

LIVE OAK CHARTER SCHOOL

Waldorf Inspired Public Education

Parent Handbook

*Wisdom in Thought,
Strength in Purpose,
Compassion in Action*

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www.liveoakcharter.org

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■ ABOUT LIVE OAK

OUR HISTORY

Live Oak Charter School was inspired and brought to fruition by a community of parents with an interest in creating an exceptional Waldorf-inspired elementary educational experience for the children of Petaluma. Live Oak Charter School is an independent non-profit organization. Founded in 2001 the school was authorized as a public charter school by the Petaluma City School District. Our charter was most recently renewed in 2014. Live Oak serves approximately 300 students enrolled in grades Kindergarten through Class 8.

OUR MISSION

The mission of Live Oak Charter School is to provide public school students of Southern Sonoma County with a K-8 whole-child program inspired by Waldorf Education. The school embraces a developmental approach to learning that strives to bring forth from each child his or her innate capacities through an age-appropriate curriculum. Live Oak strives to educate the whole child – head, heart and hands – through an education that cultivates and integrates each child’s creative, intellectual, emotional, physical and social capacities. The school offers an artistically rich and experientially based program that enlivens student curiosity about the natural world and human culture as the foundation for fostering academic achievement.

THE LEAFLET NEWSLETTER

Live Oak publishes a biweekly newsletter called the *Leaflet*. The *Leaflet* is published digitally and distributed via email to all families. The *Leaflet* provides timely information and important news about upcoming activities. Text for the *Leaflet* is due to the Leaflet Editor, leaflet@liveoakcharter.org by 9:00 AM Tuesday before the Friday publication.

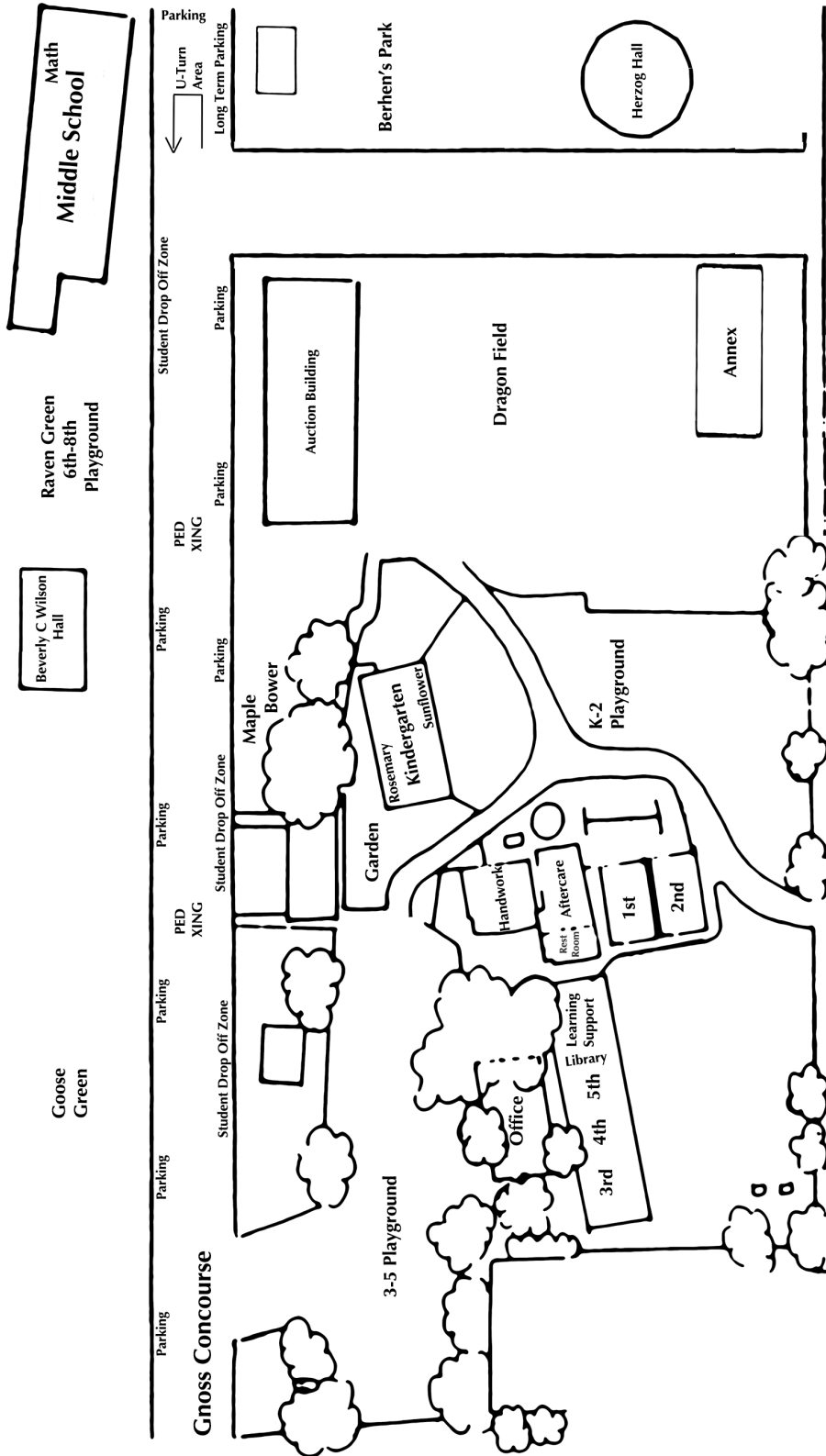
WWW.LIVEOAKCHARTER.ORG

The school website is an important part of communications at Live Oak. The website serves as an active portal for parents and community members. It features *Leaflet* articles, updates on events, board documents and agendas, and the electronic school calendar.

PLEDGING YOUR SUPPORT

Live Oak is a public school that depends upon local fundraising efforts to supplement limited state funding. You are encouraged to support the school through the Live Oak Foundation Pledge Program. The Pledge Program provides direct funding for the Enrichment program including Handwork, Strings, Percussion, Movement, Woodworking and Spanish, as well as funding field trips, quality class materials and facilities. Your pledge is vital to the quality of your child’s education.

CAMPUS MAP



No U-Turns on Gness Concourse until the end of street

Please be Aware of Pedestrians and Cyclists

Parking along Concourse is short term (1 Hour)

All Day parking at end of street past Madrone Hall or commuter lot outside the main gate

Gate is locked after hours and weekends, for access please contact the office 762-9020

■ INFORMATION & SERVICES

ADMISSIONS AND RECORDS

Office Manager	Admissions Outreach, Enrollment
School Secretary	Promotion, Transfers, Transcripts and Records

AFTER & BEFORE SCHOOL PROGRAM

Aftercare Coordinator	Sign-Up, Drop-In, Billing
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ATTENDANCE & INDEPENDENT STUDY

School Secretary	Independent Study, Illness and Health Advisories
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Administrative Assistant	Tardies & Absences, Attendance Records, Truancy, SARB
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BUSINESS SERVICES

Office Manager	Purchase Orders, Service Contracts, Accounts Payable & Receivable, Fingerprinting
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CALENDAR

Administrative Assistant	Master Calendar, Web Calendar, Appointment Scheduling
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COMMUNICATIONS & PUBLIC RELATIONS

Office Manager	Promotion Materials & Advertising, Day in the Kindergarten
Leaflet Editor	<i>Leaflet</i> Newsletter
Executive Director	Community & Agency Partnerships, Telecommunications, Email, Networking, Website, Mass Notification Service
School Secretary	Campus Tours

COMMUNITY DEVELOPMENT

Office Manager	Back-to-School Night, Open House, Class Coordinators
Festivals Coordinator	Festivals and Events
Class Coordinator	Class Parent Meetings, Class Volunteer Coordination, Event Information
Administrative Assistant	Campus Volunteer Coordination

CURRICULUM AND INSTRUCTION

Teacher	Instructional Support, Parent-Teacher Conferences, Syllabus, Homework, Grade Curriculum
Enrichment Teacher	Subject Area Content
School Secretary	Field Trip Forms, Field Trip Scheduling, Driver Validation
Executive Director	Pedagogy and Philosophy, School Curriculum, Master Schedule
Office Manager	Instructional Materials Ordering
Administrative Assistant	Report Cards, CAASPP Coordination, CELDT, CALPADS, SARC
Class Coordinator	Class Play Coordination, Field Trip Coordination, Cleaning Faeries, Emergency Kits, Event Information, Class Assistance

■ INFORMATION & SERVICES

FUNDRAISING AND COMMUNITY GIVING

Live Oak Foundation Pledge Program, Donations and Charitable Giving, Annual Auction and Fund Drives
Executive Director Grants, General Fundraising Requests

GOVERNANCE AND BUDGET

School Secretary Board Minutes, Packets, & Agendas
Board Chair Board Committees, Agendas, Board Correspondence
Board Treasurer Budget Oversight
Executive Director Vision and Values, Strategic Planning, Administrative Regulation, Board Policy

HUMAN RESOURCES

Office Manager Contracts and Payroll
Executive Director Hiring, Professional Development, Evaluation & Mentoring, Dispute & Conflict Resolution, Sexual Harassment & Civil Rights Reporting

FACILITIES, MAINTENANCE, AND OPERATIONS

School Secretary Maintenance and Repair, Site Safety, First Aid and Injury, Weekend Access, Custodial Reporting, Disaster Preparedness
Executive Director Development and Construction, Site Plan, Facilities Planning

PARENT EDUCATION

Office Manager Parent Handbook, Parent Orientation
Administrative Assistant Scheduling Parent Education

STUDENT SERVICES: SOCIAL & EMOTIONAL

Teacher Class Social Dynamics, Class Circles, Class Rules, Counseling
Executive Director Student Culture, Campus Social Dynamics, School Rules & Expectations, Student Discipline & Behavior Support, Character Development Program, SEEDS Counseling program, Student Health & Screening

STUDENT SERVICES: LEARNING SUPPORT

Teacher Academic Progress, Initial Academic Concerns, Learning Support
RSP Teacher IEP Management, Resource Specialist Program, Assessment
Executive Director Student Study Teams (SST), Intervention & Remediation Programs, Section 504, Special Education Oversight, Specialized Assessment

■ DIRECTORY

ADMINISTRATION

Matthew Morgan, Executive Director
Kim Anderson, Office Manager
Julie Beckner, School Secretary
Muriel Bertucci, Administrative Assistant
Gwynnee Johnson, *Leaflet* Editor

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BOARD OF DIRECTORS

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Cortney Callahan, Secretary
Josh Kizner, Treasurer
Chris Fox, Vice Chair
Daniella Baker
James Jensen
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LIVE OAK FOUNDATION BOARD

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Jerusha Ogden, Annual Fund Administrator
Morena Carvalho, Vice Chair
Carolina Jensen, Treasurer
Andrea Anderson
Pat Mundy
Aimee Ward

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administrator@liveoakfoundation.org

■ LOGISTICS

BELL SCHEDULE

Monday – Tuesday – Wednesday – Friday

8:00 AM	Drop Off Begins
8:10 AM	Call to Class
8:15 AM	Period 1
9:00 AM	Period 2
9:45 AM	Period 3
10:30 AM	Period 4
11:15 AM	Period 5
12:00 PM	Period 6
12:30 PM	Dismissal Kinder
12:45 PM	Period 7
1:30 PM	Period 8
2:15 PM	Period 9
2:50 PM	Dismissal Grade 1& 2
3:05 PM	Dismissal Grades 3–8

Thursday (Minimum Day)

8:00 AM	Drop Off Begins
8:10 AM	Call to Class
8:15 AM	Period 1
9:00 AM	Period 2
9:45 AM	Period 3
10:30 AM	Period 4
11:15 AM	Period 5
11:15 AM	Period 6
12:30 PM	Dismissal Kinder
12:50 PM	Dismissal Grades 1-8

ARRIVAL & DEPARTURE SCHEDULE

Monday, Tuesday, Wednesday, Friday	DROP-OFF	PICK-UP
Kindergarten	8:00 – 8:15 AM	12:30 PM
Grades 1-2	8:00 – 8:15 AM	2:50 PM
Grades 3-8	8:00 – 8:15 AM	3:05 PM
Thursdays		
Kindergarten	8:00 – 8:15 AM	12:30 PM
Grades 1-8	8:00 – 8:15 AM	12:50 PM

TIMELY ARRIVAL AND DEPARTURE

The morning bell rings at 8:10. Students line up and classes begin at 8:15 sharp. Teachers and Staff must attend to other duties soon after the school day ends. All students must be picked up within **10 minutes** of the end of classes to allow the staff to return to their other duties.

ARRIVAL AND DEPARTURE ETIQUETTE

Please observe quiet in the hallways and walkways at drop-off and pick-up; no racing, rough play or loud talking is allowed in these common areas. Rules include:

- **Children must be supervised at all times.**
- Quiet conversations in common areas.
- No running or climbing in the hallways, paths and decks.
- Keep adult conversations away from students. Be aware of the youthful ears around you.
- Cell phone use is not allowed in the areas outside of classrooms or in play areas. Please use cell phones at the Concourse or in the office.

CHANGE IN DEPARTURE PLANS

If you have an emergency and are not able to pick your child up on time, please call the School Office to let us know with whom you have made arrangements to pick up your child. If your child has not been picked up and the School is unable to reach you, we will call the emergency numbers on your child's emergency contact card and your child will be seated in the office until pick-up occurs.

TRAFFIC SAFETY

Families are encouraged to park outside the fairgrounds and walk in. This reduces traffic and provides invigorating exercise for our students. Please follow traffic directions and guidelines below:

- **NO U-TURNS** on the Concourse from the main gate past the middle school hall. U-Turns are allowed at the end of the concourse by the livestock barns.
- Motorized vehicles yield to cyclists and pedestrians. Cyclists yield to pedestrians.
- Do not use the Fairgrounds Administration parking lot for drop-off or parking.
- Short-term parking is available on the Concourse (less than 1 hour).
- Long-term parking at community hall and the commuter parking lot at entrance.
- Speed Limit is 10 mph or less on the Fairgrounds.
- No cell phones while driving
- When dropping off, pull completely up to the curb. **DO NOT** block traffic.
- Cross the street only at locations identified with pedestrian pylons.
- No Parking in the Passenger Loading Zone (the curb in front of the school).

BICYCLES & SKATEBOARDS

Cyclists must follow all traffic laws. Please dismount bicycles when transiting into areas used by pedestrians. Bicycle racks are available by the Main Office and middle school hall. Helmets are required for all students who are riding a human powered vehicle (bicycle, unicycle, skateboard). Unicycles and skateboards may not be ridden in the Fairgrounds; students must dismount at the main gates. Bicycles are allowed on the concourse following basic rules of the road.

