial Functions</p> <p>Rational Functions</p> <p>Complex Numbers</p>	<p>Students solve equations and inequalities involving absolute value.</p> <p>Students are adept at operations on polynomials, including long division.</p>	<p>Algebra II:</p> <p>1</p> <p>3</p>

Scope and Sequence

Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

4

Students add, subtract, multiply, and divide complex numbers.

5

Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.

6

Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

7

Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

8

Scope and Sequence

		<p>Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x-b)^2 + c$.</p>	9
4	<p>One-to-One Functions Inverse Functions Exponential Functions</p>	<p>Students solve equations and inequalities involving absolute value.</p> <p>Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p>	<p>Algebra II: 1</p>
5	<p>Exponential Growth and Decay Angles Trigonometric Functions The Unit Circle Graphs of Trigonometric Functions</p>	<p>Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.</p> <p>Students know the definition of sine and cosine as y- and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.</p> <p>Students know the identity $\cos^2(x) + \sin^2(x) = 1$:</p>	<p>12 1 2 3</p>

Scope and Sequence

	<p>Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.</p> <p>Students know the definitions of the tangent and cotangent functions and can graph them.</p> <p>Students know the definitions of the secant and cosecant functions and can graph them.</p> <p>Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line.</p> <p>Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.</p> <p>Students use trigonometry to determine unknown sides or angles in right triangles.</p> <p>Students are adept at using trigonometry in a variety of applications and word problems.</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>9</p> <p>12</p> <p>19</p>
6 Trigonometric Identities	<p>Students know the identity $\cos^2(x) + \sin^2(x) = 1$:</p>	3

Scope and Sequence

Trigonometric Formulas Inverse Trigonometric Functions

Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).

3.1

Students prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) = 1$. For example, students use this identity to prove that $\sec^2(x) = \tan^2(x) + 1$.

3.2

Students know the definitions of the inverse trigonometric functions and can graph the functions.

8

Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.

9

Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/or simplify other trigonometric identities.

10

Scope and Sequence

		<p>11</p> <p>Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities.</p>
	<p>7 Solving Right Triangles</p> <p>Law of Sines</p> <p>Law of Cosines</p>	<p>12</p> <p>Students use trigonometry to determine unknown sides or angles in right triangles.</p> <p>19</p> <p>Students are adept at using trigonometry in a variety of applications and word problems.</p>
		<p>1</p> <p>Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.</p>
		<p>5</p> <p>Students know the definitions of the tangent and cotangent functions and can graph them.</p>
		<p>6</p> <p>Students know the definitions of the secant and cosecant functions and can graph them.</p>
		<p>8</p> <p>Students know the definitions of the inverse trigonometric functions and can graph the functions.</p>

Scope and Sequence

	<p>Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.</p>	9
	<p>Students use trigonometry to determine unknown sides or angles in right triangles.</p>	12
	<p>Students know the law of sines and the law of cosines and apply those laws to solve problems.</p>	13
	<p>Students determine the area of a triangle, given one angle and the two adjacent sides.</p>	14
	<p>Students are adept at using trigonometry in a variety of applications and word problems.</p>	19
8	<p>Polar Coordinates</p>	1
	<p>Polar Equations Complex Number Plane</p>	2
	<p>Vectors</p>	

Scope and Sequence

Students know the definitions of the tangent and cotangent functions and can graph them.

5

Students know the definitions of the secant and cosecant functions and can graph them.

6

Students know that the tangent of the angle that a line makes with the x -axis is equal to the slope of the line.

7

Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.

9

Students use trigonometry to determine unknown sides or angles in right triangles.

12

Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.

15

Students represent equations given in rectangular coordinates in terms of polar coordinates.

16

Scope and Sequence

		<p>Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.</p> <p>Students know DeMoivre's theorem and can give nth roots of a complex number given in polar form.</p>	17
<p>9 Conic Sections</p> <p>Parametric Equations</p>		<p>Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.</p> <p>Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.</p>	16
<p>10 Systems of Equations</p> <p>Matrices</p> <p>Partial Fraction Decomposition</p>		<p>Students solve equations and inequalities involving absolute value.</p> <p>Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.</p>	17
		<p>Algebra II:</p>	1

Scope and Sequence

Sequences and Series The Binomial Theorem	Students use fundamental counting principles to compute combinations and permutations.	2
Combinations and Permutations Probability	Students use combinations and permutations to compute probabilities.	18
	Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.	19
	Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.	20
	Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.	22
		23
11 Exponential Functions Logarithms	Students solve equations and inequalities involving absolute value. Students prove simple laws of logarithms.	Algebra II: 1 11

Scope and Sequence

Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	11.1
Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.	11.2
Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.	12
Students use the definition of logarithms to translate between logarithms in any base.	13
Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.	14

Scope and Sequence

		<p>Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.</p>	15
<p>12 Limits</p>		<p>Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:</p>	<p>Calculus:</p>
<p>Continuity</p>		<p>Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.</p> <p>Students use graphical calculators to verify and estimate limits.</p> <p>Students prove and use special limits, such as the limits of $(\sin(x))/x$ and $(1-\cos(x))/x$ as x tends to 0.</p>	<p>1</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>

Scope and Sequence

		<p>Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.</p>	<p>2</p>
<p>13 Rate of Change</p>		<p>Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:</p>	<p>Calculus:</p>
<p>Derivatives</p>		<p>Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.</p>	<p>1 2</p>
		<p>Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:</p>	<p>4</p>
		<p>Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.</p>	<p>4.1 4.2</p>

Scope and Sequence

Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.

4.4

Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.

7

Students compute derivatives of higher orders.

9

Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

10

Students know Newton's method for approximating the zeros of a function.

11

Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.

Scope and Sequence

		Students use differentiation to solve related rate problems in a variety of pure and applied contexts.	12
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Scope and Sequence

Class: Projective Geometry

Class Type: Mathematics Block

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
	Asymptotes	Students find the roots and poles of a function and can graph the function and locate its asymptotes.	Mathematical Analysis: 6.0
	Limits	Given a graph of a functions, students can identify asymptotes and discontinuity.	Calculus: 2.0
		Students know the definition of a limit.	Calculus: 1.0
		Students can determine limits graphically.	
	Limits and Infinity	Students can use a graph to determine limits involving infinity.	Calculus: 1.0
		* Honors / Advanced students can use algebraic techniques to determine limits involving infinity.	
	Conic Sections	Students can algebraically and graphically identify conic sections.	Mathematical Analysis: 5.0

Scope and Sequence

<p>Students can identify asymptotes of conic sections.</p>	Algebra II: 16.0
<p>Students can use the asymptotes of conic sections to answer questions about limits.</p>	Calculus: 1.0
<p>Students can identify vanishing lines in graphical models.</p>	Geometry 11.0, 17.0, 22.0
<p>Students can use vanishing lines to determine vanishing points in graphical models.</p>	Algebra I: 6.0, 7.0, 8.0
<p>Students can describe how vanishing lines affect perspective in graphical models.</p>	Geometry 1.0, 2.0, 3.0, 11.0, 17.0, 22.0
<p>Students will know Euclid's basic postulates and theorems.</p>	Geometry 1.0, 2.0, 3.0, 11.0, 17.0, 22.0
<p>Students will write geometric proofs.</p>	Geometry 1.0, 2.0, 3.0, 11.0, 17.0, 22.0
<p>Students will be able to use Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p>	Geometry 1.0, 2.0, 3.0, 11.0, 17.0, 22.0
<p>Students will determine whether or not a geometric figure can tile a plane.</p>	Geometry 8.0, 9.0, 10.0, 11.0, 22.0

Perspective, Vanishing Lines

Euclidean Geometry and the Cartesian Plane

The Golden Ratio, Tessellations and Fractals

Scope and Sequence

Students will know the definition of the Golden Ratio and regular tiling.

Algebra II: 22.0, 23.0

Students will use arithmetic and geometric sequences to describe fractals.

Calculus: 1.0, 1.1

Students will use limits to determine length, perimeter, area and volume related to the golden ratio, tessellations and fractals.

Students will use limits, Euclidean geometry, inductive proofs and proofs by contradiction to demonstrate basic Projective Geometry concepts.

Algebra I: 6.0, 7.0, 8.0

Projections to Infinity

Students will be able to describe the relationship between projections to infinity, vanishing lines and vanishing points.

Calculus: 1.0

Students will use linear functions to describe intersections at infinity.

Geometry: 1.0

Applications to Calculus

Calculus: 1.0, 1.1, 1.3, 3.0

Scope and Sequence

	<p>Applications to Physics</p>	<p>Students will use concepts of limits and infinity to describe significant mathematical topics such as trigonometric functions of 0 or 90 degrees, instantaneous rate of change, intermediate value theorem, density of sets, Riemann sums, etc.</p> <p>Students will describe how Projective Geometry allows the use of light as a point, center of mass and other such simplifications in physics computations.</p>	<p>Algebra 6.0, 7.0, 8.0</p> <p>Geometry: 8.0, 9.0, 17.0, 18.0</p> <p>Calculus: 1.0</p>
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Differentiations:

Passing Requirements:

<p>Assisted</p>	<p>Accommodated students will be offered a support period at the conclusion of the block with the opportunity for one on one support with their main lesson book.</p> <p>Accommodated students with a qualifying IEP or 504 plan will receive the accommodations as outlined in said IEP or 504 plan.</p>	<p>Accommodated students will have their main lesson books assessed by a differentiated assessment rubric.</p> <p>Accommodated students may opt for a modified workload requiring 20% less work.</p>
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Scope and Sequence

<p>Regular (Non-Assisted, Non-Honors)</p>	<p>Students will complete assignments and have their main lesson book assessed as outlined in the block syllabus.</p>
<p>Honors</p>	<p>Honors students will have their main lesson book assessed as outlined by a more rigorous Honors rubric. Honors students will complete an essay component of the main lesson block.</p>

Scope and Sequence

Class ___ Geography 9_Semester one _____ Class Type ___ Social Studies _____

Days/Hours ___ Track 2 Tuesday and Thursday _____

Unit	Knowledge	Skills--SWBAT	Standard Addressed
1. Map literacy 8/23-9/1	Orientation, organization, measurement, and cartography	read, use and draw maps	
2. From mitochondrial Eve to empire 6/6-9/15	Prehistoric migration patterns, Language groups, mitochondrial DNA, relationship of geography to land use, Arable land as scarce commodity,	Describe on a map the migration patterns of prehistoric humans, Trace the independent development of agriculture on several continents, Articulate the relationship between arable land and development of empires	
3. Land use Patterns 9/27-9/29	Agriculture, cities, and transportation	Describe typical development patterns from the coast up the river valleys to resource extraction	
4. Physical Features 10/4-10/6	Rivers, lakes, valleys, hills, mountains	Discuss which physical features affect land use and how they are shown on maps	
5. Cultural Revolutions 10/11-10/20	Agriculture, city states, empire, Columbian exchange, scientific/industrial, green, information	Understand the broad sweep change that brought humans from Neolithic hunter gathers, to the modern information society	10.3.4, 10.4.1, 11.8.7
6. Modern Migrations 10/25-11/3	To the new world and the USA, rural to urban, south to north, north to south	Plot and describe the modern migrations that shaped America	10.3.3, 10.3.5, 11.2.1, 11.2.2 11.2.3
7. Race, Culture, Ethnicity	What are race, culture, and ethnicity	Differentiate between race, culture, and ethnicity	
8. Patterns of Conflict 11/15-12/1	Modern conflicts are compared to colonial legacies	Trace modern conflicts to historical colonial holdings	10.4.1, 10.4.2
9. World Wars 12/6-12/15	Industrial powers fighting over colonies, markets, Resources and shipping routes--real estate	Identify and describe the major causes, and power shifts of the world wars	10.5.2, 10.8.3