PARENT SUPERVISION AFTER HOURS

School rules must be maintained at all hours. Please be mindful that Live Oak staff work diligently to create a comprehensive environment that holds our students in a healthy and mindful way throughout the school day. When students are on campus after hours, parents must ensure that the space is held in a similarly reverential and consistent manner. Parents are responsible for ensuring that their children follow school rules whenever they accompany on campus. Festivals, events, and weekend work parties are opportunities for us to demonstrate to our children that the expectations of the school are held consistently on campus.

Common Playground Rules:

- Rough-housing is not allowed: Tackle football, wrestling, mock-fighting and physically aggressive behavior is prohibited on campus at all times, whether school is in or out of session
- Climbing is not allowed on trees, fences, or railings
- Shoes must be on at all times, unless authorized by teachers
- Sticks and rocks must stay on the ground
- Students should not bring toys and balls from home
- Students may use school equipment at recess and lunch

K-2 Play Area

- Hobbit Hill may be walked upon
- The K-2 Play Area boundary stops at the 2nd grade classroom
- Students are not allowed in the field behind the intermediate building (grades 3-5).
- Switch the swings every 2 or 3 minutes when students are waiting in line
- Stay clear of the swings from front & back
- Students are not allowed to stand-up & jump from the swings
- Movement on monkey bars goes only in one direction
- Students are not allowed to sit or stand on top of the bars

Grades 3-5 Play Area

- The ball wall and climbing wall are off limits before and after school due to pedestrians and after school program needs

Please note that the After School Program requires the use of the K-2 and half of the Grades 3-5 playground immediately after school. Areas available for play by students not attending After School Program include the northwest end half of the Grades 3-5 playground, the lawn near Kindergarten, and the lawn area adjacent to the middle school.

LUNCHES AND SNACKS

Students need a hearty, protein rich breakfast and should have wholesome foods for snacks and lunches. Food Service is not currently offered at school. Lunches and snacks must be brought from home. Please do not include candy or high sugar food/drink in your child's snack or lunch. Students are encouraged to use baskets or plain lunch boxes and containers for their food items rather than disposable bags and wraps. Cloth napkins and reusable containers encourage students and families to limit waste.

FOOD ALLERGIES

Please notify the office and your class teacher of any food allergies that may present significant health issues for your child. Similarly, if a class has a student with significant allergies, all class parents may be contacted with specific instructions to minimize the risk of exposure for the sensitive student(s).

MEDICATIONS AT SCHOOL

The California Education Code Section 49423, allows school personnel to assist students who are required to take medication during the school day under specific circumstances. The student, when recommended by an authorized health care provider and parent, may carry emergency medicine, such as Epi-Pens or asthma inhalers. Students are not allowed to bring medication of any kind to school without documentation. School staff is not allowed to administer medication, even over the counter medication, without such documentation.

Parents and the authorized health care provider must fill out the appropriate form available in the office. Please call the school office for details.

STUDENT USE OF PHONE

Students are allowed to use the phone in the office for calling home when the need to contact the parent is clearly demonstrated. Such occasions may include forgotten homework, lost lunches, or logistical needs for after school pick-up. Students must check in with office staff for permission to use the phone.

■ ADMISSIONS AND RECORDS

ADMISSIONS

Live Oak is a public charter school. We conduct open enrollment throughout the year subject to space availability. Annually, our Kindergarten enrollment window begins in January, with applications due by early March. Applications frequently exceed open seats. In situations where applications exceed available seats in a class, a lottery is conducted to determine the enrollment priority of prospective students.

Priority for lottery applicants is assigned as follows:

1. Students currently enrolled at Live Oak.
2. Siblings of enrolled students.
3. Children of the School Staff.
4. Children residing in the McDowell Elementary School attendance area.
5. Children residing in the Petaluma City School District.
6. Children residing in the State of California (includes other Petaluma area districts)

If more students apply for a class than there is space, remaining students are placed on a wait list. The wait list is maintained throughout the year as space becomes available and enrollment is offered to wait list families. Applications that arrive while a wait list is in place will be held for a subsequent lottery when the existing wait list is expended. The wait list is reset in its entirety at the start of each year, requiring a new application for the following year to be eligible for enrollment.

ENROLLMENT

Parents and Guardians are responsible for providing important documentation to the school to ensure appropriate provision of services for our children, accurate data in the event of emergencies, and compliance with state reporting.

EMERGENCY CONTACTS

The Emergency Contact form is an essential document that is required for the child to attend school. Live Oak audits this information annually.

VACCINATIONS

A full report of vaccinations is required for enrollment. Vaccinations must be kept up-to-date, or a valid medical exemption must be on file, for a child to attend public school in California.

RECORDS

Requests for records may be addressed to the school secretary. When transferring to another school, the other school must request your child's cumulative file to be forwarded. When transferring into Live Oak, a request for records will be sent to the previous school by our office staff.

■ ATTENDANCE

ABOUT ATTENDANCE

Regular and timely attendance is essential for a consistent academic growth, maintenance of social relationships and emotional security. Daily attendance develops the child's sense of rhythm in their school life. Similarly, a timely arrival in the morning and departure at pick-up eases the anxiety that children often confront when transitioning between home and school. Good attendance is a pre-requisite for your children to receive the maximum benefit from our educational program.

ABSENCES

All parents are legally obligated for their children to attend school. According to California law, there is no distinction between unexcused or excused absences. Please schedule doctor appointments and vacations when school is not in session to avoid causing a school absence.

If you know that your child is going to miss some school days, please consider requesting Independent Study three days in advance of the initial absence. An Independent Study plan enables the child to continue the studies that are occurring in class, reducing the sense of overwhelm and confusion the student may encounter upon the return from an absence.

ILLNESS

A sick child is best cared for at home. Please keep your child home if he or she:

- Has an active fever or had a fever within the past 24 hours
- Has vomited within the past 24 hours
- Has an actively communicable infectious condition such as:
 - Chicken Pox, *Conjunctivitis (pink eye), Diphtheria, German Measles, Hepatitis, *Head Lice, Impetigo, Measles, Mumps, Poliomyelitis, Pertussis/Whooping Cough, Ring Worm, or Scarlet Fever
- *In cases of Conjunctivitis, attendance is allowed once treatment has begun.
- *In cases of Head Lice, student may return to school following the use of a recommended lice treatment. Be sure to notify your class teacher and the office at the first sign of nits or adult lice. The office can supply you with information that outlines safe treatment and effective, non-toxic eradication procedures.

If your child is sick, please call the School Office at 762-9020 before 8:00 AM and provide the reason for the absence, the expected duration, and any important information regarding communicability of the illness.

Parents of children who are ill should not be concerned about class work. However, some childhood illnesses leave children full of energy when at home while a contagious illness runs its course. In such cases, the student would benefit from Independent Study to keep up their academic rhythm with the class. If an illness or injury is expected to keep your child from

attending school for more than 3 days, please contact the office and your teacher to arrange independent study.

TARDY ARRIVAL

In the Waldorf classroom, there is a rhythm to the day, with opening activities which prepare the child to work effectively, as well as closing activities which allow the group to end as one and to bring a sense of completion. It is essential that your child arrive at school on time to benefit from the entire class day. When children arrive late, they not only miss out on the important warm up period of the day, they enter their lessons with anxiety and worry. Additionally, the late arrival is disruptive to the lesson and other students in class.

It also triggers a huge amount of administrative work. Mandatory attendance reporting to our auditor, our chartering district, the county office of education, and the state, add up to inordinate amounts of time spent whenever your child is even a few minutes tardy. Please, please, respect everyone's time and your child's experience by arriving well ahead of the 8:10 bell every day. Everyone will thank you!

A good goal is to strive to arrive at school a full 10 minutes before the morning start time to enable your child to settle in and be ready for the school day, which begins at 8:15 promptly.

The School defines tardiness as arriving at the classroom door after the teacher has greeted the children and begun the school day. The school is open and schoolyard supervision begins 15 minutes before the official beginning of the school day. We strongly encourage all families to arrive early and build in a grace time in their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge you to arrive well before the bell to allow plenty of time!

If a child arrives after the teacher commences class (8:15 AM), they are considered tardy. Please do not leave your child alone to find her way to class when she is tardy. If the class teacher has closed the classroom door for the start of lesson, do not knock or walk into the classroom. Parents must accompany their child to the office for a tardy slip. Upon returning to the classroom, slip the tardy slip through the classroom door. The teacher will invite the student into class when ready for the transition.

If families demonstrate a pattern of tardiness, parents will be asked to meet with administration to address the problem. Repeated tardy arrivals will result in a letter home to inform parents of the pattern. Significant tardiness, in excess of 30 minutes, is considered a reportable event for the purposes of determining truancy.

TRUANCY

Education Code 48260 states that a child *“who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.”* For the purposes of determining truancy, Absences shall be excused only for health reasons, family emergencies, justifiable personal reasons, and as permitted by law, Board policy and administrative regulations. Letter of truancy will be drafted for students with 5 or more days of unexcused absences. If absences continue the case will be referred to the Executive Director for intervention. Even in cases of valid excuse, such as illness, students absent in excess of 10 days require a physician’s note or conference with the administrator to determine the justification for the absence.

If excessive absences or tardies occur, the school may take the following set of progressive steps:

- Verbal reminders to the family from teacher or other school staff, as appropriate.
- First letter home from Director as a warning after the 3rd overall unexcused absence.
- Second letter home after 5th total unexcused absence or Tardy, requiring parent(s) and older students to meet with Director.
- Other steps may be recommended at the time of the meeting with the Director, such as student and/or parents donating time to school to compensate for lost class and administrative time. An agreement will be signed by the family that acknowledges their commitment to solving the tardiness problem.
- Families make an appointment and meet with the Director about the attendance problem within two weeks of notice or the case is referred to Live Oak’s Board of Directors.
- Third letter home after 9th unexcused absence or tardy; at this time the case is referred to Live Oak’s Board of Directors. The School Board will meet to determine appropriate next steps, which could include, but is not limited to, referral to the local Student Attendance Review Board (SARB) and/or the Sonoma County District Attorney’s office.

IMPACT ON THE SCHOOL

Our Average Daily Attendance determines our level of state funding. The school loses on average \$43 for every day that a child is absent, regardless of the reason. The school currently loses \$100,000 annually due to absenteeism. Reducing absences by just 1 day for each student would save \$10,000 annually.

An Independent Study plan enables a child to continue with work they are missing in class, and allows the school to retain the funding that would otherwise be lost to the state due to an absence. To arrange Independent Study, please contact the office or visit the website. More information on Independent Study is provided in the next section of the Parent Handbook.

■ INDEPENDENT STUDY (I.S.)

There are times when a student must miss school because of family obligations, long-term illness, or educational travel opportunities. On these occasions, teachers can provide an independent assignments plan to guide learning and study while the student is absent from class. We encourage families to schedule trips during school vacations and not to take lightly that the child will miss important lessons and shared experiences with their class during their absence. When absence is unavoidable there is Independent Study, which supports both your child and our school.

Families may arrange for an Independent Study plan in advance of absences to allow student to continue their participation in class work while they are away. Independent Study Request forms and other information is located on our website. For absences, please provide **3 or more days** of advance notice to your teacher and the office to allow time to prepare your child's Independent Study assignment.

REQUIRED DOCUMENTATION

Two Documents are required for completion of the Independent Study:

- **Independent Study Agreement Form:** Outlines the dates of absences and the requirements for successfully completing the Independent Study. This form is due in the office, signed by the parent, *3 days before the start of the absence.*

- **Independent Study Assignment Plan:** Upon receipt of the Agreement Form, the teacher will provide an appropriate Independent Study Assignment Plan. This plan describes the required assignments and projects for the student to complete during their absence. This form, along with the completed work, is due to the teacher upon return from the absence.

INDEPENDENT STUDY PROCESS

- Parents must complete an Independent Study Agreement Form with signature from parent & student. The form may be submitted via electronic or physical means prior to the start of the Independent Study period, at least 3 days before the absence begins.
- Teachers provide an Independent Study Assignment Plan for the student.
- The Student conducts Independent Study according to the plan.
- Upon return to school, completed Independent Study work is turned into the teacher.
- Work may be accepted up to 3 days after the return from absence.
- The teacher evaluates the work.
- Office staff verifies satisfaction of requirements for the relevant attendance cycle.

■ ACADEMIC PROGRAM

Live Oak Charter School is dedicated to bringing a Waldorf curriculum into public education. Everything we do is based on this goal, so it is essential that all members of our community commit to deepening their understanding about Waldorf education. In their daily and weekly work, the faculty studies Waldorf pedagogy and strives to bring it in new and deeper ways to their students. The administration works to support this process, and indeed studies and practices Waldorf methods in order to lead the school in a unified and appropriate manner.

It is our hope that parents will also strive to continue to read, learn, and grow in their support for Waldorf education. As you have probably come to realize, having a child in a Waldorf school is not an experience that can ripen fully if there is not support for the education at home as well. So many of the policies and programs at the school can only be successful with parent understanding of the deeper underpinnings of the education. All requests that the school asks of families have been deeply considered; they are not random policies generated to be a burden. Rather, they are designed carefully to provide a solid basis for educational success.

We encourage parents to read, study, ask questions, and gain a continually deeper understanding of the Waldorf pedagogy. These underpinnings are complex and can involve just about every facet of family life. Some parents read articles to help them when they have questions and they attend class meetings regularly. Others extend this quest for understanding by going as far as taking a full Waldorf teacher training course. Whatever path you choose, we ask that you join the faculty and administration in constantly striving to learn and understand your child's experience in a deeper way.

YOUR CLASS TEACHER

It is the School's goal for students to develop long-term relationships with their class teacher. Students stay with a teacher over multiple years (called "looping") to deepen the teacher's understanding of each student and provide stability and leadership through significant stages of growth. Generally, students will progress with their teachers from 1st through 5th grade. Upon reaching middle school, students will transition to a new teacher who will join them for 6th through 8th grade. The middle school includes a shared instructional approach wherein students will occasionally have another grade instructor guest teach a lesson block. This model assists our students in preparing for a departmental high school/college model, as well as offer students a broader instructional experience and expertise.

CURRICULUM

Kindergarten is a play-based program and is modeled after the home environment. Students cultivate their garden, bake bread, and sweep the floor. Activities emphasize imagination, observation, creativity and exploration of the natural world. Language and math skills are developed through story, craft, movement and song. Students develop the capacity to attend to tasks, interact with peers, and navigate the school environment with confidence. When

students complete Kindergarten, they have the social and academic foundation to engage in the advanced scholarship and instruction of the elementary grades.