Scope and Sequence

Class ___ Geography 9 Semester one Continued _____

Class Type ___ Social Studies _____

Days/Hours ___ Track 2 Tuesday and Thursday _____

Unit	Knowledge	Skills-SWBAT	Standard Addressed
10 . World trade since WWII 1/3-1/12	Pax Americana, The United States as world police--Robin Hood	Describe what the United States did to foster world Trade after WWII	10.10.1, 10.10.2, 10.10.3
11. It's a Wal-Mart World 1/17-1/26	Economic geography	Articulate how cheap oil fuels world trade	10.11

Scope and Sequence

Class ___ Geography 9 Semester two

Class Type ___ social Science_

Days/Hours ___ Track 2 T&TH

Unit	Knowledge	Skills-SWBAT	Standard Addressed
<p>12. Economic Global Empire</p>	<p>Physical geography of US in relation to world power, US dominates American hemisphere and establishes basis for world domination</p>	<p>Understand how US became a world Power</p>	<p>11.2.6, 11.4.1, 11.4.2, 11.4.3, 11.4.</p>
<p>13. Cheap Oil in the post WWII World</p>	<p>Cheap oil fuels world trade, labor becomes a world market, carbon use causes environmental degradation while fueling opulent lifestyles in first world countries</p>	<p>See the results of cheap oil policy</p>	<p>11.9.6, 11.8.6, 11.11.5</p>
<p>14. Pre-historic Carbon</p>	<p>The changes wrought by moving sequestered carbon to the atmosphere</p>	<p>Describe how carbon cycles work</p>	
<p>15. Beyond Carbon</p>	<p>A culture based on non-carbon energy sources</p>	<p>Begin to glimpse a world without carbon energy sources</p>	<p>11.11.7</p>

Scope and Sequence

Class World Cultures 10 _____ Class Type Social Studies _____

Days/Hours Track 3 Tuesday Thursday _____

Unit	Knowledge	Skills-SWBAT	Standard Addressed
1. Cultural Orientation 8/30-9/1	What is Culture and what it is not	Describe how culture has affected them	
2. Race, Culture, Ethnicity 9/6-9/8	Race, culture, ethnicity, creed, science, Philosophy	Discern how the components of culture are similar and different	
3. Human Origins 9/13-9/15	Out of Africa, mitochondrial DNA, archeology	Articulate human origins <i>visa vie</i> the Out of Africa model	
4. Africa 9/27-9/29	Original cultures of Africa	Describe the original cultures of Africa	
5. Middle East 10/4-10/6	Cradle of civilization, one God theory	Understand how Middle Eastern culture has influenced the world	
6. Asia 10/11-10/13	The most land, the most people, the tallest mountains	Relate how vast and diverse Asia and Asians are	
7. Australia and Oceana 10/18-10/20	Landscapes drive cultures	Understand how islands affect culture	
8. Europe 10/25-10/27	The mother of American culture has its origins in the Middle East, Asia, and Africa	See how Europe is an amalgamation of the waves of immigrants that have come before	
9. North America 11/1-11/3	Two distinct wave of Immigration, pre-contact original people	Understand that American Indian cultures are exceedingly diverse	
10. South America 11/8-11/10	A snap shot of 1491	Describe how South American cultures were manipulating their environment to a high degree pre-contact	
11. Age of Exploration	Unbalance of power caused by discovery of the New World	Articulate how European powers vie wealth of the New World	
12. Rise of Modern Empires	European and Asian powers establish colonial and then joined by the US economic empires	Understand how colonial power morphed into economic empire	10.4.1, 10.4.2, 11.4.4

Scope and Sequence

Class ___ World culture 10 continued

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills-SWBAT	Standard Addressed
13. Colonial Power	How colonial powers treated colonial people, how colonial people overthrew overseers	Understand colonial struggles	10.4.3, 10.4.4
14. Russia/USSR	Russia's rise to power and continued dominance of world affairs	Describe how Russia rose to power and remains today	10.5.3, 10.7.2, 10.7.3, 10.9.5
15. Germany	Germany is late to establish it self as a nation makes up for lost time	Illuminate how Germany Dominated world affair in the twentieth century	10.7.3, 10.8.5
16. China	Ancient power meets the modern world	Understand how china remade itself as a world power	10.9.4
17. United Kingdom and the United States	Anglo-American power dominates for two centuries	Describe how the UK and the US came to dominate world affairs	11.2.7, 11.3.3, 11.5.2
18. Two World Wars	Colonial disputes leads to two world wars and economic empires	Judge how economic empires were built out nineteenth century colonial relationships	10.5.4, 10.6.3, 10.8.6
19. Multi-National/Multi-Cultural	World trade requires tolerance in a non-tolerant world	Understand multi-cultural tolerance	10.9.2, 10.9.3, 10.9.6, 11.52,
20. Peace in our time?	Is peace possible?	Understand Justice	10.10.1, 10.10.2, 10.10.3, 11.3.3, 11.5.2, 11.5.3, 11.5.4

Scope and Sequence

Class ___ World culture 10 continued

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills-SWBAT	Standard Addressed
13. Colonial Power	How colonial powers treated colonial people, how colonial people overthrew overseers	Understand colonial struggles	10.4.3, 10.4.4
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20. Peace in our time?	Is peace possible?	Understand Justice	10.10.1, 10.10.2, 10.10.3, 11.3.3, 11.5.2, 11.5.3, 11.5.4

Class ___ History of Religion

Class Type ___ Social Science

Days/Hours ___ Main Lesson Block

Unit	Knowledge	Skills-SWBAT	Standard Addressed
1. What is Religion? 2. Religions of the Middle East 3. Hindu, Sikh, Buddhism 4. Tao, Confucianism, Shinto 5. Religion in the United States	Striving to find answers and meaning Greco-Roman, and the One God faiths Basics of the faiths arising in India Basics of the faiths of China and Japan The history and the culture-wars over religion	Understand the origins of religion Understand the origins of our religious history Describe the faiths originating in India Understand the faiths of China and Japan Discern the roll of religion in the US	10.1.1, 10.8.5, 10.9.6, 10.10.2 10.4.3 10.4.3, 10.4.4, 10.10.2 10.3.6, 11.2.7, 11.3.1, 11.3.2, 11.3.

Scope and Sequence

3, 11.3.4, 11.3.5, 11.5.3,

Popular Revolutions
The Rise and Fall of European Imperialism
10th Grade - World History - Fall semester block
Sept 7 - Oct 1

Day	Topic	Text/Source	Activity	Notes
M	Week One - AFRICA	1. PolR, social, econ, environ	causes of Eur imperialism - primary vs. secondary source - mapping exercises	
M	Week Two - China	C/C Greco-Roman values w/ Africans, Chinese, native Americans		
M	Week Three - AMERICAS	10.1 Spanish colonization in Amer	1. Vietnam - Truong Hien - Jimackton	
T	1. Phoebe Henry - map of Africa - White Man's Burden - Triangular Trade - Read Power of One, Bryan Courtney	10.4 Haitian Revolution	2. India - Devan Vra War	10.4 Johnny Got His Gun The Goat Forth
W	2. Berlin Conference - White Man's Burden - Read Power of One, Bryan Courtney	10.5 Independence Movements - Father Hidalgo - Ben Morth - Bolivar	2. The Great War RQ: Johnny Got His Gun	10.5: 10.6 Johnny Got His Gun
Th	Read except from Achaba - Group-Primary source document analysis	10.2 Opium Wars/ Taiping Rebellion	10.2 Rise of Nationalism	10.2 Force of One
F	With Colson - group activity - Read Power of One, p 1-56	2. Boxer Rebellion	10.4 Industrial Rev	
F	*SPRING semester**1910 to present Nation-state bldg Jan 18 - Feb 11	10.4 Industrial Rev	10.4 Industrial Rev	
M	Week One	Standard Week Two	Standard 4. French Rev	10.0. You'll be Killed Tomorrow The Underdog A Stone in my Hand Precedence by The He'll be Killed Tomorrow
M	Russian Rev RQ: Animal Farm	10.7 Decolonization of Middle East RQ: A Stone in my Hand	10.10. African Decolonization RQ: A Long Way Gone Rwanda	10.9. He'll be Killed Tomorrow The Underdog A Stone in my Hand Precedence by The He'll be Killed Tomorrow
T	WWII	10.8	Korea	
W	Cuban Rev	10.10.	10.9 Film: Hotel Rwanda	
Th	Communist Revolution China - Peoples Republic of China	10.9	10.9	
F	Indian Independence - Partition RQ: The Breadwinner	10.9	10.9	

10th grade Reading List

The Americas before and after European conquest
 11th Grade - History - Fall semester block
 Oct 26 - Nov 23

	Week One - Native American Cultures	Standard	Week Two - Revolution	Standard	Week Three - Sectionalism	Standard	Week Four - Reconstruction	Standard	11th grade reading list
M	1. Debt, racial, econ. evolution effects of Eur Imperialism - primary vs. secondary source - mapping territories	11.3.1.1 11.3.1.2 11.3.1.3	11.3.1.1 11.3.1.2 11.3.1.3	1. Slavery 1.1 - map of Africa - Triangular Trade	11.1.1, 11.1.2	11.1.1, 11.1.2	11.1.1, 11.1.2	11.1.1, 11.1.2	When the Elephant Dance Black Rain 1984, Orwell The Life School: Tales of Disappearance & Survival in Argentina The Zookeeper's Wife Bury My Heart at Wounded Knee
T	2. Tribes of NE / CA coast Growth of Br colonies	11.3.2.1 11.3.2.2	11.3.2.1 11.3.2.2	2. Articles of Confederation	11.1.1, 11.1.2	11.1.1, 11.1.2	11.1.1, 11.1.2	11.1.1, 11.1.2	
W	3. British colonists' Wars w/Natives Seven Yrs War/French-Indian Film: French & Indian War	11.3.3.1 11.3.3.2	11.3.3.1 11.3.3.2	3. Federalists vs Anti-Fed	11.1.3 11.1.3	11.1.3 11.1.3	11.1.3 11.1.3	11.1.3 11.1.3	
Th	Colonial responses to Fr-Indian War End of Era of Salutary Neglect	11.3.4.1 11.3.4.2	11.3.4.1 11.3.4.2	4. Constitution & Ratification Great Compromise	11.1.4 11.1.4	11.1.4 11.1.4	11.1.4 11.1.4	11.1.4 11.1.4	

Spring 11th grade Block - 1877-Present
 -Cold War & the Developing World
 May 16 - June 10

	Week One Civil War-Progressives	Standard	Week Two 1920s - Great Depression	Standard	Week Three Post WWII	Standard	Week Four Cold War-Present	Standard
M	11.3	11.4.1, 11.5	11.3	11.4.1, 11.5	11.3, 11.3	11.3, 11.3	11.3, 11.3	11.3, 11.3
T								
W								
Th								
F								

Civil Rights
 11.10; 11.11

Scope and Sequence

Class ___ History of Consciousness

Class Type _____

Days/Hours ___ Main Lesson Block

Unit	Knowledge	Skills-SWBAT	Standard Addressed
<p>1. Human Origins</p> <p>2. Greco-Roman Philosophers</p> <p>3. The Enlightenment</p> <p>4. Modern Thought</p> <p>5. What does it mean to be human?</p>	<p>Out of Africa to inhabit every climate zone the world offers, the most widely distributed primate on the planet</p> <p>Plato, Aristotle, and Epictetus</p> <p>Building on the past to describe a glorious future</p> <p>Marx, Nietzsche, and Freud</p>	<p>See humans as skilled, clever primates</p> <p>Describe the origins of western philosophy</p> <p>Relate the Greco-roman ideals to what we see in our Constitution</p> <p>See how much one author can influence history</p>	<p>10.1.1, 11.1.1, 11.1.2</p>

Scope and Sequence of Science Main Lesson Blocks
Chico Green School
8/23/2010

Class of 2014 (9th graders in 2010-2011)