Beginning in the first grade, students are introduced to formal academic curriculum including reading, writing, mathematics, science, history, geography, and foreign language. Art and music are woven throughout the curriculum, as are movement and the practical arts of knitting, sewing, and woodwork. Live Oak relies upon a traditional Waldorf presentation for many of the subjects but best practices from other methodologies are brought in as appropriate to ensure all students may access the curriculum.

Core subjects are taught as interdisciplinary thematic blocks during the morning with skill development and supplement subjects instruction later in the day. Textbooks are rarely used, as students create their main lesson book, an illuminated manuscript for each lesson block. Thematic blocks throughout the grades follow a scope and sequence designed for relevance and responsiveness to the developmental profile of each grade. For example, homebuilding, habitats and horticulture are studies for the unfolding independence of our 3rd graders; revolutionary war, civil war and social movements for our justice oriented 8th graders.

The Class Teacher provides math instruction in grades 1 through 5. In middle school, our math specialist is the primary instructor for math courses, providing a thorough and rigorous preparation for high school. Math and English classes are reduced in size to provide greater feedback and differentiation for these academic cores.

The visual arts, including sketching, painting, life drawing, beeswax and clay sculpture are pursued throughout a student's years at Live Oak. Art materials are always selected for their quality with the measured introduction of different media over time to respond to both the fine motor development of the student, as well as the growing awareness of a child to form and color.

THROUGH THE GRADES

Kindergarten

The kindergarten is a warm and inviting place. More like a home than a classroom, there is a kitchen with polished wooden tables, each surrounded by many small wooden chairs. Here the children help prepare the mid-morning snack, chop vegetables for soup, stir batter, knead dough for bread. Then the tables are carefully and beautifully set and teachers and children sit down together for a hearty mid-morning snack. Snack is paid for through the Live Oak Foundation Pledge Program.

In another area of the kindergarten is a large wool rug. Around it are well organized play areas with silks and dress ups, wooden swords, jewels, gnome capes and hats, wooden blocks and driftwood pieces, saw horses and colorful sheets that can be draped to create forts, houses, or worlds. Each morning during "free play" the room is humming with the busy work of the kindergarten, which is play.

Each day has its own rhythm of activities including circle time with imaginative games, songs, and movement, rest time, outside play, story, crafts, clean-up time, watercolor painting, and beeswax modeling. Festivals, including birthdays, are celebrated throughout the year.

1st Grade

First graders are ready to sink their wiggly teeth into school work; to venture out into the world of school and take their place in a class under the loving authority of their teacher, who will be their guide for many years to come. First graders live very much in the realm of the imagination and of feeling.

- Fairy tales and nature stories told, retold, and acted out by children
- Writing, then reading
- Qualities of numbers
- Mathematical operations: addition, subtraction, multiplication, division
- Spanish
- Nature Observation
- Knitting
- Games & Movement
- Singing
- Pentatonic Flute Playing
- Developmental movement

2nd Grade

Second graders have adapted to the new life of the class. They start to experience the positive and negative aspects of personality, both their own and others. Traditional fables show these positive and negative human traits – honesty and deceit, trust and betrayal, kindness and cruelty – sharply contrasted in the guise of animal characters. The fables give the teacher ample material to address the antics, which present themselves in the class. Likewise, legends of good and honorable human beings offer the children pictures of highly developed human behavior.

The class teacher now works to deepen the foundations which have been laid down in first grade: language arts and the ongoing work on writing and reading; arithmetic through the solid acquisition of addition, subtraction and multiplication tables, stories that continue to reveal the world of nature, and provide the basis for the later studies of both science and geography.

- Legends, Fables, and Nature Stories
- Writing and Reading
- Form Drawing
- Arithmetic/Times Tables
- Number Patterns
- Speech and Drama
- Spanish
- Nature Observation
- Knitting
- Games & Movement
- Singing
- Pentatonic Flute Playing
- Developmental movement

3rd Grade

Third grade is often the year we notice children losing the sense of wonder of young childhood and the powers of innocence and imagination that go with it. They are also growing stronger in their development as individuals. Adults may notice the children becoming more critical and beginning to question and test at home and at school. The magic of young childhood fades and

they may feel separated or isolated from their environment, even experiencing boredom for the first time.

The stories of the curriculum serve as a metaphor for the children's inner experience at this age. During the course of the year this experience of separateness, of being cast out of the garden of childhood, is beautifully addressed by connecting the child with the practical experiences of house building, farming and gardening.

- Hebrew Stories
- Native American Stories
- Grammar and Composition
- Form Drawing
- Arithmetic
- Weights and Measures
- House Building
- Farming, Gardening & Cooking
- Spanish
- Crocheting
- Games & Movement
- Stringed Instruments/Ensemble Orchestra
- Singing
- Recorder Playing
- Developmental movement

4th Grade

Fourth graders become more self-confident as their perception of the world sharpens, but at the same time their experience of separation from their surroundings can be quite painful. The Norse stories with their slap-stick humor and their deep and subtle themes give the children the strength to face these challenges. Stories with similar moods such as the Kalevala or the stories of native peoples may be used in addition to the Norse myths.

For the fourth grade child, the world, once exhibiting a magical wholeness, is breaking apart. This is the appropriate time for introducing fractions. In the zoology block, the children study the relationships that exist throughout the animal kingdoms and their relationship to their natural environment.

- Local History and Geography
- Animal Studies & Ecology
- Norse Mythology
- Grammar and Composition
- Speech and Drama
- Form Drawing
- Fractions/Arithmetic
- Choir
- Percussion
- Recorder Playing
- Stringed Instruments/Ensemble Orchestra
- Cross-stitch
- Games & Movement
- Developmental movement

5th Grade

Fifth graders generally have achieved skill levels in basic academic and artistic work that allow them to meet new challenges with enthusiasm and energy. Physically, their bodies move with balance, grace, and agility. The harmony and integration of the child at this age will soon be challenged by the demands of adolescence. The fifth grade curriculum meets this golden age through a balance of academic, artistic, and movement work.

The mythologies of India, Persia, Mesopotamia, Egypt, and Greece are taken up this year. Students study geography and how the landscapes of these places have influenced ancient civilizations. The year culminates with the study of ancient Greece, representing an appreciation for the balance between physical skill and beauty, art and science, earthly life and ideals. In the spring the children participate in a five-event Greek Pentathlon with students from other schools inspired by Waldorf education. This competition involves the discus, javelin, wrestling, long jump, and running, and is held in the same spirit of truth and beauty that the Greeks initiated.

The focus of botany at this age lies in the balance between scientific observation, and an appreciation for the poetic qualities of the plant world's beauty.

Fifth graders are enthusiastic about learning, eager for new challenges, and capable of hard work and creativity. They stand perfectly balanced at a point in their development that places them at ease in the world, harmonious in themselves and in their environment.

- Mythology, Geography and History of Ancient Civilizations (India, Persia, Egypt, Greece)
- North American Geography
- Freehand Geometric Drawing
- Arithmetic/Decimals/Fractions
- Botany
- Reading, Grammar, Composition
- Choir
- Recorder Playing
- Stringed Instruments/Ensemble Orchestra
- 5-Needle Knitting
- PE/Greek Pentathlon
- Speech and Drama
- Percussion

6th Grade

Sixth graders are feeling the influence of the approach of puberty. As the long bones of the limbs begin their growth spurt and the children are increasingly aware of their bodies, the time is right for geology, the study of the physical body of the earth. The children at this age have a love for things delineated as absolutes; everything is experienced as black or white, and the nuances of shades of gray are distant at this age. Roman law, black and white drawing, specific gymnastic exercises involving the overcoming of obstacles, and the teaching method of "compare and contrast" all speak to the developmental stage of the children.

The Roman era epitomizes historically what the children are experiencing in their bodies. Of all the ancient cultures, the Romans most strongly dominated and transformed the physical world. Whereas geometrical shapes have been drawn freehand in earlier grades, the sixth grader learns exact constructions with compass and straight-edge, and the mathematical properties of these shapes. Business math and perimeter and area provide the means of introducing simple formulae.

- Roman History and Civilization
- Medieval European History
- World Geography
- Astronomy/Meteorology
- Optics/Magnetism/Acoustics
- Constructive Geometry
- Business Math/Percent
- Recorder
- String Orchestra
- Percussion
- Speech and Drama
- Woodworking/ Handwork
- Games & Movement

7th Grade

Seventh graders are increasingly experiencing themselves as individuals with tastes and impulses of their own. They rightfully challenge accepted practices and ideas in order to understand and participate in a more independent way. The history of the Renaissance, Age of Exploration, and the Reformation meets their inner experience along with biographies of human beings who fought with the cultural life of their times in order to adhere to their own individual conscience rather than the laws of the State or the Church.

At a time when their center of gravity is experienced differently and a physical lethargy can be felt, the students are introduced to the new topic of mechanics. A physiological and developmental context is given for discussion of sexuality, substance abuse, and peer pressures by a study of nutrition and health, which includes an introduction to the digestive, circulatory, respiratory, and reproductive systems of the body.

- Age of Exploration
- The Renaissance
- World Geography
- Euclidian Geometry
- Algebra/Area/Volume
- Health and Nutrition
- Physics
- Chemistry
- Recorder
- String Orchestra
- Percussion
- Woodworking/Hand Sewing
- Speech and Drama
- Games & Movement

8th Grade

Grade eight has as its guiding principle the sense of completion of all that has gone before. The students themselves are in the process of completing their passage from childhood into the territory of youth, where they will enjoy greater perspective, sharper powers of observation, and growing critical faculties. From this new vantage, with their new capacities, the students can develop the scope and the perceptive abilities to recollect, and to connect, to see relationships – abilities which make it possible to build a comprehensive picture whether the subject is history, physics, or math.

- American History
- Shakespeare
- History of Revolution
- Grammar/Composition
- Modern History
- World Geography
- Solid Geometry/Algebra
- Anatomy and Physiology
- Physics
- Chemistry
- Percussion
- Recorder
- String Orchestra
- Speech and Drama
- Machine Sewing
- Woodworking
- Games and Movement

ENRICHMENT OVERVIEW

Music instruction begins with pentatonic flutes in the early grades, introduction of the soprano recorder occurs in third grade with alto and tenor added in as the class progress. Violin instruction begins in third grade. Some students may be invited to transition to the viola, cello or bass in 6th grade. Singing is integral to instruction from Kindergarten through 8th grade. Percussion is added for grades 4 through 8.

Handwork strengthens the “*will*” while deepening coordination, sequential memory, and spatial awareness. Knitting starts in the 1st grade, soon joined by crochet and basic stitchery. In the intermediate grades cross-stitch and embroidery are taught. In 6th through 8th grade sewing, garment construction, and doll making are taught. Woodwork joins handwork in the middle school. Traditional methods are used to explore shaping, cutting, carving, basic wood turning, and joint work. Student projects include spoons, bowls, boxes and bows.

Spanish begins in Kindergarten through story, puppetry and song. It continues in the lower grades through games and play.

Movement is taught from Kindergarten through 8th grade. Activities work on fine and gross motor coordination, teamwork, sportsmanship, balance and health. Initiative games, capture the flag, ultimate Frisbee and other traditional sports are introduced throughout the grades. Unicycling is introduced in the 3rd grade and other balance activities strengthen the will, while juggling sticks and diabolo’s work on fine and gross motor coordination. Intermural Cooperative games are held in the upper grades with neighboring Waldorf schools including the Pentathlon in 5th grade, Medieval Games in 6th grade, Explorers’ Tournament in 7th grade and Track Meet in 8th grade.

ENRICHMENT TEACHERS

Enrichment Teachers support content instruction in several areas across the curriculum; Movement, Spanish, Strings, Percussion, Handwork and Woodwork. Main Lesson and Enrichment teachers work together to coordinate lessons with block projects and other grade level themes. Enrichment teachers provide feedback on student performance, behavior incidents and class social dynamics to the main lesson teacher. Enrichment Teachers work with

the administration using the same behavior supports and discipline protocols used campus wide.

MUSIC PROGRAM

Musical training is an integral part of a Waldorf curriculum through the grades. Musical instruction begins in kindergarten with songs and singing games. The teacher brings much of her direction throughout the day to the children through her singing voice.

The wooden pentatonic flute is studied in the first and second grades, transitioning to the soprano recorder in the subsequent grades. Beginning in fifth grade alto, tenor and bass recorder are introduced. The School provides these instruments, though you may also purchase an instrument for your child's use at home. Singing and playing of rhythmic games continues throughout the grades.

Formal violin study begins in third grade. The children learn the basics of handling a violin or viola, how to play, and how to care for the instrument. Violins and other stringed instruments are provided by Live Oak due to the great generosity of the pledge program. Starting in the latter half of sixth grade, students may transition to cello following a consultation between their parents and the music instructor. Children are expected bring their instruments to school each day of their ensemble class. Student care of the instruments is important. Though accidents happen, damage to the instrument may result in repair costs to the family.

Sometimes, parents ask why the violin is studied after the pentatonic flute and the recorder. Waldorf students are introduced to the violin in order to develop a capacity for hearing the tones through listening. Because the violin does not have keys, the child must find just the right finger placement to produce the correct notes. In this way, the child actively experiences the nature of tones. Some children may wish to continue with the violin or go on to take up another stringed instrument. Viola, cello and bass are introduced in the upper grades as appropriate, according to instructor recommendation.

It is important to note that participation in the school's Music Program is required and is not optional, even for students joining the school later in the grades. The music program is an integral part of the educational experience for our students. Upon enrollment in the school, parents are committing to full participation in the music program all the way through the grades. If a student is behind in their musical studies upon joining the school, it is the duty of the family to supplement study through extra private lessons and practice.

Families are encouraged to access additional music instruction support from area teachers to supplement the music classes offered at Live Oak. The one-on-one support that a private lesson provides is very helpful to students in making progress. Please contact the music teacher for resources available in the area.

HANDWORK & WOODWORK

In these lessons students have the opportunity to grasp the world in a tangible way and to give expression to their latent creativity. Crafts both bring order and bestow order. The craft process brings order to the materials used.

In woodwork, starting with a freshly felled log, we visualize a new potential within the log, then we split, saw, trim, cut, shape, sand, and finish it into something new and useful. Through this process, order is bestowed upon the maker.