Year	BLOCK/TOPIC	*Standards	Notes
INTEGRATED SCIENCE I			
1	Q1 INTRODUCTION TO ORGANIC AND ENVIRONMENTAL CHEMISTRY Organic Chemistry, Environmental Chemistry--focus on air, soil, water, plant, and food chemistry	CHEM: 4a, 4b, 4c, 6a, 6b, 6c, 8a, 8b, 8c, 10a, 10b, 10c, 10d, 10f EARTH SCI: 7a, 7b, 7c BIO: 6a, 6b, 6d, 6e	Covers AP Environmental Science course requirements: carbon cycle, nitrogen cycle, and intro to photosynthesis and respiration
	Q2 HUMAN ANATOMY AND PHYSIOLOGY Human anatomy and physiology, effect of drugs and alcohol on the human body	BIO: 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 10d, 10e	
	Q3 DYNAMIC EARTH Where human timelines and geological timelines intersect: Earthquakes, volcanology, plate tectonics, introductory geology, California Geology, Topographic Maps	EARTH SCI: 3a, 3b, 3c, 3d, 3e, 7c, 9a, 9b INV/EXP: 1h	Entire block overlaps AP Environmental Science course requirements
	Q4 HARNESSING ENERGY Heat and Thermodynamics, Electricity and Magnetism	PHYS: 3a, 3b, 3c, 3d, 3e, 3g, 5a, 5b, 5c, 5e, 5f, 5g, 5h, 5i CHEM: 4c, 4f, 7a, 7c, 7d	Covers AP Env. Sci. course requirements: human energy use and home energy audits
INTEGRATED SCIENCE II			
2	Q1 CELL BIOLOGY Cell Biology, mitosis, meiosis	BIO: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a	
	Q2 CHEMISTRY OF SOLUTIONS Atomic and Molecular Structure Chemical Bonding Acids, bases, salts, solubility Introduction to Stoichiometry	CHEM: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	
	Q3 EVOLUTION Genetic changes in populations over time, Natural selection	BIO: 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d	
	Q4 NEWTONIAN PHYSICS Mechanics and motion	PHYS: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 2g	
INTEGRATED SCIENCE III			
3	Q1 CHEMISTRY: GAS LAWS AND THE CONSERVATION OF MATTER Exploration of the motion of atoms and molecules in gases, principle of the conservation of matter	CHEM: 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7b, 9a, 9b	
	Q2 GENETICS Mendelian Genetics, DNA and RNA sequences, translation and transcription, chromosomes	BIO: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b	
	Q3 ASTRONOMY The Earth's place in the universe, planets, solar systems, stars, galaxies, the moon, history of the galaxy and universe, science fiction	EARTH SCI: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d	
	Q4 LIGHT, OPTICS, AND WAVES Exploring and discovering the properties of waves including light, sound, and radio waves	PHYS: 4a, 4b, 4c, 4d, 4e, 4f	
AP ENVIRONMENTAL SCIENCE			
4	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE Human Impacts on the Environment: Air, Water, and Land Use, Pollution	EARTH SCI: 8c, 9c	

Q4	AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e
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*Investigation and Experimentation Standards 1a – 1n are integrated within all blocks

Class of 2013 (10th graders in 2010-2011)

Year	Block/Topic	*Standards	Notes
INTEGRATED SCIENCE II			
2	Q1 INTRODUCTION TO ORGANIC AND ENVIRONMENTAL CHEMISTRY Organic Chemistry, Environmental Chemistry—focus on air, soil, water, plant, and food chemistry	CHEM: 4a, 4b, 4c, 6a, 6b, 6c, 8a, 8b, 8c, 10a, 10b, 10c, 10d, 10f EARTH SCI: 7a, 7b, 7c BIO: 6a, 6b, 6d, 6e	Covers AP Environmental Science course requirements: carbon cycle, nitrogen cycle, and intro to photosynthesis and respiration
	Q2 HUMAN ANATOMY AND PHYSIOLOGY Human anatomy and physiology, effect of drugs and alcohol on the human body	BIO: 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 10d, 10e	
	Q3 DYNAMIC EARTH Where human timelines and geological timelines intersect: Earthquakes, volcanology, plate tectonics, introductory geology, California Geology, Topographic Maps	EARTH SCI: 3a, 3b, 3c, 3d, 3e, 7c, 9a, 9b INV/EXP: 1h	Entire block overlaps AP Environmental Science course requirements
	Q4 HARNESSING ENERGY Heat and Thermodynamics, Electricity and Magnetism	PHYS: 3a, 3b, 3c, 3d, 3e, 3g, 5a, 5b, 5c, 5e, 5f, 5g, 5h, 5i CHEM: 4c, 4f, 7a, 7c, 7d	Covers AP Env. Sci. course requirements: human energy use and home energy audits
INTEGRATED SCIENCE III			
3	Q1 CELL BIOLOGY Cell Biology, mitosis, meiosis	BIO: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a	
	Q2 CHEMISTRY OF SOLUTIONS Atomic and Molecular Structure Chemical Bonding Acids, bases, salts, solubility Introduction to Stoichiometry	CHEM: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d	
	Q3 EVOLUTION Genetic changes in populations over time; Natural selection	BIO: 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d	
	Q4 NEWTONIAN PHYSICS Mechanics and motion	PHYS: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 2g	
**3	Q1 CHEMISTRY: GAS LAWS AND THE CONSERVATION OF MATTER Exploration of the motion of atoms and molecules in gases, principle of the conservation of matter	CHEM: 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 7b, 9a, 9b	**Possible alternate blocks for the junior year of the Class of 2014.
	Q2 GENETICS Mendelian Genetics, DNA and RNA sequences, translation and transcription, chromosomes	BIO: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 4a, 4b, 4c, 4d, 4e, 5a, 5b	
	Q3 ASTRONOMY The Earth's place in the universe, planets, solar systems, stars, galaxies, the moon, history of the galaxy, and universe, science fiction	EARTH SCI: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d	
	Q4 LIGHT, OPTICS, AND WAVES Exploring and discovering the properties of waves including light, sound, and radio waves	PHYS: 4a, 4b, 4c, 4d, 4e, 4f	
AP ENVIRONMENTAL SCIENCE			
4	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE	EARTH SCI: 8c, 9c	

	Human Impacts on the Environment: Air, Water, and Land Use, Pollution	
Q4	AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e

*Investigation and Experimentation Standards 1a - 1n are integrated within all blocks

Class of 2012 (11th graders in 2010 - 2011)

Year	Block/Topic	*Standards	Notes
AP ENVIRONMENTAL SCIENCE			
3	Q1 AP ENVIRONMENTAL SCIENCE The Earth as we know it: Ecosystems, earth cycles, ecological principles	BIO: 6a, 6b, 6d, 6e, 6f EARTH SCI: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 6a, 6b, 6c, 6d	
	Q2 AP ENVIRONMENTAL SCIENCE Population Dynamics and Food Systems	BIO: 5c, 6c	
	Q3 AP ENVIRONMENTAL SCIENCE Human Impacts on the Environment: Air, Water, and Land Use, Pollution	EARTH SCI: 8c, 9c	
	Q4 AP ENVIRONMENTAL SCIENCE Energy, Climate and the Future	EARTH SCI: 4a, 4b, 4c CHEM: 11c, 11e	
CHEMISTRY or PHYSICS			
4	Q1 CHEMISTRY or PHYSICS	CHEM or PHYS	Based on the needs of the majority of the students, the class of 2012 will either take a year of college-prep chemistry or college prep physics
	Q2 CHEMISTRY or PHYSICS	CHEM or PHYS	
	Q3 CHEMISTRY or PHYSICS	CHEM or PHYS	
	Q4 CHEMISTRY or PHYSICS	CHEM or PHYS	

*Investigation and Experimentation Standards 1a - 1n are integrated within all blocks

Biology Block #1
(9th grade)
2 weeks-110 min/day

Topics covered:

- The Senses
- Bones/Body plan and Muscles
- Muscles/Heart
- Respiration
- Digestion

Proposed Schedule of Activities by week/day:

Day	Topic(s)	Activities	Std.	HW
1	Introduction Senses: Taste/Smell	<u>Lecture:</u> Go over the syllabus <u>Lab:</u> Making a tongue map (sour, salty, sweet, bitter) and No Nose surprise Discussion	<u>9b,e</u>	<u>Finish Lab, Main Lesson Book</u>
2	Sense: Sight	<u>Review:</u> Taste <u>Lab:</u> (Stations) Making a model eye, stereo vision, eye observation <u>Movement:</u> making a human eye	<u>9b,e</u>	Finish Lab, Main Lesson Book
3	Sense: Ears and balance	<u>Review:</u> Sight <u>Lab:</u> Discussion	<u>9b</u>	
4	Senses: Touch/Nervous System	<u>Review:</u> Ears/Balance <u>Lab:</u> Discussion	<u>9b-e</u>	
5	Bones and Body plan	<u>Review:</u> Touch/NS <u>Lecture:</u> skeletal system (humans/animals) <u>Lab:</u> Construct an arm/leg or wing	<u>9b</u>	
6	Muscles/heart	<u>Review:</u> Bones/Body <u>Lab:</u> Discussion	<u>9a,b</u>	
7	Lungs and respiration	<u>Review:</u> Muscles and Heart <u>Lab:</u> Lung capacity Discussion	<u>9a,b</u>	
8	Digestion and waste	<u>Review:</u> Lungs and	<u>9a,b</u>	

	removal	Respiration Lab: Discussion		
9	Open			
10	Review for exams (student presented) and work on Main Lesson Books			Finish Main Lesson Books and Review for final
11	Final Exam			

Chemistry Block
(9th grade)
5- weeks (110 min/day)

Topics covered:

- ❖ Water chemistry/ creeks and streams/macro-invertebrates/Pollution
- ❖ Soil chemistry/ macro and micro organisms/decomposition (compost)/fermentation
- ❖ Plant chemistry/ photosynthesis/pollination/Sugars/Fibers
- ❖ Air chemistry/pollution/combustion/wood stoves

Chemistry Standards: 4a-c, 6a-c, 8a-c, 10a-d, 10f

Earth Science: 7a-c

Bio: 6a, 6b, 6d, 6e

Proposed Schedule of Activities by week/day:

Day	Topic(s)	Activities	Std.	HW
1	Water Chemistry (Introduction to water and exploration of its propert.)	<p><u>Properties of water</u>- have students draw water in all it's forms beginning with the form most familiar then draw the molecular form, but let them explore properties</p> <p><u>Demo</u>- how different substances interact with water (oil, gasoline, salt, sugar, lemon juice and provide some other choices for students to explore)- solution, mixtures ect. Q. How does this translate to real life? Explain lab</p> <p><u>Lab stations</u>- (to explore properties) Q. What are some of the properties of water? (Waterballoon lab?)</p> <ul style="list-style-type: none"> • Ice in water a-c- floats-why? What about other substances, 	<u>Chem:</u> <u>6a-c</u>	<u>Finish lab report write up complete with drawings</u>

		<p>concrete, wood, plastics, trash (less dense as a solid than as a liquid)</p> <ul style="list-style-type: none"> • Boiling pt.? What happens when you hit boiling point? (boiling pt., heat of vaporization, condensation) • # drops that fit on a penny (w and w/o soap) (surface tension) <p><u>Summary</u> - Q. What did you learn about properties of water?</p>		
2	Creeks and Streams: macroinverts and intro to water chem.. (Bidwell)	<p><u>Recap</u>- properties of water <u>Intro. Water Chemistry of Creeks and identifying macroinvertebrates</u>-introduce turbidity, dissolved oxygen ect. <u>Lab</u>- have students identify and draw and observe macroinverts they find, have students provide written descriptions for each (hand lenses) Q. How might changes in water chemistry affect their behavior?</p>	<u>Bio:</u> <u>6a-d</u>	<u>Investigate a nearby watershed write a brief 1 paragraph description (plants, animals, where does water come from and go) and include drawing</u>
3	Water chem./pollution (Bidwell)	<p><u>Recap</u>- macro inverts and water chemistry <u>Lab</u>- have students collect and test water samples from different parts of the creek, have</p>		<u>Finish drawings and conclusion questions</u> <u>Be ready</u>