The involvement in craftwork offers the challenge to learn to work from the conceptual through to the material. In this process the student is guided to experience and become conscious of exercising very human attributes, both on an emotional and intellectual level. Along with the development of a manual skill, we see the development of certain human qualities: rhythm, endurance, stamina, and focus. For the older students, it is also a useful introduction to real work.

Woodworking begins with a simple project such as carving a small tree from a branch. As students advance, more complex and ambitious projects are introduced so that both the will and physical strength are challenged to rise to the task. Projects include Long Bow construction, spoon carving and bowls. Our woodwork program takes place year-round, in a semi-sheltered outdoor workshop. Students must be dressed appropriately for the weather when working out of doors.

Students at our school study handwork all through the grades, learning many useful skills, but also a great deal more. Knitting is very arithmetical, reinforcing academic skills. Sewing involves careful planning, and consideration with respect to imagining a finished three-dimensional piece. Spatial relationship and awareness is reinforced, and the children become skillful, yet also sensitive to design and process. Through knitting, cross-stitch, crochet, weaving, hand and machine sewing, and embroidery the children become aware of their hands and the great gifts they can create.

In spending time each week in these creative processes, students are provided with a wonderful opportunity to learn practical activities that builds skill, aesthetic sense, and confidence.

HOMEWORK

Homework has become such an integral part of education that in some schools it is assigned as early as kindergarten. Parents are understandably concerned about homework because they are interested in how their children will develop self-discipline and how they will be prepared to move on to different academic environments later in life. In a Waldorf curriculum, there are several principles we consider when deciding when homework begins and what it should consist of.

- We attempt to offer thinking activities in the morning when the child is freshest; “will” activities in the afternoon; and ideally the evening time would be devoted to artistic pursuits. While it is difficult to reach this ideal, we attempt to follow this for as long as possible.
- Waldorf education has as one of its primary goals the strengthening of the will of the child. Our entire curriculum guides children toward responsibility and self-reliance.
- Though individual teachers will choose what is right for their class, in general, we begin the process of homework with regular practice of a musical instrument in third grade. From the fourth grade on, teachers may choose to assign homework, but it is useful to think of the following timetable to understand what skills the teachers are seeking to develop in the children and to understand how parents may best support this process.
- **K-2 – Nurturing The Home Life:** parents should provide regular chores, read aloud to the children, and do family artistic activities together in the evening.
- **Grades 3-5 – Introduction to Homework Practice:** Children begin slowly to develop habits of bringing work home, completing it, and returning it to school. We ask that parents are very involved at this stage, setting aside a regular time to help their children, providing them with an adequate workspace, and checking to make sure that the child has completed their work. Parents must closely follow their own children’s development to understand their level of involvement in their child’s work. This will vary according to personality and temperament.
- **Grades 6-8 – Supported Homework:** The Waldorf curriculum recognizes that sixth grade is a time when children are both able to take responsibility for their own work and are able to call up a complete picture of their schoolwork while away from school. Work at home now truly becomes “homework” as the children are asked to do deeper thinking and to develop their own individual perspective on the material they are offered. Homework now becomes something which occurs mainly between the teacher and the child, although parents must still be sure that their children have adequate time in their schedule to complete it and should be closely monitoring the work, assisting, supervising and guiding as needed.

The education of a child is a task that takes many hands and hearts in order to bear fruit. Parents work in partnership with the teachers to provide support, love, and proper boundaries for children at home. Closely supervised, quiet time and space for homework is essential. Reading with children on a daily basis, practicing math facts, assisting with library research, and other such help are an important and necessary part of a parent’s role at home. Children in 3rd -5th grade usually need a parent sitting with them during homework time, helping to make spelling or math practice cards, keeping on task, etc.

Middle school children still need assistance and encouragement to do their homework and music practice each day. Older students should have direct supervision in any research done on the Internet. There is no such thing as “I don’t have homework” in grades 3-8. Even if there are not specific assignments due, as there might be in middle school, every child should read and practice music every single day. Ask your child’s teachers if you are unsure about what to expect.

ACADEMIC INTEGRITY

A central tenet of Waldorf philosophy is to develop students capable of independent and creative thought in their approach to academics. We encourage collaboration between and among students but ask that their work on individual projects and assignments be their own. Behaviors such as copying work from another student when the assignment was intended to be a student’s original independent work, cheating on a test, plagiarizing a published source without properly citing the reference, or falsifying information (such as a parent signature) are antithetical to maintaining academic integrity. Students who do not adhere to appropriate conduct in this area will experience consequences as the teacher or administration see fit.

CLASS PLAYS

Every year each grade produces a class play. The plays are chosen for their thematic resonance with the grade curriculum, as well as age appropriateness for the skills and understanding of the students. Plays take from 6-8 weeks to practice and stage. In the early grades, choral recitation is a common with individual roles and solo lines becoming more frequent up the grades. Parent support for costuming and set design is essential to the process. Please contact your teacher and class coordinator to offer your assistance. Recording devices are restricted during presentations. Please contact the office for more information.

■ FIELD TRIPS

Field trips can be an important supplement to our regular curriculum, providing they do not take away from essential classroom instruction. The teacher follows a set procedure for requesting approval for a field trip. Parents are often asked by the teachers to attend the field trips to help with driving and supervision of the children while off campus. Parents wishing to attend a class field trip are subject to teacher approval.

PERMISSION FORMS

For standard field trips, specific permissions forms will be sent home at least 2 weeks prior to the field trip. This form will include the date and time, location and activities your child will participate in. This form must be turned into the office 1 week in advance of the field trip. Emergency Contact and Consent To Treat form must be current or the child will not be allowed to attend the trip.

WALKING FIELD TRIPS

Classes may take walking field trips throughout the year to the public library, nearby parks and places of interest in the close vicinity of the school. Parents may complete the Walking Field Trip section of the Emergency Contact Form and submit it at the start of the school year to provide permission for their child to participate in such field trips throughout the year.

VOLUNTEER TRANSPORTATION

Some field trips utilize transportation provided by parent drivers. Parent drivers must provide the required documents to the office at least 2 weeks prior to the field trip:

- Proof of Insurance Coverage including: \$100,000 –\$300,000 bodily injury liability; \$50,000 property damage liability; and \$5,000 medical payment coverage for passengers.
- Insurance Declaration Page
- Registration Card
- Copy of Driver's License
- Statement of Insurance coverage (provided by office)

Students age 11 and under must sit in a rear seat with a shoulder belt. Appropriate passenger restraints, including booster seats if necessary (Under 8 years of age or less than 4'9"), are required of all passengers. Volunteer drivers shall not deviate from the mapped directions.

CARPOOL SAFETY BASICS

- The vehicle must be in good repair with adequate fuel.
- Pick-up and drop-off children only at school.
- Do not make detours for errands while chaperoning students.
- Insist that each child is buckled up in individual seat belts and that the doors are locked before starting the motor.

- If possible, lock power window and door controls from the driver's seat. Set rules and maintain strict discipline in the car. Do not allow talking or behavior to become a distraction to your driving.
- Pull over if any child in the group gets out of control.
- Do not play the radio or tapes, or use the cell phone while you drive. It will allow you to monitor the children better and to concentrate on your driving.
- Remove hard or heavy objects from the interior of the car during the trip. Loose objects can pose a danger during a crash.
- Have emergency contact and health information for each child who rides in your car.
- Make sure your car has a well-equipped first aid kit; the office has kits you may borrow if you feel yours is inadequate.
- Be sure your insurance coverage is adequate, up-to-date, and filed with the school office if driving for a school function.

CHAPERONES

Parents may be asked to chaperone a class field trip. Parent chaperones are responsible for the safety and supervision of students and support of the teacher during the trip. Parents must be cleared through the office for participation. Overnight trips require fingerprint clearance.

SIBLINGS

Siblings, including young children, are not allowed on field trips. The school's insurance carrier does not allow their participation. Chaperones must be fully available to attend to the students on the field trip without the potential need to attend to another child.

8TH GRADE TRIP

It is a tradition at most Waldorf schools for the 8th grade to celebrate the culmination of their educational journey with a class trip. The trip is chosen and developed by the Class Teacher in collaboration with the Executive Director. The purpose of the trip is to provide a culminating experience for the students as they prepare to depart their primary school experience. Trips frequently feature group initiative, experiences in nature, play, contemplation, and ceremony.

■ PROGRESS REPORTS & ASSESSMENT

ACADEMIC PROGRESS REPORTING

Student progress reports and parent conferences provide important information for parents to monitor child progress and development and support the academic work of their children at school. Progress reports at Live Oak change over the years as a child changes. Live Oak asks parents to hold their child's reports privately until the child is of an age where such awareness is helpful to their own self-monitoring and understanding.

Parent/teacher conferences are held in the fall and semester progress reports are sent home in January and June. Parents are encouraged to request additional conferences as needed.

Kindergarten (Semester)

Uses standards based rubric to identify progress towards milestones important for later academic and social development.

Grades 1-5 (Semester)

In the early grades, assessments are qualitative in nature and do not include letter grades. The standards based report card outlines major areas of academic development.

Upper Grades 6-8 (Semester)

In preparation for student transition to high school, letter grades are assigned for units in grades 6 through 8. Due to the more mature nature of middle grade students, parents are encouraged to share the report with their children to facilitate productive dialogue as students prepare for high school and college.

MANDATED TESTING

Our school is required to administer the state-mandated tests from 3rd through 8th grade. Since Live Oak Charter School follows the developmentally based Waldorf curriculum, our instructional scope and sequence is different in some areas from the pattern assumed by the creators of the **CAASPP** (California Assessment of Student Performance and Progress) and other state assessments. In general, early grades instruction is more patient such that grades 3 and 4 may have some natural differences in curriculum. Test performance demonstrates this early grade difference. By middle school however, our classes perform very well on state testing, surpassing their peers at neighboring schools.

While we don't measure a student's learning solely by state mandated tests, we do find the results helpful in tracking student performance. Test results also provide important feedback that assists in identifying areas of instruction needing improvement. In addition, as a publicly funded charter school, the CAASPP test is a measure by which our chartering body, Petaluma City Schools, and the Department of Education consider our success. It is helpful to demonstrate to those in the public realm who are unfamiliar with Waldorf education that our students do well by state measures as well as our own.

■ LEARNING SUPPORT

LEARNING SUPPORT

The first step for accessing learning support is a discussion with your child's teacher. Initially, the teacher will attempt interventions and accommodations through lesson design and in class assistance. If the child continues to find difficulty, it is best to broaden the conversation to look at other supports. The first step in this process is holding an Student Study Team (SST) meeting.

ACADEMIC COACHING TEAMS (ACT)

For Academic core subjects, primarily reading and writing in grades 1-5, students participate in differentiated responsive academic teams with an expanded staff for one period daily. Students gain direct feedback and guidance in a small group setting that can adapt to the needs of the small group of students. This differentiation ensures that all students, from struggling to advanced, receive the targeted support they need to make substantial progress.

STUDENT STUDY TEAM (SST)

The Student Study Team is composed of the Class Teacher, Executive Director, Parents, and other relevant staff as needed. The team meets to discuss academic, social, or behavioral concerns. This meeting is an opportunity to share observations of student performance, examples of student work, and results from recent assessments to build an understanding that can guide a response to the concerns. Teachers frequently initiate SST meetings, though parents may request an SST meetings as well. Parents should contact their teacher to discuss if an SST would be helpful.

At the SST, the team will discuss ways to support the student and monitor the response to attempted interventions. The outcome of the SST is often a new understanding of the needs of the student, and a new set of tools that may support them. Several SST meetings may be held for a child over time. SSTs can be held to track progress and make adjustments to interventions over time. As a child's progress improves, the need for SSTs may diminish. There are times when the child does not respond to the interventions attempted through the SST process. If a child demonstrates persistently slow academically progress, this could be a sign of a deeper learning issue. In this case, additional assessments may be explored to determine other services that could assist the student.

504 PLANS

504 Plans are offered under Section 504 of the American with Disabilities Act. A 504 Plan may be necessary to support students with medical disabilities that adversely impact their ability to learn. For example, students with a significant vision deficiency may need specific accommodations to satisfy their needs. Alternately, a paraplegic would have unique needs that would need to be addressed through specific 504 accommodations. If your child has a medical

condition that significantly impacts her learning, it is important for the teacher to be made aware of the condition. Most situations do not require a 504 Plan, but in some cases, a 504 provides a formal support for students in need. Questions regarding 504 Plans should be directed to your Teacher and/or the Executive Director.

SPECIAL EDUCATION

Petaluma City School District provides special education services at Live Oak Charter School. Children who are potentially eligible for these services, or who have a current Individualized Education Program (IEP), receive evaluation and/or ongoing support in a manner that is in compliance with the Individuals with Disabilities Educational Act, and that meets the specifications of his/her Individualized Educational Program. An IEP team, composed of teachers, administrator, special education staff, and school psychologist, conduct assessments and observations to determine eligibility and identify relevant supports. If a student is identified as eligible for special education services, *and* the parent/guardian consents to the provision of such services, then an IEP will be drafted. This plan may include interventions that were already in place under Student Study Team plans, or it may include additional services specific to the student's needs. The IEP guides instruction for one or more subject area, and may last for several years. The plan is updated annually, and every three years students are re-assessed.

■ STUDENT CULTURE

SOCIAL SUPPORT

At Live Oak, we offer compassionate conflict resolution strategies, recovery opportunities when mistakes are made, and counseling by staff for moments of crisis or frustration. Effective social support begins with healthy listening and speaking skills, empathy development through mindfulness, awareness of personal feelings, and problem solving to resolve conflicts. Social support is a broad process that involves many different activities across the campus and school year: Skits and stories are used to teach appropriate behavior and life skills. Restorative conferences provide forum for conflict resolution. Class circles allow students to discuss recurring issues that need peer support to remedy. Character development and clear discipline practices provide the structure and boundaries for children to feel safe and grounded. Social and emotional support permeates every activity at Live Oak from main lessons to our festivals.

LIVE OAK VIRTUES

Wisdom in Thought ■ Strength in Purpose ■ Compassion in Action

The Live Oak Virtues are the credo of our community, the guides of our activity, and the frame for our exploration of our relationship to each other. These virtues are explored through story, art, and symbol and are a gateway for conversation with our students when confronting adversity.

THE 12 AGREEMENTS OF LIVE OAK

The foundation of positive school culture is trust. A healthy school environment is predicated on a shared understanding of the social contract and a consistent tending to its practice. All Students, Staff, and Guests are responsible for upholding these agreements.

Respect Each Other	Be inclusive, take turns, listen well, and strive to resolve conflicts.
Do Not Harm	Do not use force in anger. No grabbing, pushing, hitting, or kicking.
Use Kind Words	No name-calling, teasing, inappropriate language, or verbal abuse.
Be Safe	No mock fighting or wrestling. Be aware of danger. Make healthy choices.
Care for All Things	Treat all living things, possessions, equipment, and campus respectfully.
Do Not Disrupt	Stay focused in class, quiet in passage, and be considerate of others' needs.
Follow Directions	Do as directed by Teachers and Supervising Adults. No arguing.
Keep Together	Stay in assigned areas; know the boundaries, and where to go.
Be Ready	Arrive promptly, dressed appropriately, and prepared to learn.
Act with Honesty	Listen to others, share your feelings, and honor the truth.
Take Responsibility	Clean up after yourself, fulfill promises, complete lessons, and seek help.
Service to Others	Help others whenever possible, report concerns to adults.

CLASS CIRCLES

Class circles are the backbone of our social support, weaving together active listening, mindfulness practices for empathy development and honest and respectful communication. Class circles are held in grades 1 through 8 to discuss issues of concern or conflicts in the social group. The Executive Director visits class circles as necessary to support the development of healthy communication and trust in the class environment.

CONFLICT RESOLUTION

Teachers and the administrative staff will provide small group or paired conflict resolution when necessary. Restorative Resource questions guide conflict resolution conferences to support students in the development of empathy, and resolve their suffering, and identify solutions. Positive adult response to students in conflict is important to the development of trust and understanding in our children. Nothing is more important than a student's sense of safety and harmony with their peers.

SEEDS COUNSELING

Live Oak works in partnership with the SEEDS of Awareness Counseling program to provide counseling and therapy services to students in need. Requests for services may be addressed to the class teacher or administration. School staff may suggest to parents the availability of such services when needs are observed. Permission to provide service must be granted by the parent or guardian prior to provision of services.

DRESS PHILOSOPHY

Live Oak Charter School is dedicated to offering the most that an education can give. The scope of this education does not stop with the “Three R’s,” but extends into consideration of the physical and cultural environment of the School. The desire for individuality in clothing is strong in modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within the Waldorf approach, the unfolding of the child’s individuality is best marked in the student’s work and relations with his classmates. It is our humanness that needs development, not our responsiveness to advertising, slogans, sports allegiances, etc. Clothing fads, competitiveness, precocious behavior, and self-absorption can contribute to unnecessary conflict between students, between students and teachers, and between children and parents, undermining a productive learning atmosphere.

The School asks that clothing remain simple and functional. Class teachers and school staff reserve the right to ascertain when clothing or appearance is unacceptable (regardless of whether the attire conforms to the “letter of the law.”) Anything that might become a distraction to learning should be avoided. Class teachers may have additional guidelines for their classes.

Disregard for any of these standards may result in the parents being contacted to bring other clothes to school. Repeated offenses may result in disciplinary action, including suspension. Please use these guidelines for all school activities.

- **Comfort and Practicality:** Movement is a part of every school day. The student’s clothing should be loose enough for running, bending, jumping, etc. Shoes need to be comfortable, secure, and able to take the wear and tear of running games. Toes and heels should be covered.
- **Sufficient Warmth:** Children are unable to learn well if they are cold and their circulation is poor. All clothing must provide adequate temperature regulation given varied weather throughout the day. Our foggy mornings necessitate layers of clothes that can be peeled off as the children warm up. Coats are necessary during cold weather and legs must be covered. Layers of fleece or wool are good fabrics for keeping children warm. Boots and raincoats are required for rainy days.
- **Neatness:** Neatness of dress and hair, cleanliness of hands, face and nails are all important to help a student feel prepared for their day and ready to engage in the social sphere.
- **Media Free Environment:** The Waldorf curriculum emphasizes that students’ imagination and play, should arise from their own internal stories and meaning construction. Media generated stories and characters quickly dominate child play, obscuring a child’s own creativity, and their free exploration and interpretation of stories and events. In addition, media and commercial messaging targeted at children is designed to capture a child’s attention and loyalty to ensure students return as repeat consumers. The entire notion of capturing a child’s imagination for commercial benefit,

or tethering their free exploration of story is anathema to natural childhood development. As such, media content on clothing, including cartoons and TV characters, is strongly discouraged.

- **Age appropriate styles:** Society's array of hairstyles, makeup, jewelry, and fashion clothes fascinates many boys and girls. Excessive attention to "style" encourages self-consciousness that is more appropriate for age 14 and up. We wish to keep the elementary school child free of excessive self-consciousness, focusing instead on learning about the world around them.

Please label everything your child wears or brings to school: footwear, lunch baskets, backpacks, sweaters, sweatshirts, bags, hats, etc. Remember to check the lost and found bin on the deck by the office for missing items. The lost and found is periodically emptied and donated to charity.

DRESS CODE

Kindergarten through 5th Grade

- Clothing and accessories should not be disruptive, disturbing, or inappropriate for healthy child development in a Waldorf environment.
- Clothing and accessories should be subtle and modest in fit and style and allow for full participation in school activities including movement and free play.
- Clothing and accessories should be free from text and imagery.
 - Acceptable:
 - Solid colors, patterned fabric, geometric or abstract designs, plaids, floral prints, stripes, and simple decorative icons are acceptable.
 - Garments from school activities that include text and image are acceptable.
 - Discouraged:
 - Words and numbers, cartoons, scenic, realistic or media images.
- Clothing must cover the body and undergarments from mid-thigh to top of chest.
- Footwear must be worn at all times except when specified by staff. Toes and heels must be covered by footwear. Shoes must be secure on feet and supportive during physical activity.
- Jewelry is discouraged to protect students from injury, loss or damage.
 - Earring Studs or very small hoops may be worn in ears.
- Perfume is not allowed.
- Hair coloring, facial cosmetics, temporary tattoos, or nail polish are discouraged.
- Hats and hoods must be removed while in class.

Middle School Dress Code Modifications (6th - 8th Grade)

- Clothing and accessories may have limited display of text and imagery. The following guidelines apply.
 - Image or text may not be visually distracting, disruptive, or inappropriate to a Kinder through 8th grade school environment.

- Image or text may not advertise commercial interests, including movie characters.
- Image or text may not communicate violence, racism, sexism, macabre, drugs, sex, gangs, or disturbing concepts for young children.
- Image or text from geographic locations is acceptable so long as it does not refer to a specific commercial entity.
- Clothing logos or brand logos must be subtle, occupying space less than 4 square inches.
- Clothing from youth athletic teams, clubs, or volunteer activities in which the student participates is allowed so long as it meets the above criteria.
- Subtle and natural hair coloring, facial cosmetics, or nail polish is allowed.
- Bracelets, necklaces and rings are allowed so long as they are not distracting, disruptive, or inappropriate to a K-8 school environment. In addition, they may not present health risks.

CELLULAR & ELECTRONIC DEVICES

School policy **restricts** cell phones and electronic devices on campus. This includes field trips and other school events. Live Oak strongly encourages parents to delay giving cell phones and personal media devices to children until high school. In the event that a cell phone is determined by parents to be a necessity, the school recommends that the device chosen should be as media-simple as possible. If it is necessary for your child to carry a cell phone, your child **will be required have it turned off during school and safely stowed.**

Device guidelines are described below:

- Student use of cell phones is prohibited during school hours, after-school programs, and events.
- Students must have cell phones turned off and safely stored during school hours, after-school programs, and events.
- After school, student cell phone use is allowed to coordinate pick-up in designated cell phone areas.
- Designated cell phone areas include:
 - The lawn by the big chicken
 - The lawn in front of the middle school building
 - The Main Office
- Student use of cell phones is restricted to phone calls and text messages.
- Viewing of audio-visual content on media devices is prohibited on campus at all times absent prior permission by school staff for specific use.
- Student use of media devices to record video or audio on campus is restricted without prior permission from the office.
- Personal media devices including tablet devices and laptops should not be brought to school without prior permission from the office. Use of such devices at school must be done in accordance with the specific privileges and guidelines outlined by the school.

If a student is observed using a cell phone or game pad during school it will be collected by the teacher and given back at the end of the day. If this occurs more than two times the device must be turned over to the office and a parent will need to reclaim the device directly. Additional offenses will result in a parent conference to determine if continued possession of the device on campus will be allowed. An action plan may be drafted in such cases to govern future use. Students who need to make a call with their cell phone after school may do so inside the office.

Live Oak requests that adults use cell phones in private whenever possible. Please avoid cell phone use on playgrounds, decks and picnic areas. The grass lawn at the front of the school and the main office are appropriate locations for cell phone use.

BEHAVIORAL EXPECTATIONS BY AREA

Area	Purposes	Needs	Actions and Behaviors to Meet Area Needs
Snack & Lunch Areas	To eat snack/lunch, hang out with friends	Clean Conversation Calm Orderly behavior Safety	Keep all food on table. Sit with feet on ground, bottom on bench and facing table. Stay in eating areas until dismissed. Use good table manners. Use quiet voices. Clean up all messes / Throw away trash. No trading/sharing food w/o teacher approval.
Deck and Walkways	To walk from one place to another	Quiet Cleanliness Movement Communication Safety	No sitting on rails. Allow others to pass. Walking at ALL TIMES, no running. No climbing on or over rails. Do not jump off the deck. Hands to yourself. No cutting to be 1 st in line.
Playground	To play and move	Play Space to move Cooperation Communication Being loud Running & jumping Act silly Safety	No play fighting or wrestling. Leave sticks, rocks and other dangerous objects in their place. Ask for monitor's help with safety and conflict concerns. Stay within play areas. Use gentle hands. Be aware of games and activities around you. When out of control, stop before someone gets hurt. All play stops when the bell rings. Speak respectfully to adults & schoolmates. Include schoolmates in play. Abide by agreed upon rules for games. Be kind to all living things. Clean up any trash you see, respecting the Earth. Dress warmly and when it is wet wear boots and raincoats. Ropes are for jumping only. Take turns. Play fair.
Restrooms	To use restroom To wash hands To wash up after injury	Private Clean Well Equipped Quiet Calm	Knock on stall door before entry. Flush toilet after use. Put towels in trash. No water outside of the bathroom. Report any messes in the bathroom to staff immediately. Give people privacy at all times. 3 students in room at a time. Leave the front door ajar. Use quiet voices. Do not disturb others using the bathroom. Do not linger in the bathroom beyond your need to use it.
Arrival & Dismissal Area	To move To enter & exit vehicles To walk & ride	Communication Efficiency Comfort Safety	Arrive on time. Leave on time. Use sidewalks and crosswalks. Wait in designated areas. Wait for your turn. Follow adult directions.
Office	To ask for help To use phone To see staff	Private Clean / First Aid Quiet for work Safety	Use quiet voices. Pay attention to why you are there not why others are there. Be respectful that others are working. Wait your turn.
Special Events & Assemblies	To perform To celebrate	Quiet No distractions Attention given to performance	Use audience manners. Sit on bottom. Use kind words and actions. Wait for your turn. Follow adult directions.

■ PROGRESSIVE DISCIPLINE

ENSURING A HEALTHY ENVIRONMENT

Students need a positive classroom setting that is safe, trustworthy, and welcoming. The participation of our students in creating this positive environment is essential. When students behave appropriately all students benefit. When a student misbehaves, many students suffer. Students are expected to pay attention to their lessons, following instructions promptly, cooperate with their peers, be ready for school, keeping to appropriate noise level, and show respect for peers, adults, and property.

Individual teachers will have variations of common classroom rules. Teachers discuss their expectations with students throughout the year. Students are also engaged in ongoing social support in class circles and assemblies that discuss behavior issues that are occurring in the classroom and on campus. All staff work together to hold our campus rules with consistency and positive support strategies to assist students in their behavior.

Staff may not directly observe some conflicts or transgressions. In such cases, it is important that when an incident or concern comes to the attention of adults, that it be reported to the child's class teacher or the office. If persisting conflicts are not reported and appropriately handled, students lose trust in the ability of the adults around them to keep them safe.

POSITIVE SUPPORT

Children respond best to clear and firm expectations and respectful and just responses to transgressions. When incidents occur, consequences are chosen to provide a natural response outcome to the problem, and offer the opportunity for the student to recover from the mistake. The focus for the support is addressing the issue as directly as possible, and measuring the response to fit compassionately with the corrective needs of the situation and the ability of the child to process the situation.

CONFERENCING WITH STUDENTS

When investigating and exploring discipline incidents, Live Oak staff uses the following questions to help guide an exploration of the situation with the involved students.

Five Guiding Questions for Resolution:

- From your perspective, tell what happened.
- What are your thoughts about it now?
- How have you and others been affected?
- What feelings or needs are still with you?
- What would you like to happen next?

For more acute incidents, students may be interviewed separately to allow them to tell their side of the story without interruption or influence from peers. Sometimes an incident may result in a conflict resolution conference, allowing students to talk about the incident with each other. Other times, the response to the incident may be handled through individual student conferencing with the teacher or staff.

PROGRESSIVE RESPONSE

Consistency is important to our students' understanding of our boundaries and their sense of justice in their community. Consequences to misbehavior are handled with similar levels of response depending on the intensity and frequency of the behavior. Individual circumstances may require alterations to disciplinary responses to meet unique needs of different children. In all cases, consequences are crafted to be congruent to the nature of the specific incident and the needs of the specific student to midwife a healthy change in behavior.

The most basic intervention is a redirection by staff. Staff may offer suggestions to students to try a different approach or behavior in a situation. If the behavior persists or is acute, the student may be warned or given a response card below. The response cards outline a progressive level of intervention in response to behavior incidents.

RESPONSE CARDS

When common redirection by a staff person is not successful, Live Oak teachers use a card system for office notification and for requesting assistance for behavior concerns. Cards can be:

- Assigned by teacher as a formal warning.
- Consequence may include time out, service to the community, or loss of recess time.
- Office is notified but direct intervention by office is not requested.
- Assigned as a referral for repeated or acute infractions.
- Direct intervention by the office is requested.
- Staff will investigate the situation and determine the nature of the incident.
- Interventions will be assigned according to the nature of the incident.