		<p>students draw and describe their part of the creek and the organisms that live there (groups) and draw procedure/lab set-up (clean-up trash in area before we leave)</p> <p><u>Group discussion/summary- Q.</u> What were the similarities and differences in each site tested? Why? Increased disturbance? Less filtering plants? Ect.</p> <p>Q. What industries in your local community may be responsible for water pollution?</p> <p>Q. How could we inform them?</p>		<p><u>to provide your groups results and 2 potential solutions to improving our water quality</u></p>
4	Water Pollution	<p><u>Recap:</u> Water testing- students summarize from the day before, review tests</p> <p><u>Presentat:</u> Group results/solutions</p> <p><u>Lecture/Discussion:</u> What constitutes as water pollution? How does it affect water chemistry? Where/Who faces the biggest threat? (What cultures) Who poses this threat? What organisms are being affected? What can we do about it?</p>		<p><u>Work on Main lesson book for water unit</u></p>
5	Ecocolumns	<p><u>Summary:</u> water unit</p> <p>Lab: create group eco-column for chemical testing and observation throughout the 4 week block</p>		

6	Soil chemistry (Introduction and exploration of the properties of soil) (In the garden)	<p><u>Properties of soil-</u> students get to play with diff. soils, add water, soil ect. provide them with a variety of materials and have them explore.</p> <p>Introduction to pH (brief)</p> <p><u>Group discussion-</u> Q. What are some of the properties of soil based on your exploration? Discuss some of the ways scientists test soil properties (ribbon test, percolation, pH ect.)</p> <p><u>Lecture: soil chemistry (moisture, ph, etc. processes (decomposition/fermentation)</u></p> <p><u>**note: set up fermentation for distillation (7 days before lab)</u></p>		<u>Collect soil for soil lab disturbed and undisturbed site (1 ziploc full)</u>
7	Soil testing	<u>Lab:</u> testing soils from disturbed and undisturbed sites	<u>Earth:</u> <u>7a-c</u>	
8	Chemistry of Decomposition	<p><u>Lecture:</u> Decomposition, chemical components of a compost pile, macro and microorganisms</p> <p><u>Lab:</u> Compost pile, soil testing and macroorganism id</p>	<u>Earth:</u> <u>7a-e</u>	<u>Main Lesson Book for Soil</u>
11	Plant Chemistry	<p><u>Review:</u> previous days activities</p> <p><u>Lab:</u> Sample various plants, attempt to attach names</p>	<p><u>Chem:</u> <u>10a-f</u></p> <p><u>Earth:</u> <u>7b</u></p>	<u>Hw: bring in plant material for allelopath</u>

		to the compounds found within (sugar in fruit, oil in nuts, strong flavors in herbs, starches etc.). Burning a peanut, what can be observed (p.,191-200) Set up: allelopathy lab		<u>y lab-stems, roots and leaves</u>
12	Photosynthesis /Cellular respiration	<u>Lecture:</u> review of photosynthesis p.177, different pathways <u>Lab:</u> Elodea (Respiration)	<u>Chem:</u> <u>7a</u>	
13	Plant Nutrition/ Agriculture	<u>Lecture:</u> Plant nutrition (Micro and macronutrients); Conventional agriculture (pesticides and fertilizers); Organic agriculture (inputs) Nitrogen cycle	<u>Chem:</u> <u>7c</u>	<u>Hw:</u> <u>research a local farm- find out inputs to system</u>
14	Allelopathy/Pollination?	<u>Review:</u> plant nutrition <u>Lecture:</u> Allelopathy <u>Lab:</u> Allelopathic affects of common plants		<u>Hw: finish lab write up for allelopathy</u>
15	Use of plants: Fermentation/ Distillation	<u>Review:</u> Allelopathy <u>Lecture:</u> Discussion of boiling point, heat of vaporization, distillation and fermentation in society, affects of alcohol on the human body <u>Lab:</u> Making yogurt and rootbeer/gingerale (Franks page);	<u>Chem:</u> <u>7a-c,</u> <u>8a-c</u>	

16	The building blocks of life: Sugars, amino acids and proteins	Sugars: What our body burns for fuel: Exploration of the properties of sugars, amino acids and proteins	<u>Chem:</u> <u>10a-f</u>	
17	Other uses of nature-derived oils, fats, waxes, lipids and sugars	Soap-Making, Essential Oils		<u>Main Lesson Book for Plants and Nutrition</u>
18	The chemistry of fibers in nature: Silk, cotton, spider webs, hair (wool)			
19	Other synthetic polymers	Experiments, historical perspective: Polymers have been a part of everyday life for less than 100 years of human history!		<u>Main Lesson Book for Fibers and Polymers</u>
20	Atmosphere	<u>Lecture:</u> composition of the earths atmosphere, chemical components of air	<u>Chem:</u> <u>4a-c,</u> <u>8a</u>	
21	Air Pollution	<u>Lecture:</u> air pollution (VOCs,PCBs, CFCs etc.); discuss local issues	<u>Chem:</u> <u>4a-c,</u> <u>8a</u>	<u>Investigating Global or Local</u>

		<u>Note:</u> choose research groups for HW		<u>Air Pollution and Climate Change (see handout)</u>
22	Greenhouse Effect/Climate Change	<u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO2 and other air pollutants/greenhouse gases, gases in the environment <u>Lab:</u> Carbon Dioxide Lab (from WHS)	<u>Chem:</u> 4a-c, 8a-c <u>Earth:</u> 7a-c	<u>Finish CO2 lab report with conclusion</u>
23	Pollution: Woodsmoke	<u>Lecture:</u> Chico's wood smoke dilemma, demo: Relighting of a blown-out candle by lighting the smoke Review		<u>Essay: How would you solve Chico's wood smoke PM 2.5 dilemma? Main Lesson Book for Atmosphere</u>
24	Review			<u>Review for exam and finish Main Lesson Book</u>
25	Final Exam			

9th/10th Grade Earth Science Block 2010-11

(9th Grade 14 days: 9/7 – 9/24, 10th Grade 15 days: 11/29 – 12/17)

Earth Science Standards

9th, 10th grade: 3a, 3b, 3c, 3d, 3e, 3f, 9a, 9b

10th grade only: 9c

Blocks are 100 minutes each day.

Day	Topic	Activity	Homework	Coordination with other disciplines
1	<p>Introduction to Main Lesson Blocks KWL: Rocks, volcanoes, earthquakes, plate tectonics, landscape features, agents of change.</p>	<p>Landscape features brainstorm. Name types of landscape elements, names of the landscapes</p> <p>Drawing a landscape with five of those elements</p> <p>NOTE-TAKING SKILLS Brainstorming agents of change to the landscape</p> <p>Redrawing the landscape accounting for those agents of change: 200K years ago, 200K years into the future</p> <p>Why do we know about these things? (Human interactions) Where do humans interact with these agents of change? Where do human time and geological time coincide?</p> <p>Determine project topics: NEWSCAST Table Mountain Mount Lassen Mount Shasta Sutter Buttes</p>	<p>Download CLRN Earth Science PDF</p> <p>Short essay: Interaction of human time and geologic time</p> <p>Binder Check due Thursday</p>	

		Gold Rush California Earthquakes Hot Spots: Hawaii, Yellowstone, Iceland		
2	Continental plates, location of earthquakes and volcanoes, Tectonic Plates, Ring of Fire	What Geologic feature best describes you and why? What Geologic process best describes you and why? Main Lesson Book Expectations How to track your grade Unifying theory: Wegener as told by Bryson Playdough Continents: Trying to fit them together: materials— playdough, wax paper Mapping the plates using earthquakes and volcanoes, and the discovery of mid-ocean ridges—connect the dots		
3	Cross-section of the earth, age of mid-ocean ridges (magnetic dating) Convection, Plate movement	Binder Check, QUIZ Diagram: Cross-section of the Earth Towel Geology, modeling movement of plates, plate boundaries, lava lamp convection	Improve drawing for main lesson book	
4	Rock exploration: Drawing, owning, Rock Cycle, types of rocks	Rock collection at Lindo Channel, Andrew Goldsworthy art with Rocks,		
5	Rock Cycle, Rock classification, Igneous Rocks	Rock cycle lecture, diagram of Rock Cycle, Crystals on a Spoon	Improve diagram for Main Lesson Book	
6	Mapping: Topographic Maps, Geologic Maps	QUIZ Use of Geologic Maps?— Resources etc.	Assignment: Draw a topo map, plot a	

		clay topography maps	route	
7	Geologic Time Diagram to scale	Looking at Geologic Time vs. Human Time, scales, key geological events (asteroid impact) What happens slow? What happens fast?		Math: Scale drawing
8	Geologic Time (Continued)	Finish Geologic Time strips MAIN LESSON BOOK CHECK-IN Student Presentation Work Day		
9	Earthquakes	Cultural Perspective: John McPhee Reading S and P Waves		
10	Earthquakes	S and P Waves Lab Slinkies		
11	Volcanoes	Cultural perspective: Crater Lake, Vesuvius, St. Helens, Hawaiian Mythology Volcano Lecture and diagram		
12	Volcanoes Hotspots			
13	Student Presentation Work Day	Work on presentations, finalize main lesson book.		
14	Student Presentations, closure			
----	(Extra day for water-10 th graders)			

Chemistry Block
 (10th grade based on 9th grade)
 4- weeks (110 min/day) 10/4-10/29

Topics covered:

- ❖ Plant chemistry/ photosynthesis/allelopathy
- ❖ Water chemistry/ creeks and streams/macro-invertebrates/Pollution
- ❖ Soil chemistry/ macro and micro organisms/decomposition (compost)/fermentation
- ❖ Air chemistry/pollution/plastics

Chemistry Standards: 4a-c, 6a-c, 8a-c, 10a-d, 10f

Earth Science: 7a-c

Bio: 6a, 6b, 6d, 6e

Proposed Schedule of Activities by week/day:

Date	Topic(s)	Activities	Std.	HW
10/4 (Mon.)	Chemistry	<p><u>Lecture:</u> Review Syllabus and go over course expectations Go over lab safety; Go over equipment drawers <u>Activity:</u> Students brainstorm how chemistry relates to their lives (in groups); Draw web of chemistry with all arrows pointing back to you and (Individual) <u>Lecture:</u> Main Lesson Book and Lab Reports; History of Chemistry <u>PreLab:</u> Chemistry of plants procedure (sugars, starches, oils)</p>		<p><u>Lab Safety Sheet signed by you and guardian Notebook Check Wed.</u></p>
10/5	Plant Chemistry	<p><u>Lecture:</u> Review safety procedure; Plant uses; lab demo <u>Lab:</u> Sample various plants, attempt to attach names to the compounds found</p>	<p><u>Chem:</u> 10a-f <u>Earth:</u> 7b</p>	<p><u>Bring in plant material for allelopathy lab: stems, roots and</u></p>

		within (sugar in fruit, oil in nuts, strong flavors in herbs, starches etc.). Burning a peanut, what can be observed (p.,191-200); students work on lab		<u>leaves</u>
10/6	Photosynthesis /Cellular respiration	<u>Activity:</u> The first scientific study on photosynthesis (reading with discussion questions) other historical background. <u>Lecture:</u> review of photosynthesis p.177, different pathways <u>ML:</u> Students diagram photosynthesis and CAM, C3, C4 <u>Lab:</u> Elodea (Respiration) <u>Set-up:</u> Allelopathy Lab	<u>7a</u>	
10/7	Plant Nutrition / Agriculture	<u>Lecture:</u> Plant nutrition (Micro and macronutrients); Conventional agriculture (pesticides and fertilizers); Organic agriculture (inputs) Nitrogen cycle	<u>7c</u>	<u>Research a local farm- find out inputs to system</u>
10/8	Allelopathy (Where Ecology and Chemistry meet)	<u>Review:</u> plant nutrition <u>Lecture:</u> Allelopathy <u>Lab:</u> Allelopathic affects of common plants		<u>Finish lab write up for allelopathy</u>
10/11 (Mon.)	Use of plants: Fermentation/ Distillation	<u>Review:</u> Allelopathy <u>Lecture:</u> Discussion of boiling point, heat of vaporization, distillation and fermentation in society, affects of alcohol on the human body <u>Lab:</u> Making yogurt and rootbeer/gingerale	<u>Chem:</u> <u>7a-c,</u> <u>8a-c</u>	