MINOR INFRACTIONS

For infrequent and less acute behaviors, staff will use measured interventions to dissuade repeat incidents and offer an opportunity for the student to recover. For exceeding disruptive, repeated or negative incidents the interventions may be increased in duration or gravity. For example, timeouts may be lengthened, or a classroom timeout may instead be held in the office. A conference may also be held with parent and the child to discuss incidents and behaviors as they occur. Interventions for minor infractions may include:

- Warning
- Conference
- Restriction from the area or activity, loss of recess time
- Confiscation of a restricted item to be returned to a parent
- Campus clean-up
- Repair or replacement of a damaged item

PERSISTENT INFRACTIONS

When behaviors persist in spite of earlier interventions, interventions may be escalated to provide greater support and deterrence. Above common responses for minor infractions,

persistent misbehavior suggests a student may need a more comprehensive endeavor to understand the functions of the behavior and explore individualized supports that may have greater chances for successful redirection. A behavior plan is often developed to serve this need. The plan describes the nature of the target behavior and outlines the responses that may be used to redirect and deter the student from repeated offenses. Continued misbehavior may lead to an escalation of consequences including suspension from school. Interventions for Persistent Infractions may include:

- Parent-Teacher-Administrator Conference
- Behavior Plan
- Suspension

ACUTE INFRACTIONS

At times, a student may engage in inappropriate behaviors that endanger the physical or emotional well being of other students, significantly disrupt or degrade the learning environment, and violate education or criminal code. In the event of singular but significant violations of education code and conduct, a student may be suspended for up to five days. Education Code 48900 and 48915 outline behaviors that may be grounds for suspension or expulsion, these include:

- Fighting or harming others.
- Threatening to fight or harm others.
- Causing injury.
- Harassment.
- Possession or being under the influence of a controlled substance.
- Possession of a real or simulated weapon.
- Disruption of school activities or defiance of authority of the school.
- Damage to property.
- Theft.

Such behaviors are grounds for suspension and possible expulsion. Suspensions may be conducted on or off campus as assigned by the Executive Director. During suspension students are not allowed on campus except as authorized by the Executive Director. The authority to expel rests with the Board of Directors through a formal hearing, upon the recommendation of the Executive Director.

CONTROLLED SUBSTANCES

The use of tobacco, drugs and alcohol is prohibited on school grounds or while participating in school-sponsored activities, whether they are occur on or off campus. The possession, influence, or use of any of these substances or paraphernalia is a violation of Education Code and will result in suspension and possible expulsion. A student found in the presence of students actively using such substances may also be subject to disciplinary action. In the event of infractions involving drugs and alcohol, the police will be contacted for assistance.

■ PARENT INVOLVEMENT

Parent support ensures that Live Oak is a successful school and community. Parent involvement varies depending upon each family's unique needs and capacities. Some parents feel called to serve as members of the Board of Directors or other school committees. Parents operate the Live Oak Foundation and Family Pledge Program. Others assist their teacher in the classroom assisting on projects or supervising activities on the playground. Parents bring their unique gifts and talents to the school in guest lessons and event planning. Parents provide essential financial support for the school through the Family Pledge Program, donations, and volunteer hours for major and minor school projects. It is only through parent involvement and support that Live Oak is able to provide students with such a rich education.

PARENT RESPONSIBILITIES

Parents are strongly encouraged to be active participants in their children's education. Your involvement ensures your child has the greatest opportunity for success and keeps you informed and connected to our community. To that end, it is respectfully requested that parents attend to the following responsibilities and guidelines:

- Attend all Parent-Teacher Conferences and Class Meetings.
- Attend Back-to-School and Open House, Festivals, Events, and Assemblies.
- Participate in parent education workshops.
- Pursue study of Waldorf child development and complimentary parenting practices.
- Read the Parent Handbook.
- Read a copy of the Live Oak School Charter (available in the school office).
- Join a committee or volunteer to support a committee when called to participate.
- Support your class teacher and class coordinator. You will be informed of the ways in which you can help throughout the year.
- Ensure that your child adheres to the dress code.
- Adhere to the school's attendance policies and procedures.
- Commit to a home environment that is nurturing and conducive to learning.
- Limit or eliminate your child's contact with media influences such as television, movies, video games and consoles, internet, and texting.
- Gain understanding of the curriculum and support the educational program at home.
- Understand and enforce Positive Discipline both at school and at home.
- Schedule family vacations during school breaks (see online school calendar).
- If a planned absence is unavoidable, complete an Independent Study Agreement.
- Always schedule meetings with your class teacher in advance.
- Parent participation in classroom activities, including enrichment activities, observations and assistance with academic lessons should be prearranged with the classroom teacher.
- When present on campus, actively assist in holding the positive behavior of all students. Gently redirect students who engage in unsafe or negative behavior.

- Refrain from directly confronting other's children regarding past behavioral or social issues at school. Should such problems occur, the classroom teacher and/or school administrators should be requested to intervene or mediate the situation.
- Parents who bring infants, toddlers and/or preschool students on campus should have their children under their direct supervision at all times. Direct supervision means within eyesight and within a distance in which voice control can still be exercised over the child.
- Adults are expected to model appropriate behavior for the students at all times. Any adults engaging in inappropriate communication (such as yelling, profanity, or threats) or behavior on school grounds will be escorted from the campus and may have their access to the school grounds permanently limited.
- Parents and teachers have the right to request that an administrator be present at any meeting concerning a school-related topic.
- The Live Oak Board of Directors has invested the Executive Director with the authority and responsibility for the day-to-day safety and well-being of the school. Consequently, parents on campus shall defer to the Executive Director's judgment during questionable or pressing moments including crisis and emergency situations.

In addition to the above guidelines, your child's teacher may have specific recommendations that she/he will present at parent meetings or in class letters.

PARENT SUPPORT

It is vital that parents are involved in the behavioral support of students at school. Information is perhaps the most important resource held by parents that can support the staff and students in creating a healthy and vibrant school culture. Honest sharing of information is essential for teachers and staff to address concerns that come home with our students. Opening up these paths of communication allow staff to take appropriate corrective actions, and provides feedback on the outcomes of such work.

There are times when conflicts between children can lead to discomfort in our adult relationships. It is important in these cases to ask for support from staff to mediate the concerns. As our students will spend many years together, it is important to ensure healthy relationships in the parent body for the benefit of the social life of our students.

PARENT SUPERVISION ON CAMPUS

It is very important that the expectations held throughout the school day by staff and teachers do not diminish when the bell rings. When accompanying children on campus, please provide continuous and active supervision of children. Students need firm boundaries. Wrestling, climbing, inappropriate speech and unbound behavior in the company of adults decreases the likelihood of positive behavior when class is back in session. Please hold to school rules whenever on campus or at school events.

PARENT EDUCATION

Live Oak believes that parents can best support their child's education if they cultivate an understanding of child development, Waldorf curriculum, and healthy parenting practices. Towards this end, the school offers parent education opportunities via publications, lectures and workshops. Parents will benefit enormously by attending these events throughout the year, which are announced in the *Leaflet* newsletter.

RECOMMENDED READING

Waldorf & Parenting

- [You Are Your Child's First Teacher](#), by Rahima Baldwin.
- [Beyond the Rainbow Bridge: Nurturing Our Children from Birth to Seven](#) by Barbara J. Patterson, Pamela Bradley & Jean Riordan
- [Waldorf Education, a Family Guide](#), edited by Pamela Johnson Fenner.
- [Understanding Waldorf Education: Teaching from the Inside Out](#), by Jack Petrash
- [Waldorf Schools: Volume I and II](#), edited by Ruth Pusch
- [Positive Discipline](#), by Jane Nelson
- [School as a Journey: the Eight-Year Odyssey of a Waldorf Teacher and His Class](#), by Torin Finser
- [Simplicity Parenting](#), by Kim John Payne

Media and Children

- [Endangered Minds: Why Our Children Don't Think](#) by Jane Healy
- [The Plug-In Drug](#) and [Unplugging the Plug-In Drug](#) by Marie Winn
- [What To Do After You Turn Off the TV](#) by Frances Moore Lappe
- [How Television Poisons Children's Minds](#) by Miles Everett
- [Who's Bringing Them Up? How to Break the TV Habit](#) by Martin Large

CLASS COORDINATORS

Class Coordinators are parent volunteers in each classroom who support the educational and community life at Live Oak. Coordinators are an essential connection for parents in their class to the events, activities and pulse of their classroom. Class coordinators are parent volunteers with a student in the class for which they coordinate. Coordinators manage a class email list to assist in disseminating information from the teacher for upcoming projects in class and volunteer coordination for plays and school events. As a body, class coordinators serve as a hub of communication between the parents, teachers and administration.

The group is comprised of a class coordinator from each classroom, the Office Manager, and the Executive Director. The Office Manager chairs class coordinator meetings. The group meets every two weeks and is open to guests. Class coordinators advise administration staff on issues important to the parent community, logistics planning, and policy development.

CLASS VOLUNTEERS

Volunteer Class Parents provide support for many specific duties throughout the year. The Field Trip Coordinator is the point of contact for field trip information and required forms and deadlines. The Cleaning Faeries Coordinator will help set-up a schedule for parent classroom cleaning fairies. Please be sure you know who the parent coordinators are for your class. They can assist you in staying informed, or direct you to the staff that can answer your questions.

CLASS PARENT MEETINGS

Throughout the year, teachers schedule class meetings with the parents of their class. The purpose of these meetings is to explore the meaning of the curriculum, particularly as it relates to the development of the child to provide a picture of what is happening in class, handle class business, deal with issues the class is facing, and come together as the parent group that holds the children as they grow. We believe that parents need to understand their children's developmental needs and how the teacher, through the Waldorf curriculum, is attempting to meet those needs. It is expected that at least one of a child's parents will attend all class meetings.

MEDIA EXPOSURE AND CHILDREN

It is a delicate task to balance the demands and possibilities of modern life with our understanding of the developing child. A central tenet of Live Oak Charter School's educational approach is that a child's imagination is a primary modality for learning and growth. Opportunities for lively, artistic and academic expression are of the greatest importance. It is our desire that parents and teachers strive to offer children experiences of the natural world, rich stories and pictures, healthy physical movement and role models that serve to build enthusiasm and reverence for their lives on the earth.

A central concept in Waldorf Education is that much of popular culture, as expressed in the media, can overwhelm a child's creative thoughts and often has detrimental effects on behavior and values. Consequently, we strongly advocate limiting children's exposure to electronic media such as television, video games, computers and phones. Rather than electronic media, please make plenty of time for your child's physical activities, music practice, recreational reading, family life, sleep, and play. Parents are encouraged to attend classes on the effects of media on the developing brain. We also have books available on the subject in the Parent Library.

To allow children to experience the integral relationship between writing and reading, and to support the development of handwriting skills, computer literacy and keyboarding are felt to be more appropriate for 6th grade and above.

■ COMMUNITY LIFE

FESTIVALS AND EVENTS

1st Grade Rose Ceremony

The Rose Ceremony has two gatherings at the start and end of the school year. Beginning the year, the ceremony welcomes our graduating kindergarten students into the 1st grade with their 8th grade buddies providing roses and an escort to their 1st grade teacher. Families are invited to attend.

Dragon Pageant and Fall Festival

The fall season and sun's diminishing light toward the dark of winter is celebrated in an All-School Assembly that brings the old-English story of *Sir George & the Dragon* to life. Families are invited to attend as students in grades 2-8 present our tale of courage and transformation. A festival of activities follows the performance. Cinnamon apples, cornhusk dolls, planting bulbs, juggling and community entertainment enliven this event.

Winter Festivals of Light

These beautiful events during the winter season are crafted to awaken our inner light in the darkened winter. Kindergarten students participate in the Lantern Walk in November. The Winter Spiral is held for 1st through 3rd Grades. 4th and 5th grade students conduct their Winter Light event, and the middle school joins in the dark of a nature preserve for the Winter Moon Hike. All events share similar elements of song, candlelight, quiet contemplation and the joy of gathering in community to celebrate the texture of light and darkness of the December tide.

Winter Assembly & Faire

Live Oak's All-School Winter Assembly is held on the 2nd Friday before Winter Break. Grades 2-8 present an offering to the community through choir pieces, recorder and percussion, poetry recitations, and stories. The K-8 Visual Arts Gallery is on display during the assembly. An extensive winter crafts faire follows the performances with high quality hand made goods from local artisans. Food, music and carnival games extend the day and invite families to enjoy the warmth of Live Oak's vibrant community.

Valentine's Day

Students are invited by their class teacher to participate in sharing simple messages of care and appreciation with their classmates. Teachers will notify parents of the format for their class.

Auction

Sponsored by the Live Oak Foundation in the month of March, the auction is our largest fundraising event. It is an evening of music, food, gifts and magic. We have both a silent and live auction of many fantastic treasures. This is not to be missed. Schedule your babysitters early!

Open House

Open House is held in the spring for families and friends to visit classrooms, view student work and engage in hands on activities with their children. It is an opportunity to meet others in the community and learn more about our curriculum and programs throughout the grades. Students are invited to attend this event with their families.

Spring Faire

Spring Faire is a festive and beautiful tribute that embraces the upwelling vitality of spring. Live Oak community is invited to join in our celebration of spring's vitality. Be prepared to enjoy instrument and choir presentation by our students, Maypole dancing, good company, a bounty of flowers and color, and strawberry shortcake for all.

End Of Year Assembly

This event takes place during the last week of school to celebrate the close of the School year. Spring verse, poems, music, and songs are shared with families and friends as we prepare to depart for summer. Grades 1-8 perform.

Kindergarten Fly Away Ceremony

Our older Kindergarten students who will be graduating to 1st grade take part in the Fly Away Ceremony to honor their growth and transition. This event occurs at the end of the school year.

8th Grade Rose Ceremony

At year's end, our 1st graders return the gesture from the beginning of the year by gifting a rose to their departing 8th grade buddies. Families are invited to attend.

8th Grade Promotion

The 8th grade promotion ceremony is held at the end of the year. All families are invited to attend as we honor our 8th grade and celebrate their transition to High School.

FESTIVALS AND EVENTS ETIQUETTE

It is imperative that parents and guests hold the sincerity and reverence of our ceremonies and events with great care. Some events require extended silence by guests. Young children are welcome at our events, so long as they are well attended. When school ends, and events continue, parents are responsible for the supervision of their children.

RECORDING EVENTS

To allow students to focus on their presentation without the modifying aspect of the camera's gaze, cameras are regulated at performance events. Permission is required for the use of recording devices at school events. Please contact the office or the event coordinator for more information.

■ COMMUNICATIONS

AVENUES OF COMMUNICATION

There are many avenues of communication at Live Oak. Face to face communication is almost always preferred, particularly for sensitive or emotional issues. For logistics and information dissemination however, we have several communication pathways and information sources that should be integrated by our families and friends. These pathways include the Website, the *Leaflet* newsletter, the Online School Calendar, Office Bulletin Boards, Student Folders, Teacher and Class Coordinator Emails, and the Automated Mass Notification System.