		(Franks page);		
10/12	Water Chemistry (Introduction to water and exploration of its propert.)	<p><u>Properties of water</u>- have students draw water in all it's forms beginning with the form most familiar then draw the molecular form, but let them explore properties</p> <p><u>Demo</u>- how different substances interact with water (oil, gasoline, salt, sugar, lemon juice and provide some other choices for students to explore)- solution, mixtures ect. Q. How does this translate to real life? Explain lab</p> <p><u>Lab stations</u>- (to explore properties) Q. What are some of the properties of water?</p> <p>(Waterballoon lab?)</p> <ul style="list-style-type: none"> • Ice in water-a-c-floats-why? What about other substances, concrete, wood, plastics, trash (less dense as a solid than as a liquid) • Boiling pt.? What happens when you hit boiling point? (boiling pt., heat of vaporization, condensation) • # drops that fit on a penny (w and w/o soap) (surface tension) 	<u>Chem:</u> <u>6a-c</u>	<u>Finish lab report write up complete with drawings</u>

		<u>Summary</u> - Q. What did you learn about properties of water?		
10/13	Creeks and Streams: macroinverts and intro to water chem.. (Bidwell)	<u>Recap</u> - properties of water <u>Intro. Water Chemistry of Creeks and identifying macroinvertebrates</u> -introduce turbidity, dissolved oxygen ect. <u>Lab</u> - have students identify and draw and observe macroinverts they find, have students provide written descriptions for each (hand lenses) Q. How might changes in water chemistry affect their behavior?	<u>Bio: 6a-d</u>	<u>Investigate a nearby watershed write a brief 1 paragraph description (plants, animals, where does water come from and go) and include drawing</u>
10/14	Water chem./pollution (Bidwell)	<u>Recap</u> - macro inverts and water chemistry <u>Lab</u> - have students collect and test water samples from different parts of the creek, have students draw and describe their part of the creek and the organisms that live there (groups) and draw procedure/lab set-up (clean-up trash in area before we leave) <u>Group discussion/summary</u> - Q. What were the similarities and differences in each site tested? Why? Increased disturbance? Less filtering plants? Ect.	<u>Finish drawing s and conclusions on questions</u>	<u>Be ready to provide your groups results and 2 potential solutions to improving our water quality</u>

		<p>Q. What industries in your local community may be responsible for water pollution?</p> <p>Q. How could we inform them?</p>		
10/15	Water Pollution	<p><u>Recap:</u> Water testing- students summarize from the day before, review tests</p> <p><u>Presentat:</u> Group results/solutions</p> <p><u>Lecture/Discussion:</u> What constitutes as water pollution? How does it affect water chemistry? Where/Who faces the biggest threat? (What cultures) Who poses this threat? What organisms are being affected? What can we do about it?</p>		<u>Work on Main lesson book for water unit</u>
10/18 (Mon.)	Greenhouse Effect/Climate Change	<p><u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO2 and other air pollutants/greenhouse gases, gases in the environment</p> <p><u>Lab:</u> Carbon Dioxide Lab (from WHS)</p>	<p><u>Chem:</u> 4a-c, 8a-c</p> <p><u>Earth:</u> 7a-c</p>	<u>Finish CO2 lab report with conclusion</u>
10/19	Synthetic polymers/plastics and Plastic pollution	<p><u>Review:</u> Greenhouse Effect and Climate Change</p> <p><u>Lab:</u> TBD</p>		
10/20	The building blocks of life: Sugars, amino acids and proteins	<p>Sugars: What our body burns for fuel:</p> <p>Exploration of the properties of sugars, amino acids and proteins</p>	<p><u>Chem:</u> 10a-f</p>	

10/21	Soil testing	<u>Lab:</u> testing soils from disturbed and undisturbed sites		
10/22	Chemistry of Decomposition	<u>Lecture:</u> Decomposition, chemical components of a compost pile, macro and microorganisms <u>Lab:</u> Compost pile, soil testing and macroorganism id	<u>Earth:</u> <u>7a-c</u>	
10/25 (Mon.)	Atmosphere/ Air Pollution	<u>Lecture:</u> composition of the earths atmosphere, chemical components of air/ air pollution (VOCs,PCBs, CFCs etc.); introduce gas laws/properties, discuss local issues <u>Note:</u> choose research groups for HW	<u>Chem:</u> <u>4a-c</u> <u>8a</u>	<u>Investigating Global or Local Air Pollution and Climate Change (see handout)</u>
10/26	Greenhouse Effect/Climate Change	<u>Lecture:</u> Properties of Carbon, Carbon Cycle, Carbon sequestration, human-caused sources of CO2 and other air pollutants/greenhouse gases, gases in the environment <u>Lab:</u> Carbon Dioxide Lab (from WHS)	<u>Chem:</u> <u>4a-c,</u> <u>8a-c</u> <u>Earth:</u> <u>7a-c</u>	<u>Finish CO2 lab report with conclusion</u>
10/27	Synthetic polymers/plastics and Plastic pollution	<u>Review:</u> <u>Lab:</u>		
10/28	Review	<u>Student led Review:</u> Water, Soil, Atmosphere, Polymers Activity: Finish Main Lesson Book		Finish MLB Study for Final
10/29	Final Exam	Main Lesson Book Due		

AP Environmental Science
 Block #2: Population Dynamics and Food Systems
 (11th grade)
 15 days: 11/29-12/17

Topics Covered:

- Population Dynamics
- Farming Methods/Impacts
- Genetically Modified Foods
- Local/Global Food Systems

Day	Topic(s)	Activities	Std.	HW
1	Introduction Birth/Death rates Age Structure Current growth rates	Read syllabus <u>Question:</u> Biggest threat to our environment? <u>Answer:</u> Pop growth <u>Reading:</u> Botkin, 53 <u>Discussion:</u> Third world countries vs. U.S. <u>Lecture:</u> Basic concepts of pop growth, age structures rates of current growth	6c	<u>Reading (Miller)</u>
2	Exponential Growth curves Logistic growth curves Carrying capacity Future Growth History of Growth	<u>Review</u> <u>Lecture:</u> Growth curves (Exponential/Logistic/Carrying Capacity) People and Animals, History of growth <u>Discussion</u> <u>Lab:</u> Predicting future population growth	6c	<u>Reading (Miller)</u>
3	Population Impacts on the Environment Curbing population growth	<u>Review</u> <u>Lab:</u> In-class researching impacts of pop. growth around the world and solutions	6c	<u>Reading (Miller)</u>
4	Presentations	<u>Presentations</u> <u>Discussion</u>	6c	<u>Main Lesson Book: Population Dynamics</u>
5	Food for the World	<u>Review:</u> Pop. Dynamics and Reading <u>Question:</u> Can we feed the	6c	<u>Reading (Miller)</u>

		<p>world?</p> <p><u>Reading:</u> p. 194</p> <p><u>Lecture:</u> Major crops, growth regions, destructive methods</p> <p><u>Discussion</u></p> <p><u>Activity:</u> Altern. Farming presentation groups</p>		
6	Genetically Modified Foods and Big Business (Monsanto)	<p><u>Review:</u> Food for world</p> <p><u>Lecture:</u> GM foods, Social Justice Issues</p> <p><u>Discussion/Debate:</u> Are GM foods good or bad?</p>	5c	<p><u>Work on Student presentations</u></p> <p><u>Reading (Miller)</u></p>
7	Genetically Modified Foods and Big Business (Monsanto)	<p><u>Video:</u> Future of Food or King Corn</p> <p><u>Discussion</u></p>	5c	Reflection on Video in ML, Notebook Check
8	Presentations	<p><u>Share:</u> HW</p> <p><u>Student Presentations:</u> Alternatives to conventional agriculture</p>		
9	Presentations	<p><u>Student Presentations:</u> Alternatives to conventional agriculture</p>		Main Lesson Books: Farming methods
10	Local Growers	<u>Field Trip:</u> Grubb		
11	Global Food Systems	<p><u>Recap:</u> Grubb</p> <p><u>Lecture:</u> Global Food Systems, Farm Bill, Social Justice Issues, Import/Export</p> <p><u>Video Clips:</u> Food Inc.</p>		In groups Investigate local grocery store: Food labeling , be ready to report back Reading (Article TBD)
12	Local Food Systems	<p><u>Share:</u> HW</p> <p><u>Discussion:</u> Redefining our food system</p> <p><u>Activity:</u> Local issues and solutions in groups</p>		Main Lesson Book: Food Systems
13	Open			

14	Review for Final Exam	Review: Population Dynamics, Food Systems		Finish Main Lesson Books and Study for Final Exam
15	Final Exam			

Spanish 2 Learning Targets
Students should be able to:

1 st Semester Knowledge	Skills
<p>U4E1</p> <ul style="list-style-type: none"> • Identify places in a town • Ask for and give directions • Explain how you will travel-transportation • (add abajo, arriba debajo, dentro, encima, fuera -from U6E1) • Use direct object pronouns • Extra vocab: quedar-used like estar for location • Hacia: until 	<ul style="list-style-type: none"> • Give directions using affirmative tú commands • Correctly use decir (que) and salir and ir • Use prepositional phrases to give location • Use direct object pronouns with commands
<p>U4E2</p> <ul style="list-style-type: none"> • Talk about shopping • Making purchases at the “Mercado” • numbers 0-100 • Extra vocab: gastar: to spend 	<ul style="list-style-type: none"> • Make purchases • Conjugate stem-changing verbs (o-ue) • Use indirect object pronouns and place them in a sentence • Use the verb dar
<p>U4E3</p> <ul style="list-style-type: none"> • Use “restaurant” vocabulary to order food, discuss food, request the check etc. • Affirmative and negative words • Use accents to distinguish between similar looking words: te, té, el, él 	<ul style="list-style-type: none"> • Talk about the past with ir and ser (all forms) • Use gustar and gustar-like verbs (encantar, molestar, interesar, fascinar, importar, fastidiar) • Use positive and negative words (Drop the o with masculine nouns) • Use e-i stem changing verbs
<p>USE1</p> <ul style="list-style-type: none"> • Talk about your daily routine/grooming habits • dormirse, irse, ponerse (different meaning when reflexive) • Discuss chores • Extra vocab: lengua/idiomas 	<ul style="list-style-type: none"> • Conjugate reflexive verbs • Tell someone what to do or not to do with tú commands: regular and irregular • Place pronouns correctly with affirmative and negative commands

**When do we want to teach the personal “a”?

Spanish 2 Learning Targets
Students should be able to:

2 nd semester Knowledge	Skills
U5E2 <ul style="list-style-type: none"> • Describe your house (el baño) • Discuss chores around the house • Discuss frequency of activities • Extra vocab: este libro, éste, si, sí, 	<ul style="list-style-type: none"> • Use present progressive with irregulars • Pronoun placement with two verbs • Conjugate deber • Use adverbs with –mente • Change adjectives into adverbs
U5E3 <ul style="list-style-type: none"> • Talk about the past • Express extremes • Extra vocab from Final Exam: Discuss food cerezas, fresas, plátano, banana, uvas, naranjas, horchata, nieve/helado, torta, pez, pescado, pescador, el/la atleta) • Euro 	<ul style="list-style-type: none"> • Preterit tense of –ar verbs • -car, -gar, -zar • Express extremes with the superlatives • Use irregular superlatives: mejor, peor, mayor, menor
U6E1 <ul style="list-style-type: none"> • Discuss professions (ingeniera) • Tell what happened • cita: appointment/date • salir/ver • pronoun placement?? 	<ul style="list-style-type: none"> • Preterit tense of –er, -ir verbs (ver has no accents) • Preterit of ir, ser, and hacer • I-Y spelling changes, oír, leer, creer
U6E2 <ul style="list-style-type: none"> • Discuss the past • Demonstrative adjectives/pronouns • Location prepositions • Ordinal numbers to 10. 	<ul style="list-style-type: none"> • Irregular preterit: tener, estar, decir, venir, (Add more irregrs here??) • Dar in the preterit no accents
U1E1 <ul style="list-style-type: none"> • Talk about where you went and what you did • Discuss leisure time • Comment on airplane travel 	<ul style="list-style-type: none"> • Regular preterit • Preterit with –car, -gar, -zar • Irregular preterit of ir, ser, hacer, dar, ver
U1E2 <ul style="list-style-type: none"> • Comment on food • Talk about the past • Express activity preferences • Discuss fine art 	<ul style="list-style-type: none"> • Present tense stem-changing verbs • Really irregular preterit: andar, estar, etc.
<ul style="list-style-type: none"> • Describe the past 	<ul style="list-style-type: none"> • Stem-changing preterit

**When do we want to teach the personal “a”?

CGS History of Art 9th
 History Standards: 6.1, 6.2, 6.4, 6.5, 7.2, 7.3, 7.5, 7.8
 Visual Art Standards (Advanced): 3.3, 4.1, 4.2, 4.3, 5.2

First Quarter: 9/10-10/29(Every Fri: 45 min each) Theme: Ancient Art

Week	Period	Activities	Goals/Themes	Std.	HW
1	What is Art? Beauty?	Review Syllabus Discussion on What is Art? What is Beauty? How is it portrayed in our culture? In others?	Get students questioning Art and prepare them to observe art from their own unique lens		Write 1 paragraph on favorite artists and discuss why you are drawn to their work (What makes it Art?)
2	Prehistoric: Paleolithic	Share hw Observation of art (Alta mira, Lascaux: Hall of Bulls) Discussion Art activity: cave paintings	Use of line and form Use of pigment	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	
3	Prehistoric: Paleolithic	Observation of art (Cosquer) Discussion Art activity: Anthropozoomorphic figures	Anthropozoo-morphic figures Spiritual experience, hunting magic	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	Finish Anthropozoo-morphic figure and be ready to share
4	Prehistoric: Late Paleolithic/ Neolithic	Observation of art (Venus figures) Discussion	Beauty Development of tools Agriculture Lifestyle shift	H:6.1 VA: 3.3, 4.1, 4.3, 5.2	Main lesson books: elements of Paleolithic art- include drawings Notebook check
5	Egypt	Notebook check Summary of Prehistoric Observation of Art Discussion	Form Culture of death Vitality of life Landscape Anthropozoo-	H:6.2 VA: 3.3, 4.1, 4.3,	Progress reports

		Movement: walk like an Egyptian Art Activity: Egyptian gods/Godesses	morphism	5.2	
6	Egypt	Observation of Art Discussion Art Activity	Role of Sphinx Change in style (with Ahkenaton)	H:6.2 VA: 3.3, 4.1, 4.3, 5.2	
7	Egypt	Observation of Art Discussion Movement: sit like an Egyptian Review: Prehistoric, Egypt	Statues backspace Roles in society Heiroglyphics: Language of symbols	H:6.2 VA: 3.3, 4.1, 4.3, 5.2	Main Lesson book: elements of Egyptian art Main Lesson Books and Final Exam Fri
8	Final Exam	Main Lesson Books Due			

Second Quarter: 11/5-12/17 (no class week of 11/21) Theme: European and Asian

Week	Period	Activities	Goals/Themes		HW
1	Greece	Observation of Art Discussion Art Activity: Greek figures	Classical Period Hellenistic	H:6.4 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Finish Greek figures
2	Greece/Renaissance	Observation of Art Discussion Art Activity: Renaissance (stained glass)	Free Form Mythraic Mysteries	H:6.4, 7.8 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Main Lesson Book: Greece Notebook check
3	Renais	Observation of Art		H:7.8	Main Lesson

	sance	Discussion Notebook Check		VA: 3.3, 4.1, 4.2, 4.3, 5.2	Books: Renaissance
4	NA	Thanksgiving			Progress Reports
5	Religi ous/E ast	Observation of Art in Asia: Mongolia, Tibet, Japan, China Discussion	Culture of Religion Buddhism Nature	H:7.3, 7.5 VA: 3.3, 4.1, 4.2, 4.3, 5.2	
6	Religi ous/E ast	Observation of Art in Asia: Indian, Islamic Discussion Review	Culture of Religion Hinduism Form/Line	H:6.5, 7.2 VA: 3.3, 4.1, 4.2, 4.3, 5.2	Finish Main Lesson Books and Review For Final Exam
7	Final Exam	Main Lesson Books Due			

CGS Studio Art
(9th and 10th grade)
100 min/week

Topics:

- Drawing (graphite, Charcoal, conte)
- Field Sketching
- Basketry

Visual Arts Standards:

1.1-1.4, 2.1-2.5, 4.1-4.5

Fall Semester: 1st Quarter: 9/10-10/29 (8 weeks)

2nd Quarter: 11/1-12/17- (7 weeks)

Date	Media	Activities	Goal	Std.	HW
	graphite	Go over syllabus Draw your neighbor w/o picking up the pencil- <u>contour</u> -outer lines only Gallery walk/pos critique	Students know course expectations Students get to know each other Students introduced to critiques		Bring supplies on syllabus Plus 1 object/plant from home
2	graphite	Use <u>Continuous lines</u> to draw object/plant	students become familiar with continuous line		
3	graphite	Mass <u>gesture</u> , <u>Cross hatching</u> , <u>Stippling</u>	Students become familiar with creating mass/value using line		Main lesson summary for graphite
4	Charcoal	play with media round robin piece creating <u>shadow/shading</u> <u>still life</u> of round object	artistic collaboration casting shadow practice of still life		Practice casting shadow-bring in
5	Charcoal/c onte	work on still life/shadow critique?	spending time on a piece		

		introduce idea of <u>perspective</u>			
6	Charcoal/conté	<u>figure drawing</u> in costume-students rotate <u>critique</u>	figure drawing		
7	Charcoal/graphite	<u>field sketching</u> in garden 10 th grade: introduce <u>color</u> (colored pencils)			Field sketch of at least 1 organism/place Main Lesson summary for charcoal/conté/colored pencils
8	Field sketching	Bidwell Park Animals in <u>gesture/sketch</u>			
9	1/2pt. Perspective	Draw building using 1 pt. and 2pt. perspective			Bring photo of a room to draw out of perspective
10	Out of perspective	Draw room using no perspective Use any media/technique(s)			Main Lesson book 1 pg essay describing best piece-describe media, techniques used, subject, purpose?
11	Basketry	Construction: Newspaper baskets			
12	Basketry	Construction/History:Reed baskets			
13	Thanksgiving	FreeArt using any media you have learned this year			
14	Basketry	Reed baskets How to finish a basket			Main lesson book basketry

					Finish basket (soak 20 min before use)
15	Open	FreeArt using any media you have learned this year			
16	Final showing- best piece/ turn in Main Lesson Books	Class gallery walk			Main Lesson Book Due: graphite, charcoal, figure drawing field sketching perspective, all terms/tech.

CGS Art 11
Standards 1.1-1.4,
2.1-2.5, 4.1-4.5

Fall Semester: 9/10-12/17- (16 weeks)

Week	Media	Activities	Goal	HW
1	graphite	Go over syllabus Draw your neighbor w/o picking up the pencil- <u>contour</u> -outer lines only Gallery walk/pos critique	Students know course expectations Students get to know each other Students introduced to critiques	Bring supplies on syllabus Plus 1 object/plant from home
2	graphite	Use <u>Continuous lines</u> to draw object/plant	students become familiar with continuous line	
3	graphite	<u>Mass gesture.</u> <u>Cross hatching.</u> <u>Stippling</u>	Students become familiar with creating mass/ value using line	Main lesson summary for graphite
4	Charcoal	play with media round robin piece creating <u>shadow/</u> <u>shading</u> <u>still life</u> of round object	artistic collaboration casting shadow practice of still life	Practice casting shadow-bring in
5	Charcoal/ conté	work on still life/shadow critique? introduce idea of <u>perspective</u>	spending time on a piece	
6	Charcoal/ conté	<u>figure drawing</u> in costume-students rotate critique	figure drawing	
7	Charcoal/ graphite	<u>field sketching</u> in garden Introduce color and mixing with colored pencils		Field sketch of at least 1 organism/ place Main Lesson summary for charcoal/ conté/colored pencils

8	Field sketching	Bidwell Park Animals in <u>gesture/sketch in color</u>		
9	1/2pt. Perspective	Draw building using 1 pt. and 2pt. perspective	Understanding mathematics/techniques of perspective	Draw a room in your house without perspective Use any media/technique(s)
10	Block printing	Discussion and demonstration of carving techniques, safety and printing types Introduce negative and positive space Students draw design for their print	Students understand carving techniques and safety Students know the difference between positive and negative space	
11	Block printing	Students carve and print their design-several repetitions Students begin 2 nd design using elements of perspective and shading/shadow		Main Lesson book 1 pg essay describing best piece-describe media, techniques used, subject, purpose?
12	Block printing	Discussion of color mixing when printing Students print secondary design Critique		
13	Open	FreeArt using any media we learned this quarter		
14	Block printing	Freestyle printing using and style of block type		Main Lesson book: Block printing
15	open	FreeArt using any media we learned this quarter		Main lesson book and best piece due tomorrow

16	Final showing -best piece/ turn in Main Lesson Books	Class gallery walk		Main Lesson Book Due: graphite, charcoal/ conte. figure drawing field sketching perspective, printing, all terms/techniques used
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Visiting Artists:

TBD

Scope and Sequence

Class __ Basic Drawing_

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills-SWBAT	Standard Addressed
1. Pencil Shading 2. texture with charcoal 3. Perspective 4. Pen and Ink	Shaded forms without use of lines, shading for contrast and dimensionality, beginning work on composition practice drawing with charcoal creating images of leaves or bark or other natural substances with prominent texture, working towards landscapes One and two point perspective draw and shade using only line	develop comfort using pencils draw shaded forms draw excellent textures Draw in perspective Create form, shading, and texture using only line	2.1, 2.2 2.4 2.1 2.4

Scope and Sequence

Class__Painting

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
1. Watercolor technique 2. Color theory 3. Shading with color 4. Landscapes in Watercolor	watercolor wet on wet, wet on dry, dry on wet, dry on dry, addition and subtraction Hues, tints, tones, shades, transparencies, opposites, compliments, warm, cool, analogous creating dimensionality with color put together watercolor skills to create landscapes	develop comfort with watercolor techniques proficiency with color use create realism in color build watercolor landscapes	2.1,2.2 2.1 2.4 2.4

Scope and Sequence

Class ___ Life drawing ___

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
<ol style="list-style-type: none"> 1. Figures in Watercolor 2. Portraits in Charcoal 3. Figures in Charcoal and pastels 4. Figures in mixed media 5. self portrait 	<p>figures loosely rendered in wet on wet and dry on wet</p> <p>Faces and profiles drawn in charcoal and eraser</p> <p>Bring more detail into the figure</p> <p>Watercolor backgrounds with watercolor figures enhanced with mixed media for detail</p> <p>self portrait in pencil or charcoal</p>	<p>learn proportionality of the figure</p> <p>Learn to draw details portraits improving realism of the figure putting figures in a background</p>	<p>2.1,2.2</p> <p>2.4</p> <p>2.4</p>

Scope and Sequence

Class General Art

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
1. Collage 2. Bead making and macramé 3. Bird or bat house 4. Paper mache' sculpture	cut and found object collage Plastic clay beads on historic styles and use made beads in macramé jewelry wildlife habitat designed to blend into nature Design a free standing sculpture of suitable complexity in paper mache' that addresses a social issue	learn to make an image from what is available base beads on historic styles use beads personal jewelry design habitat for specific niche design a sculpture from all sides	2.1 2.2 2.6

Scope and Sequence

Class__History of Art

Class Type _____

Days/Hours__Main Lesson Block

Unit	Knowledge	Skills-SWBAT	Standard Addressed
<ol style="list-style-type: none"> 1. What is Art? 2. Neolithic Cave Art 3. Egyptian, Greek, and Roman 4. Renaissance 5. Impressionism 6. what is Art? 	<p>Students explore what it means to make art</p> <p>what was the purpose of cave art? Were they making art at the time? Is it art now?</p> <p>Recognize the characteristic aspects of these related styles</p> <p>Shift of consciousness in the making of art.</p> <p>Advances in techniques and scope of projects the advent of modern art. Major shift in the meaning and purpose of art</p> <p>Revisit what it means to make art</p>	<p>express their own well thought out definition of art</p> <p>define the origins of art</p> <p>Recognize the various styles and pieces</p> <p>recognize Renaissance art as a distinct style</p> <p>recognize Impressionism as a distinct style</p>	<p>VAPA 1.1, 1.2</p> <p>1.3, 1.4, 4.1</p> <p>1.5, 1.6, 3.1, 3.2</p> <p>4.3, 4.5</p> <p>3.3, 3.4, 4.2</p>

Class 11 Class Type craft

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
<p>Pit Forge Work Delivered by demonstration and instruction, discussion and practical work. Teaching of technical skills, creative handcraft and group working skills.</p>	<p>Appreciate the creative opportunities and practical activities working with ancient technologies has to offer. Gain an overview of the use of fire and metallurgy throughout history.</p>	<p>construct a pit forge practice making fire using a 'fire stick and bow' produce a variety of artifacts working up to tool making light and work a portable forge charcoal making</p>	<p>Visual and Performing arts 2.2, 3.3</p>
<p>Fleece to Felt Delivered by demonstration and instruction, discussion and practical work. Teaching of technical skills, creative handcraft and group working skills.</p>	<p>Appreciate the wide range of creative opportunities and practical activities working with wool has to offer. Contrast plant dyed with synthetically produced colour on wool.</p>	<p>history of felt and materials study sorting and teasing processes for preparing raw wool carding techniques and laying out rubbing, rolling and fulling processes Projects, simple and more complex felted slippers</p>	<p>2.2, 3.4</p>
<p>Gardening Delivered by demonstration and instruction, discussion and practical work. Teaching of technical skills, creative handcraft and group working skills.</p>	<p>Develop an ability to understand the basic principals of gardening and plant production</p>	<p>starting plants from seed transplanting plants preparing garden beds proper use of water for irrigation planting for pollinators</p>	

Scope and Sequence

Class History of Music Class Type _____

Days/Hours _____ Main Lesson Block

Unit	Knowledge	Skills-SWBAT	Standard Addressed
1. Origins of Music 2. Early and Classical 3. Folk Music 4. Jazz 5. Rock and Roll	Drums and flutes Renaissance, Bach and Mozart Music written and performed without regard for profit The amalgamation of folk music and innovation The music of a rebellious generation now firmly in charge of government and business	Learn the origins of music experience the joy of orchestral music Understand the origins of folk music Recognize jazz as a truly American music See the origins of rock in what came before	HSS11.5.5, 11.5.6 VAPAM 3.1, 3.2 3.3, 3.5, 5.2

Movement units

weeks	Ninth grade	Tenth Grade	Eleventh grade
1	Outdoor education <i>Mt. Lassen</i>	Outdoor education <i>Mt. Lassen</i>	Outdoor education <i>Mt. Lassen</i>
3	Balavis X	Balavis X	Balavis X
2	Strength	Strength	Strength
5	Flexibility	Flexibility	Flexibility
4	Dance	Dance	Dance

Winter break

3	Wrestling	Wrestling	Wrestling
5	Cooperative games <i>Rods</i>	Cooperative games <i>Rods</i>	Cooperative games <i>Rods</i>
8	Team games <i>Fitness tests</i>	Team games <i>Fitness tests</i>	team games <i>fitness tests</i>
4	Levity games	Levity games	Levity games
2	Swim	swim	Swim

Scope and Sequence

Physical education 9-12

Class Type _____

Days/Hours _____

Unit	Knowledge	Skills	Standard Addressed
1	<p>Running Games Explain the inherent risks associated with physical activity in extreme environments.</p> <p>Identify and list available fitness resources in the community.</p> <p>Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.</p> <p>Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p>	<p>I will Drink water before and during physical active and dress appropriately so I may move safely and efficiently</p> <p>I will list three available fitness resources in Chico that I might use to keep active.</p> <p>I am learning to speak tactfully about the performance of others. I will support others around me who are less skilled than me.</p> <p>I will discuss the cause and effect of positive reinforcement when playing games with others in a competitive environment .</p>	<p>2.9</p> <p>2.1</p> <p>3.1</p> <p>3.9</p>
2	<p>Balance Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.</p> <p>Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</p> <p>Participate in physical activities for personal enjoyment.</p>	<p>I will design a balavix sequence that combines my balance and ball passing with a partner.</p> <p>I will be able to discuss the skill related components of balance and coordination in order to maintain my movement efficiently, yet accurately.</p> <p>During each movement session with Mr. Gilmore we will be able to make comments about what we enjoyed in the lesson.</p>	<p>1.1</p> <p>1.3</p> <p>3.1</p>

Scope and Sequence

<p>Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.</p>	<p>I will discuss how to modify a lesson involving balance and coordination to a target population (kids, elderly, special needs) in a short essay.</p>	<p>3.6</p>
<p>3 Outdoor education List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment. Demonstrate independent learning of movement skills in adventure/outdoor activities. Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise. Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.</p>	<p>I will be able to make a list of required equipment to take on a trip of my interest. I will be able to demonstrate independent learning through my own participation during the school camping trip. I will discuss with my teacher and peers how my physical fitness levels will change during adventure/outdoor activities compared to my regular routine. I will identify an adventure/outdoor activity that interests me and write a short story about how I imagine my first experience would be.</p>	<p>1.5 1.6 2.3 3.3</p>
<p>4 Strength Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities. Participate in moderate to vigorous physical activity at least four days each week. Use physical fitness test results to set and adjust goals to improve fitness. Develop and implement a one-month personal physical fitness plan.</p>	<p>I will be able to list a few training techniques that would be best for skill acquisition and performance of an activity I am interested in. I am aware of what constitutes healthy exercise habits and I will try my best to maintain a healthy level of fitness. I will set my own personal fitness goals according to the PFT for California. Twice, I will keep track of my physical activity for a one-month period.</p>	<p>1.8 2.1 2.4 2.7</p>
<p>5 Flexibility Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p>	<p>I will become aware on how to adjust physical activity to accommodate my own changes as I get older. I will discuss the developmental appropriateness of stretching and yoga for adults.</p>	<p>2.4</p>

Scope and Sequence

6	<p>Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>Evaluate and refine personal goals to improve performance in physical activities.</p>	<p>I will determine what benefits there are for regular participation in physical activity.</p> <p>I will refine my own personal fitness goals to improve my performance during assessments.</p>	3.3 3.5
6	<p><u>Dance</u></p> <p>1.6 Demonstrate independent learning of movement skills in dance activities.</p> <p>Recognize the value of physical activity in understanding multiculturalism.</p> <p>Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p>	<p>I will perform specific dance routines whereby combining and applying movement patterns.</p> <p>I will become aware of multiculturalism with exposure to dances from around the world.</p> <p>I will demonstrate enjoyment, self-expression, challenge and social benefits by participating in dance.</p>	1.6 3.8 3.4
7	<p><u>Wrestling and Yoga</u></p> <p>Identify and utilize the potential strengths of each individual in physical activities.</p> <p>Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p>	<p>I will discover through participation how my team members are valuable assets and help me learn.</p> <p>I will be able to demonstrate transition strategies and tactics in wrestling.</p> <p>I will be able to discuss the relationship between my physical, emotional and cognitive factors when participating in yoga.</p>	3.1 1.4 1.6
8	<p><u>Cooperative Games</u></p> <p>Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.</p> <p>Participate in physical activities for personal enjoyment.</p> <p>Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities.</p>	<p>I will discuss how cooperation and positive interaction benefit the experience of physical activity.</p> <p>I will demonstrate personal enjoyment when I play cooperative games.</p> <p>I will be able to analyze my teams performance and determine better strategies to use in team activities.</p>	3.9 3.1 1.1
9	<p><u>Team sports and fitness test</u></p> <p>Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p>	<p>I will be able to explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in team activities.</p>	1.4

Scope and Sequence

	<p>Demonstrate advanced knowledge and skills in two or more aerobic activities. Justify the use of particular physical activities to achieve desired fitness goals.</p>	<p>I will be able to demonstrate advanced knowledge and skills in one aerobic activity I will be able to justify why participation in an activity of my choice will achieve a desired fitness goal.</p>	<p>1.1 2.5</p>
	<p>Engage independently in physical activity that increases aerobic capacity.</p>	<p>I will be able to independently participate in physical activity before and after school and on the weekends.</p>	<p>2.2</p>
	<p>Levity Games Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. Demonstrate independent learning of movement skills in individual and dual activities. Engage in individual and dual activities both in school and outside school.</p>	<p>I will be able to demonstrate proficient movement skills in team activities. I will demonstrate independent learning of movement skills in either badminton or volleyball. I will participate in an individual or dual activity both in school and after school.</p>	<p>1.2 1.6 3.9</p>

Movement (PE)

Course syllabus

Mr. Gilmore

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Chico Green School

2412 Cohasset Road, 2

Chico, CA 95926

Course description:

Physical education supports the experiential learning process as it relieves stress, opens neurological pathways, builds strength and discipline, improves self-esteem, and enhances relationship skills. Through exposure to a wide variety of physical activities, students will develop healthful habits that last a lifetime.

Grading policy:

Each student's grade is based on a percentage scale of the class. Please review the following:

Category	Percentage
Participation	60%
Written work	10%
Assessment	20%
Citizenship	10%

Letter Grade	Percentage
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% - 69%
No Credit (NC)	< 60%

Students must be dressed appropriate for physical activity, so comfortable, closed-toed shoes and loose fitted clothes must be worn at class to participate. Students who are not prepared for class will lose points toward their grade. I expect everyone to try their best at everything we do in class unless they have a legitimate reason to be excused.

Written work will be minimal in class, but there will be periodical assignments sent home as homework. Assessments will be measured according to individual progress and a student's promptness, attitude, and behavior will determine their citizenship portion of their grade.

Behavioral Expectations:

Self-expression through movement takes a lot of courage, so we expect students to be respectful of their fellow classmates. When a student engages in a conflict with another student, both seek to have their needs met. Through open communication with-in the group, we will teach our students to solve their conflicts with the support of others in the class. Behavior problems will then be a responsibility of the entire class, not just the teacher. If a student becomes unwilling to cooperate and their behavior does not improve, then discipline actions will be met through the school director. The following is what I expect of my students:

- 1. Be nice and try your best.*
- 2. Treat others as you wish to be treated.*
- 3. When you need a break, stop and breathe out, especially if you are stressed.*

18.