- **The Website** is updated dynamically throughout the year with updates to school forms and publications, *Leaflet* postings, Board documents, and the online school calendar
- **The Online School Calendar** is a Google calendar that is up to date and available for your subscription, simply click the subscribe link on the website to have school events and announcements included in your personal electronic calendar
- The **Office Bulletin Board** is open for community posting. Regional events, community-oriented activities, and offers for services may be posted here. Check the Bulletin Board for upcoming board agendas as well as flyers for school events. Please contact the office for permission to post.
- **Student Folders** are located near the entrance to every classroom. Each student will have a folder that contains communications from the teacher, student documents that need parent attention, as well as other office communications. Please check your child's folder daily.
- **Teachers and Class Coordinators** use email as the primary method of communication. If you do not have an email address, please notify your teacher and class coordinator to ensure you will still have access to the information that is being sent electronically. We strongly encourage all families to use email, as the time required to replicate electronic communications is very time consuming, and ultimately incomplete. Contact the office if you need assistance in setting up a free email account. Public libraries offer free computer access to your email.
- The **Automated Mass Notification System** is an automated system used to send phone, text and email announcements to families. Many times throughout the year, messages will be sent for upcoming events or important school announcements, or class specific communications. The Mass Notification System is also used for disseminating information during emergencies. In the event of an emergency such as fire, earthquake

or lockdown, the school will use the system, if available, to contact parents and provide guidance and direction to assist in a safe and coordinated response. The system will leave a voice mail announcement if you are unable to pick up your phone. The system is able to call multiple numbers for split households, as well as send text or email communications.

INTERPERSONAL COMMUNICATIONS

When communicating with each other the following values and practices will be maintained:

- **Empathy:** Imagining the impact of our words on others is a moral responsibility in communication.
- **Truth:** Communicating known facts as distinct from opinions or rumors is a moral responsibility in communication.
- **Authentic use of emotion:** Fear, anger, and other emotions are part of communication and can be incorporated responsibly without taking them out on another.
- **Restraint:** All communication is for better or worse. Choosing what you say to whom is based on consideration of its impact and necessity.
- **Respect:** In order to maintain respect, communications should consider the value of another's dignity and privacy.

EMAIL COMMUNICATIONS

Unlike face-to-face communication, between individuals or in groups, the impact of e-mail communication can be hard to predict. Because of this potential unforeseen impact and its immediacy and range, e-mail communication must be guided by awareness of its potential for misinterpretation or amplification of emotion.

- In using the e-mail to communicate with anyone related to Live Oak Charter School individuals are expected to use their imagination to foresee the impact of their communication on all those concerned. When it can be imagined that a communication could be experienced by someone as hurtful, individuals are expected to temper their words and say only what they would be comfortable saying in a public meeting with all those affected present. It is especially important to communicate in a manner that shows respect for the dignity and privacy of another.
- Individuals are strongly encouraged to forgo e-mail communications during times of conflict and to contain communication to one-on-one phone contact, meetings with involved parties, or public meetings. E-mail should not be used for personal attacks.
- Use of the e-mail to draw attention to upsetting events taking place in the Live Oak community risks the spread of rumor and opinion and can be better managed in personal connections between individuals involved in the situation.
- Prior to using e-mail to communicate with teachers and staff, one should consider whether the answers to the questions could be obtained from the school website, online calendar, coordinator emails, the *Leaflet* or other publications, prior to contacting the child's teacher.

CONCERNS ABOUT THE CLASSROOM

Please bear in mind that teachers make decisions taking into consideration both the individual child and what best serves the class as a whole. This may require compromise and flexibility on the part of individual students and families.

If you have a concern about your child's experience in the classroom, it is very important that you first approach the teacher for a meeting. Sometimes several discussions may be necessary to continue making progress on problem areas. If a parent feels that this route has not addressed their concerns, the matter should be brought to the Executive Director.

CONCERNS ABOUT SCHOOL POLICY

Your concerns or questions with school policies and procedures should be brought to the Executive Director who is responsible for implementing school policy and is interested in hearing concerns in the community.

ISSUE RESOLUTION

Live Oak is committed to open and direct communication regarding all aspects of the school. In any community misunderstandings or disagreements may occur. In these times, it is important for community members to work together towards an appropriate resolution. The following list includes several steps that may be useful of resolving the conflict.

Step 1 - Communicate concerns directly to the concerned party, when possible
If there is a concern or disagreement about an incident or experience at Live Oak, please contact the staff that was involved or responsible for the area of concern. If there is an obstacle to such contact, or if the communication does not resolve the issue, go to STEP 2.

Step 2 - Take your concern to the Executive Director
During this stage, the Executive Director will work to bring resolution to the concern. Further investigation of the issues, and development of a plan to support the situation may be pursued. If this approach does not resolve the problem, the Executive Director will forward the concern to the board.

Step 3 - Mediation by Board Members
In this stage, Board of Directors appointed mediator(s) will attempt to bring all parties concerned to a mutually agreed upon resolution. If this stage is unsuccessful, the issue will move to the following step.

Step 4 - Decision by the Live Oak Board of Directors
The Board of Directors serves as the final court of appeal in matters relating to Live Oak Charter School. In the unlikely event that a dispute makes it to this stage, the Board will

make a final judgment after a hearing. In some instances, the nature of the issue may require that the hearing be held in closed session with a decision reported at the end of the meeting.

■ SCHOOL SAFETY

The safety of the children is of the highest importance. We have an active emergency preparedness program that is in the process of growing, with parents becoming involved in helping the school to be ready for any situation that might arise in our community. If you would like to help with this effort, contact the School Secretary for more information.

EMERGENCY CONTACT INFORMATION

It is of the utmost importance that the school has up-to-date emergency contact card for each child. If you move, get new phone numbers, or have a change in who can pick-up your child, contact the office immediately. Please refer to the handbook section on Emergencies for further detail.

EMERGENCIES

Prior to enrollment, parents must fill out a new Student Emergency Contact Card and Medical Consent form (yellow) to be kept on file in the school office and in the classroom. In addition, copies of consent and contact forms accompany students on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness, medical emergency or a disaster during school hours.

Not only do these forms authorize the School to release a child to listed persons in the event of an illness, medical emergency or disaster such as flooding or earthquake, they tell us whom to call if a parent has not arrived to pick-up a child at the close of the school day. Remember to notify the office if any of this information changes throughout the school year. The School would not be able to locate you or your authorized persons in an emergency if the numbers are incorrect or out of date.

If parents or other authorized persons cannot be reached in a medical emergency, these forms give the School permission to have the child treated. This would include consent to x-ray examination, anesthetic, medical or surgical diagnosis or treatment, hospital care or dental care. Parents also agree to cover the costs of such treatment as well as any ambulance services that may be required.

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents are encouraged to notify the office immediately if they observe any unsafe conditions. All injuries must be reported to the office promptly. If necessary, inquiries regarding the School insurance policy should be directed to the office.

The Emergency Contact Card also gives permission to the School to take supervised walks with the class around the neighborhood.

If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

EMERGENCY PROCEDURES

Live Oak is committed to providing for the safety of the students and our community as a whole. A team of staff and parent volunteers work to ensure we have the appropriate supplies and training at both campuses that will allow us to act when any emergency occurs. Regular drills and practice events help us to be ready to put these resources to use. Anyone interested in helping with this effort should call the School Secretary for more information.

In case of an emergency, parents will be notified via the school's Automated Mass Notification electronic phone message system. This system is specifically designed to contact parents even if our phone lines may be down. Remember to update any changes, as this system will call home, cell and work numbers.

All classes regularly practice fire and earthquake drills. Our teachers will cope with emergency situations such as flooding, fire, earthquake or facility problems. Our school buildings are well constructed and evacuation plans are in place. Your children will be well cared for until it is safe for you to pick them up.

During severe storms, or flooding, if you have questions as to whether school is in session, please refer to the school website for announcements. Radio station KSRO (1350 AM) will be contacted in the event of general school closures to include in their announcements.

We will use the Automated Mass Notification System to notify you as well. During flooding, please listen to the radio and always use good common judgment. If you live a distance from the School and have to pass through an area that typically floods, pick your child up early, even if we haven't called. If a fire occurs during school hours, the children will be evacuated and parents will be notified via the Automated Mass Notification System.

In the event of a lock-down situation at the school, school staff and emergency personnel will close access to the school. Students must be released through a controlled program to ensure all students are accounted for. Electronic notification will occur when possible, to provide instructions for picking up students from the school.

In the event of a major earthquake, you should stay at home or work until it is safe to pick-up your child. Traveling may be dangerous and power lines may be down. Listen to 1350 AM for information on conditions. Remember to follow your own personal preparedness plan. When you do arrive to pick your child up, you will be asked to follow a specific sign-out before you will be given permission leave the School grounds with your children. We will not release your

child to a friend unless they are listed as being authorized to pick-up your child. Again, make sure your yellow Emergency Contact Card is updated with this information.

■ FUNDRAISING

Live Oak provides a free public education offering a rich Waldorf curriculum to all families. A child's enrollment in the School is in no way dependent on family pledging. It is important to recognize, however, that the public funding available is insufficient to fully support our curriculum. Pledge donations to the Live Oak Foundation – the separate, tax-exempt, fundraising entity for the School – have been a successful way to support the growth of our school.

Each year, Live Oak Foundation establishes a suggested monthly pledge amount and sends pledge forms to each school family. We understand that not all families are able to contribute at the target level. It is vital, however, that each family contribute to the extent they are able. Because many outside funding resources such as grant foundations look to the percentage of families pledging as an indication of the viability of the Foundation and the School, your wholly voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment. All donations are tax deductible to the extent allowed by law.

Please be aware that the School's annual budget is based, in part, on the pledge revenues collected by the Live Oak Foundation. The Live Oak Foundation will happily assist in setting up a monthly automatic payment to make your pledge. Community pledging ensure the health and vitality of our school. Pledges help to fully sustain the rich programming at the School and continue to save for a permanent school site.

The funds from Live Oak Foundation go directly to support the following programs:

Staff Training	Spanish	Kindergarten Snack
Music Program	Percussion	Facilities Improvements
Games and Movement	Counseling Support	Long term capital savings
Handwork	Field Trips	for a permanent site
Woodwork	Class Supplies	Learning Support

LIVE OAK FOUNDATION

Due to diminished state funding, Live Oak faces the financial challenge of raising more than 12% of its annual operating budget through local fundraising efforts. The Live Oak Foundation was established as a 501(c)3 non-profit organization when our school was founded. Its mission is to support the educational programs of Live Oak. The Foundation works year-round to raise funds to support the rich program that Live Oak students enjoy. The Pledge Program is the primary method of financial support to the school. The gala auction is one of several additional activities that the Foundation presents each year.

LIVE OAK FOUNDATION BOARD

The primary responsibilities of the Board of Directors of the Live Oak Foundation are:

- Develop and manage the Pledge Program
- Provide oversight and accounting for funds
- Plan fundraising activities throughout the year
- Ensure confidentiality of donors
- Work with the Live Oak Board of Directors and the Executive Director to maintain the Memorandum of understanding (MOU) between the boards.

FAMILY PLEDGE PROGRAM

The Live Oak Foundation manages a Family Pledge Program through which parents and grandparents make regular tax-deductible donations to the operating fund of the School. The suggested monthly parent pledge amount is \$100 per child each month for 12 months a year. All donations are acknowledged in writing for tax and records purposes. For more information please contact the Live Oak Foundation Chair or Pledge Program Coordinator.

AUCTION

Live Oak Foundation conducts the Auction in March. This event raises over \$80,000 annually. The event is catered and includes live music and dancing. Tickets for families and friends are available in January and February. Parents, friends, neighbors and supporters in the community are invited to attend. Donations of auction items and volunteer assistance are always welcome.

■ BEFORE & AFTER SCHOOL PROGRAM

The Live Oak Before and After School Program (ASP) provides extended activities and supervision after school. To participate in the program, parents must submit an After School Program Application for each child, and complete the enrollment process. A \$35 application fee is paid annually for each child attending. The After School Program fee is based on a per session charge. Drop-In students must be enrolled in the program with an enrollment form and up-to-date emergency contact information on file prior to attendance. For more information you may contact the After School Coordinator at (707) 762-8436 or denise.williges@liveoakcharter.org

PROGRAM SCHEDULE

Before School Program

Time: 7:15 to 8:10 AM

Location: After School Room

Rainbow Garden Kindergarten

Time: 12:30 to 5:30 PM

Location: Sunflower Kindergarten Classroom

1st and 2nd Grade After-School Program

Time: 2:50 to 5:30 PM

Location: After School Room

3rd thru 6th Grade After-School Program

Time: 3:05 to 5:30 PM

Location: After School Room

7TH & 8TH GRADE INTERN STUDY

7th and 8th grade may attend as part of an Intern-Study program. Middle school students may spend time after school in ASP free of charge (application fee applies) in exchange for assisting staff with the younger students. Duties may include helping with art projects, homework, outdoor activities, games, gardening and outdoor play. Students will also have the time for school work, reading, art and socializing. The work-study program will benefit students who are looking for volunteer hours to develop skills with responsibility, organization, and time management for future jobs. These students will need to have an application agreement and emergency forms on file with ASP in order to participate.

■ SCHOOL GOVERNANCE

ORGANIZATIONAL STRUCTURE

Live Oak Charter School is constituted as a non-profit benefit corporation pursuant to California law. Subject to the limitations of the charter and of the Live Oak Charter School bylaws, the governance of the school is under the authority of the Board of Directors and its duly appointed representatives.

The Board of Directors provides oversight for Live Oak Charter School. As an Independent Charter the board is responsible for budget and strategic planning. The Executive Director works at the pleasure of the board to provide daily operational governance of the school. Board committees are organized to address areas of major interest for the purposes of a successful school program. Current Board committees include: Executive, Finance, Human Resources, Facilities, Communications, and Board Development. Board meetings are held monthly. Agendas, minutes and packets are available upon request and online at www.liveoakcharter.org.

The Faculty coordinates curricular development, student culture and behavior support, and Festivals. The Faculty is the heart of the educational impulse at Live Oak, and as such, work with the board and administration to guide the continued development of exemplary public Waldorf education.

The Live Oak Foundation is focused on annual fundraising and long term capital support. Their work includes the annual Auction, the Parent Pledge Program and other fundraising activities.

The tasks and meeting times of these committees are announced in the School's *Leaflet* and on the online school calendar. Please make it a priority to read the publications and offer some of your time to a committee.