Sandoe Declaration

DECLARATION OF KENT SANDOE

I, Kent Sandoe, declare as follows:

1. I am the Chief Financial Officer of Chico Green School ("CGS"), and one of the founding members of the school. I am familiar with the facts and circumstances of these proceedings and, if called as a witness, can testify competently thereto
2. CGS is currently evaluating two organizations that provide supplemental curriculum of approved a-g curriculum for use pending CGS' accreditation with WASC. The two organizations are Cyberhigh and UCCP. CGS plans to commit to one or both organization before opening for the 2011/12 school year to ensure its students have access to UC and CSU approved curriculum.
3. In a telephone conversation with John Bohannon, the charter liaison for CUSD, in September, Mr. Bohannon told me that the formal changes to indicate that 11th grade would be enrolled in CGS' first year of operation would be addressed at the public hearing on the September 9, 2010 Notice to Remedy. As a result of the conversation, I included the formal request in CGS' response to the September 9 Notice.
4. I called Mr. Bohannon in November to see if CUSD was going to formally act upon CGS' request for the revision to the charter including 11th grade in its first year of operation.
5. After receiving the September 9 Notice to Remedy, CGS stopped enrolling any additional 11th graders. Thereafter, CGS did not enroll any additional 11th graders.
6. After I received the December 16, 2010 letter from CUSD, I called Mr. Bohannon asking that he send CGS with written guidelines for submitting a formal request to modify a charter in accordance with the December 16 letter. He did not send CGS any written guidance.
7. I did not believe that the enrollment of 11th graders was a material revision to CGS' charter.
8. I read the Inspire College Prep High School Charter. When it was approved, it read "The Inspire College Prep High School will open in the fall of 2010/11 as a school serving approximately 245 students in grades 9 through 12 (105 freshmen, 70 sophomores, 35 juniors, and 35 seniors)..." In reality, it opened the school with 280 students, with no 12th grade. I regularly monitor CUSD's public meetings. Between the time Inspire's charter was approved by CUSD and the time it opened, there was no agendaized public hearing to approve a revision to Inspire's charter relating to its enrollment change.
9. On or about May 8, 2010, the CGS board unanimously approved the addition of the 11th grade for enrollment in the 2010/11 year.
10. On or about July 19, 2011, CGS received the June 30, 2011 WASC's decision not to grant accreditation.
11. On or about July 17, 2011, CGS received an email from at least one parent of a CGS student notifying the school that Superintendent Staley had recommended that a parent withdraw her student from CGS because it was not accredited.

12. When the WASC team visited CGS, it did not review documents to sufficiently make the conclusions in its report. For instance, it did not review any documents related to CGS' Brown Act compliance. The WASC representatives did not attend a CGS board meeting and did not witness any agenda posting or conduct any agenda review. Furthermore, the WASC representatives did not ask CGS about any Brown Act issues.
13. As of August 1, 2011, CGS only had five students who would become seniors in the 2011/12 school year. Of those, only one is college bound.
14. In all of my years involved in education, Pre-Calculus, Trigonometry, Physics, Advance Foreign Language and Immersion are typically taught at the senior grade. As soon as CGS enrolled 11th graders in 2010, it interviewed and assessed each student to determine their individual needs for advanced instruction. As a result of the assessments, CGS hired part-time NCLB compliant, credentialed instructors for advanced mathematics and Spanish.
15. CGS has implemented and is following extensive procedures for attendance accounting. CGS' annual independent audit will begin on August 17, 2011, where its attendance accounting procedures will be reviewed.
16. On or about October 25, 2010, CGS' office manager attended a fall training entitled "Pupil Attendance Accounting for School Site Personnel. The office manager and I attended the Chief Business Officer Training Program from March to June 2011, which included an in-depth module on attendance accounting.
17. The CGS board took action to terminate its Director's employment in September and reported it at the first public meeting following a failed mediation effort in accordance with the Brown Act. It did not have a quorum of the board meet with the school's staff during the first week of September to discuss personnel matters without an agenda meeting. At any given time during that period, as with many startup organizations, it is conceivable that a quorum of the Board might have been present working at the site. Board members, however, were instructed not to gather in a way that would constitute a quorum or that would be deemed to be a meeting under the Brown Act. The board members did not caucus or discuss among themselves any specific business within the board's jurisdiction outside of a properly noticed board meeting.
18. I attended the board meetings for which CUSD criticized the accuracy of the minutes. I have read the minutes and based upon my attendance at those meetings, believe that the minutes are accurate and correct. CGS' board was following Robert's Rules of Order, the formal parliamentary procedures, that provide as follows "...the impartiality required of the presiding officer of an assembly precludes exercising the right to make motions or debate while presiding, and also requires refraining from voting except (i) when the vote is by ballot, or (ii) whenever his or her vote will affect the result." Although this had been the practice of the CGS board, it ceased following these rules our legal counsel advised that this is an atypical situation in the charter school context. CGS' board no longer has non-voting members.
19. Prior to taking possession of its school site, agendas were posted within the boundaries of Chico Unified School District in advance of each meeting (72 hours for regular meetings, 24 hours for special meetings) in compliance with the Brown Act. Since the time the school took possession of the current school site at the beginning of August 2010, it has posted meeting agendas at the entrance to the school where they can be viewed 24 hours per day.

20. I did not divulge to a candidate for the Director position any closed session discussions regarding whether that person should be hired for the position of Administrative Assistant instead, and that then board member Sarah Parada did not like the candidate. A remark was made as a result of their assessment of the relationship between the two individuals after a public argument that occurred between Ms. Parada and this candidate following a local fundraising event. At no time was any information discussed in closed session later discussed outside of closed session.
21. I and Serena Logan were requested to attend a faculty meeting at the CGS school site on Labor Day weekend in 2010. At the meeting, some teachers threatened to resign. Mr. Orneallas and Mr. Schwabe happened to be at the school site for an unrelated purpose and were in a different room for most of the time. This was not a meeting. When either Mr. Orneallas or Mr. Schwabe entered the room, Ms. Logan exited the room so that a quorum was not present. There was no discussion by a quorum of the board. Nor was the board together to hear, discuss or deliberate any item within its subject matter jurisdiction. There was no collective acquisition and exchange of information for any later board decision.
22. On or about October 5, notice of a special meeting was posted at the school site at least 24 hours prior a meeting held on October 6. In addition to the proper posting, CGS' board notified its teachers of the meeting 20 hours before the meeting.
23. In the summer of 2010, a few email messages were sent by former CGS board members Parada and Ceruti that could have incited other members to respond in such a way as to constitute a serial meeting in violation of the Brown Act. As a result, I interceded immediately with a stern warning to Parada and Ceruti that such communications must stop immediately. There was no further discussion of school business as a result of these emails.
24. CGS' board has attended two 3-hour sessions of Brown Act and Conflicts of Interest trainings. One was in November 2010 and the other in May 2011. CGS takes the Brown Act very seriously and has made every attempt to adhere to the letter of the law and the spirit of the law. CGS has not knowingly committed any violation of the Brown Act.
25. CGS was notified by a newspaper reporter that she did not receive notice of a CGS board meeting. Without corroborating this alleged omission, CGS held a meeting on or about July 29, the CGS after giving this reporter notice where it reenacted all items that were on the agenda for the previous meeting.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed on August 10, 2011.



Kent Sandoe

19.

Logan Declaration

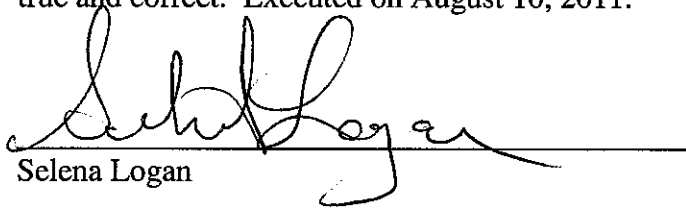
I, Selena Logan, declare as follows:

1. I participated in the WASC initial site visit on behalf of Chico Green School on April 27, 2011. I am familiar with the facts and circumstances of these proceedings and, if called as a witness, can testify competently thereto
2. On April 27, 2011, the WASC representatives came to the school at approximately 7:50 a.m. I was just arriving to the school and others were helping to clean the yard. I directed the representatives to the parking area.
3. I introduced myself and showed them into the building. There were several of us at the school that offered tea, coffee, pastries and fruit. We all gathered into the administration office.
4. Involved in this first meeting were Cheryl Eining, Laurie Kopping, Hope Hirst and myself. We handed the WASC representatives folders of information and were given an overview of the schedule for the day and an introduction of the review process. One of these representatives told us that he had been conducting reviews since 1979, before the process had really been formalized. He said he is a retired administrator who travels extensively working for WASC. He said he had experience evaluating all types of schools: public, private and charter. He explained that there were only three possible outcomes to this visit: Initial Accreditation; Conditional Accreditation; and denial. He told us that he had only been party to one denial in all of his years. At that visit he said the team had been shown no classrooms, no teachers, and no students. I was reassured that, while we clearly still have work to do, we would have no problem showing them that we were a functional, capable school with students who were happy and learning.
5. The team was then taken out to the students' morning movement activities. They watched for about 10 minutes and we returned to the office. They commented on how happy and involved the students were. They were shown the WASC binder. They asked questions about school events and the involvement of parents and were shown the schedule; about the progress of implementation of Waldorf Methods and we explained that we were taking it in steps and showed them the training schedule; about the implementation of sustainability and we explained programs that encouraged environmental, social and economic sustainability. In general the questions seemed rather unspecific and well received with lots of encouragement.
6. A little on the late side according to the schedule, I took them into the classrooms so that they could see the teachers in action. Each of the three Morning Colloquium lessons that were in session was orderly and the students were clearly engaged and attentive. I pointed out the curricular binders and samples of student work that we had set out for them. In the Sophomore Science class each of them very briefly perused the Main Lesson Book that I handed them. In the Junior Environmental Science class they observed the students creating 3D plans of sustainable villages and doing research on their iPads, but left the prepared materials alone. In the Freshman History class they stayed but a second, merely noted that the binder and student work was available, but, again, did not pick it up.

Again, they commented on student participation. They were also clearly intrigued by the Junior project, as well as the use of the iPads.

7. This put us back into the entry of the school conversing casually with Kent Sandoe just as John Bohannon arrived. I made introductions and led them to a small conference room. I asked to remain in the discussion but was refused. This conversation lasted about one hour. When John Bohannon left, the WASC team returned to the Admin office with Kent Sandoe joining the previously named group. Their attitude and demeanor was quite changed. They asked pointed questions as opposed to the casual ones of the earlier portion of the meeting.
8. Kent asked them if they had discussed anything with John that had given any rise to concerns and they said no. They asked a few questions about how the administrative duties were split up with Cheryl being only part time. We told them that were collaborative, communicative and that Cheryl had a part in all operational decisions whether in person or by phone. They asked about graduation plans and IGPs. We showed them the format that we used to take notes about student's aspirations, aptitudes, and attitudes regarding their education as well as the assessment of prior credits and how they would be applied to the graduation requirements of CGS, as well as the plan for continued credit acquisition. While all students had yet to go through this interview, we laid out the timeline for the rest of this year and the first weeks of the 2011-2012 school year. They asked a question of one of our faculty members and we were all impressed with her articulate and concise answer.
9. After this 20 minutes of questions and just as we got ready to continue on with the rest of the scheduled viewing activities the WASC team declared that they were cancelling the rest of day and would send the draft of their report shortly. The WASC committee was quite confused but politely showed them out.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Executed on August 10, 2011.


Selena Logan