THE BOARD OF DIRECTORS

The Board of Directors is responsible for the governance, policies, and fiscal oversight of Live Oak Charter School. The Board conducts strategic planning to meet the goals and mission of Live Oak Charter School. Members are appointed by the board and serve for terms of 2-3 years. Live Oak is governed in accordance with California Education Code, Brown Act provisions, and best practices for public meetings. The primary responsibilities of the Board of Directors are to:

- Approve all major educational and operational policies
- Approve all major contracts
- Monitor the financial condition of the school & ensure the school has adequate resources
- Determine faculty compensation
- Oversee the development of the school budget

- Approve the school budget
- Hire the Executive Director
- Support Administrative Staff
- Oversee and evaluate Executive Director
- Develop and improve facilities
- Approve major curriculum changes
- Serve as a final court of appeal for disputes
- Monitor the performance of Live Oak Charter School and take necessary action to ensure that the school remains true to its mission and charter.

BOARD MEETINGS

The Board of Directors meets once a month to fulfill its responsibility of governing Live Oak Charter School. Special meetings are added to the regularly scheduled meetings when necessary to ensure that business is completed in a timely fashion. The purpose of a meeting of the Board of Directors is to address all business listed on the agenda for a particular meeting. Agendas are posted on the bulletin board and on the school's web site prior to scheduled meetings.

Please view the online calendar for upcoming Board and Committee meetings. The Board encourages public attendance and comment on matters before the school and community. Guests intending to provide public comment should inform the board of their interest at the start of the meeting. Public comment will be limited to a reasonable duration to ensure that the Board is able to cover its full agenda.

MEETING PROTOCOL

Public Comment

The Board of Directors is interested in and informed by comments made by members of the community. "Public Comment" is a time for community members to speak to the Board on any item not on the agenda for the evening. This is a time for the Board to receive the information and opinions offered. The Board will take this information and, at a later time, may decide on whether further action will be taken. This is not the time to problem-solve or conduct a dialogue. Therefore, the Board does not engage in dialogue on topics raised in "Public Comment."

The Board asks that comments made in "Public Comment" be addressed to the whole Board, be respectful in nature, and no longer than three minutes in length per person. Comments regarding issues of any kind with a particular person and his/her actions will be directed into the Issue Resolution procedure outlined above. Please note personal attacks of any kind, directed toward anyone, are unacceptable.

DISCUSSION AND ACTION ITEMS

The procedure for addressing any discussion or action item is as follows:

- Presentation of Information
- Board Discussion
- Community Input
- Board Comment
- Board Vote (action items only)

The Live Oak community may ask questions and/or make comments regarding any item of business on the agenda. As with the initial “Public Comment,” the Board asks that “Community Input” regarding an item on the agenda be addressed to the whole Board, be respectful in nature, and no longer than three minutes in length per person. During the subsequent “Board Comment,” Board Members may address the content of comments made by the public but are not bound to do so.

In order to complete the Board’s business agenda on behalf of Live Oak Charter School, the Board will have only one “Community Input” time for each item. Anyone wishing to make additional comments is invited to submit those comments or opinions in writing via the Board of Directors’ box in the school office or share them at a subsequent meeting.

BOARD DOCUMENTS

Agendas and Board Packets (including support documents) are posted online in advance of each meeting. Hard copies are available in the office or at the meeting upon request. Minutes are archived following their adoption, as are relevant financial statements including annual audits.

BOARD AND ADMIN COMMITTEES

The following committees support the board in the conduct of their business and development of school policy. Committee meetings have posted agendas and minutes. The public is invited to attend or to seek membership on a committee. Please contact the Board Chair for more information. Board Committees and their mandates include:

Board Development Committee

- Plans Board retreats
- Oversees Board Member Recruitment and Selection
- Organizes Board training

Executive Committee

- Organizes agenda for Board Meetings
- Provides oversight of Board Functions
- Conducts Administrator Evaluations

Communications Committee

- Oversees Board Communications
- Develops policy for school communication
- Assists the strategic planning of community outreach
- Plans parent education
- Oversees information distribution throughout the school

Finance Committee

- Reviews Monthly and Annual Financials
- Prepares Budgets
- Guides Fiscal Planning
- Provides Oversight of Financial Activities
- Develops Fiscal Policy

Facilities Committee

- Oversees Major Building and Improvement Projects
- Facilitates Long Term Site Planning
- Develops Facilities Policy

Human Resources Committee

- Oversees HR Decisions and Practices
- Develops HR Policies
- Hears HR concerns as necessary

FACULTY

The role of the faculty is to provide class leadership, inspire educational excellence and encourage the inherent capacities of each student. Faculty members take an active role in overall school curriculum development, staff enrichment and parent education activities. In addition, faculty members work with the Executive Director on Hiring Committees to recruit and screen staff. Faculty may also serve on the Board of Directors.

FACULTY MEETINGS

The faculty meets weekly on Thursdays and is led by the faculty chair. The topics of faculty meetings include: school logistics, event planning, curriculum development, policy discussion, educational program evaluation and staff training. In addition, faculty participates in weekly pedagogical conversation and activities to deepen understanding of child development, lesson design, and classroom management. Logistics planning is often handled during these meetings to ensure festivals and events, major projects, class plays, field trips, and other activities are well choreographed throughout the campus. Meetings are generally private, though board members, support staff and consultants attend meetings when appropriate. The Faculty Team advises the Executive Director and School Board on pedagogical and curricular issues.

LEADERSHIP TEAM

The leadership team is composed of the Executive Director, Faculty Chairs, and the Office Manager. Leadership organizes the agenda for faculty meetings and conducts long term planning and policy development for the faculty.

ADMINISTRATION

The administration is responsible for all school logistics and support; from bandaging scraped knees to managing finances and policies. The Administrative team conducts school business throughout the year, planning over the summer and managing during the school year. The Administration Team is composed of the Executive Director and the Office Staff.

Executive Director

The Executive Director is responsible for overall operations, program development, and quality of experience at Live Oak. The Director's primary responsibilities, as further specified in the bylaws and contract include:

- Curriculum and Instruction
- Learning Support Services
- Student Counseling
- Campus Culture
- Student Discipline
- Student Services
- Human Resources
- Facilities Development
- Fiscal Management
- Maintenance and Operations
- Safety and Emergency Response Programs
- Policy Development
- Strategic Planning
- State Reporting and Compliance
- Interagency Coordination
- Public Relations & Communications

Office Manager

The Office Manager, with the help of the School Secretary and Administrative Assistant, is responsible for ensuring the coordination and administration of school services. Duties include:

- Admissions and student records
- Accounting and purchasing
- Communications
- Human resources
- School office management

School Secretary

The School Secretary, with the help of the Office Manager and Administrative Assistant, is responsible for ensuring the coordination and administration of school services. Duties include:

- Independent Study
- Playground supervision
- Field trips
- Maintenance and Operations
- Emergency Preparedness

Administrative Assistant

The Administrative Assistant, with the help of the School Secretary and Office Manager, is responsible for ensuring the coordination and administration of school services.

Responsibilities include:

- Attendance
- Student Services, Special Education
- State mandated testing
- Scheduling and calendaring
- Facilities (Volunteers)
- State reporting

ANNUAL NOTICES

STUDENT DISCIPLINE SCHOOL RECORDS AND ACHIEVEMENT

RULES AND PROCEDURES ON SCHOOL

DISCIPLINE (EC §35291): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following

disciplinary information is provided to parents:

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

HAZING PROHIBITION (EC §48900(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

DRESS CODE/GANG APPAREL (EC §35183): The school is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC§230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258): Schools are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy.

SAFE PLACE TO LEARN ACT (EC §234.1): The school is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). Any student who engages in bullying of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the school's anti-discrimination, anti-harassment, anti-intimidation,

and anti-bullying policies or to report incidences of bullying please contact the school office. These policies shall be posted in schools and offices.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):

Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Schools must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new school, records will be forwarded upon the request of the new school within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records. If you believe the school is not in compliance with federal regulations regarding privacy, you may file a

complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR99.37): The school also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the school will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. (See attached form.) Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

PARTICIPATION IN STATE ASSESSMENTS AND OPTION TO REQUEST EXEMPTION (EC §60615, 5 CCR 852): Pupils in applicable grade levels will participate in the California Assessment of Student Performance

and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §49076 and §49077): schools are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §49076(a)(1) and §49064(d)): Schools may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (H&SC §124085): Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC49451): A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

VISION APPRAISAL (EC 49455): The school is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7

shall not be required. The appraisal shall include tests for visual acuity, near vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In

addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the school may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

COMMUNICABLE DISEASES (EC §48216 and 49403): The school is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The school is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The school must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the school, or prior to his or her first admission to the school, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the school with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the school as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the school. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

MEDICATION (EC §49423, §49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the

physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC 49471 and 49472): The school is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The school is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school where the student receives care if an individualized instruction program is desired.

CONTINUING MEDICATION REGIMEN (EC §49480): Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. (See attached form.) With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

ASBESTOS (40 CFR 763.84, 40 CFR 763.93): The school has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the school office. At least once each year, the school will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

USE OF PESTICIDES (EC §§17611.5, 17612 and 48980.3): Schools are required to inform parents about the use of pesticides on school grounds and provide access to the integrated pest management plan when certain pesticides are used. (See attached.)

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

NOTICE OF COMPLIANCE (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

TOBACCO FREE SCHOOLS (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in school-owned or leased buildings, on school property, and in school vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off school property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the school's

tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his or her fifth birthday, respectively, on or before September 1. Any child who will have his/her birthday between September 1 for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and school policy. On a case-by-case basis, a child who has reached age five after the date listed above but before the end of the applicable school year, may be admitted to kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000.

PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14): The curriculum of every course offered by the schools of the school is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a fee not to exceed the actual copying cost.

MULTILINGUAL EDUCATION (EC §310): If the school implements a language acquisition program pursuant to EC §310, information on the types of language programs available and a description of each program will be made available with this notice or upon enrollment.

SPECIAL EDUCATION (IDEA): State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards are available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301): Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

SPECIAL EDUCATION COMPLAINTS (5 CCR §3080): State regulations require the school to establish procedures to deal with complaints regarding special education. If you believe that the school is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the school. State regulations require the school to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

SECTION 504/DISABLED PUPILS (Section 504 of the Rehabilitation Act of 1973): Federal law requires the school to annually notify disabled pupils and their parents of the school's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.

STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq.): The school does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or the perception of one or more of such characteristics. The school's policy of nondiscrimination requires notification in native language if the school's service area contains a community of minority persons with limited English language skills. Notification must state that the school will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the school superintendent. A copy of the school's nondiscrimination policy is available upon request.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security

number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at <https://oag.ca.gov/immigrant/rights>.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): Each local school shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

SEX / HIV EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938): The school shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction if the school elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent has the right to request a copy of the law pertaining to such instruction. Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the school. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the school, without prior parental consent, to use anonymous, voluntary and confidential

research and evaluation tools to measure student's health behaviors and risks, including tests,

questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex. The school must notify parents in writing before any such test, questionnaire, or survey is administered and provide them with an opportunity to review the materials. Parents have the right to excuse his or her child from such participation by submitting a written request to the school.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240): Upon written request of a parent, students shall be excused from part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)): No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 for missed assignments/tests that can reasonably be provided/completed.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): schools may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The school is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (See attached.)

**MISCELLANEOUS
NON-MANDATORY PROGRAMS FOR
PARENTAL/PUPIL**

PARTICIPATION (EC §49091.18): Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each school is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. (See attached.) schools are also required to display such policies in a prominent location and include it in orientation for employees and students.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and school sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255 et seq.): Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

EVERY STUDENT SUCCEEDS ACT (20 USC §6301 et seq.): Under ESSA, parents have the following rights:

- Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The school shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- Information Regarding Individual Student Reports on Statewide Assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

- Limited English Proficient Students: The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

- Program Improvement Schools: Parents shall be notified when their child's school is identified as a "program improvement" school and the opportunities for school choice.

The information provided above is available upon request from your child's school or the school office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The school is required to annually notify parents, pupils, employees, school and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. (See attached.)

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): schools are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school.

EXCUSED ABSENCES (EC §48205)

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness.
- (2) Due to quarantine under the direction of a county/city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service

is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in section 45194,

except that references therein to "employee" shall be deemed to be references to "pupil."

INVESTING FOR FUTURE EDUCATION (EC §48980(d)):

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186):

A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or mis-assignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

SCHOOL ACCREDITATION (EC §35178.4): schools are required to notify each parent of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school's or school's Internet Website, or by any combination of these methods.

PUPIL FEES (EC §49010 et seq.): The school is required to establish policies concerning the provision of a free education to pupils. The school is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the school's fee policies and complaint process shall be provided to pupils, parents, and employees on an annual basis.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52060-52077): The school is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the school's spending plan. The LCAP must be approved before the annual school budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected

spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board and the superintendent regarding the LCAP.

(ELPACs are required if enrollment in the school includes at least 15% English learners and the school enrolls at least 50 pupils who are English learners. schools are not required to establish a new ELPAC if an English learner parent committee has already been established). PACs shall include parents of low income students, English learner students, and foster youth.

Each school is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils in developing the LCAP. As part of this consultation process, schools must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. schools must respond in writing to the comments of the PAC and ELPAC. schools are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Schools must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The school must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Schools are required to post on the school website the LCAP approved by the Board and any updates or revisions to the LCAP and establish policies for filing a complaint of noncompliance under EC §52075 using

the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

UNIFORM COMPLAINT PROCEDURE

Live Oak Charter School ("Live Oak" or "Charter School") policy is to comply with applicable federal and state laws and regulations. Live Oak is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

Live Oak acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Live Oak prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure Live Oak's compliance with law:

Executive Director
Live Oak Charter School
100 Gness Concourse
Petaluma, CA 94952
(707) 762-9020

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Notifications

The Executive Director or designee shall annually provide written notification of Live Oak's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of Live Oak's Uniform Complaint Procedures free of charge. The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
 - a. Live Oak is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

- c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
- d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
- e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that Live Oak has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint IS filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

•Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Live Oak.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

•Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend Live Oak's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

•Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Live Oak's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

•Step 4: Response

Option 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

Option 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of Live Oak's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

•Step 5: Final Written Decision

Live Oak's decision shall be in writing and sent to the complainant. Live Oak's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal Live Oak's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with Live Oak's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Live Oak's decision.

Upon notification by the CDE that the complainant has appealed Live Oak's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by Live Oak, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of Live Oak's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by Live Oak when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which Live Oak has not taken action within 60 days of the date the complaint was filed with Live Oak.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of Live Oak's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal

with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Live Oak has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR4622.