



Dehesa Charter School

Shaping the Future... One Student at a Time

Parent Handbook

2011-2012

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September 2011

Dear Parents and Students,

Welcome to the 2011-2012 school year with Dehesa Charter School.

If you have not already done so, be sure to take advantage of our online learning styles profile; your Educational Facilitator can provide you with the link. The profile will serve as a valuable tool in selecting curriculum and instructional methods to make learning meaningful and rewarding. For additional help, check our website for Learning Styles workshops conducted in each region throughout the year. We also provide a curriculum reference guide on our website to help with the task of selecting materials.

Taking responsibility for your child's education is an exciting, yet challenging endeavor, and I commend you for taking an active role in your child's learning. As you will see in this handbook, there are a variety of programs and staff available to support your educational goals. We look forward to working together to make it a great year.

Wishing you a year of much success,

Terri Novacek
Executive Director

SCHOOL DIRECTORY

ADMINISTRATIVE OFFICE:

1441 Montiel Road, Suite 143
Escondido, CA 92026
Main: (760) 743-7880
Fax: (760) 743-7919

LEARNING CENTERS

Escondido Elementary	Mission Valley	Hemet	Murrieta	Riverside
1800 N. Broadway Escondido, CA 92026 Contact: Tony Drown	6153 Fairmount Ave. Suite 102 San Diego, CA 92120 Contact: Paul Johnson	42655 E. Florida Ave. Hemet, CA 92544 Contact: Linda Barr	24750 Lincoln Avenue Murrieta, CA 92562 Contact: Trish Ruppel	8431 Diana Riverside, CA 92504 Contact: Kathy Jansen
Escondido Secondary	Montessori	Orange County - ACE	Chula Vista	Encinitas
1441 Montiel Road Suite 145 Escondido, CA 92026 Contact: Tony Drown	3751 Mary Lane Escondido, CA 92025 Contact: Shannon Reingold	1011 Camelback Street Newport Beach, CA 92660 Contact: Letty Rising	1200 East H St. Chula Vista, CA 91910 Contact: Charles Schechter	367 La Veta Avenue Encinitas, CA 92024 Contact: Letty Rising

LEADERSHIP

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ADMINISTRATIVE SUPPORT STAFF

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LEARNING CENTER SUPPORT STAFF

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		Mon	Tues	Wed	Thurs	Fri	
175 School Days	August/September	15	16	17	18	19	Staff Return to Work 8/15; New Staff Training (morning) 8/15; Leadership (afternoon) 8/15 First Aid/CPR 8/16; All Staff Training 8/18
		22	23	24	25	26	Initial Parent Meetings 8/22-9/2
		29	30	31	1	2	
MONTH 1 19 days	September	5	6	7	8	9	Labor Day 9/5 First Day of School 9/6
		12	13	14	15	16	Begin LC Classes 9/12 Vendor Application Deadline 9/16
		19	20	21	22	23	
		26	27	28	29	30	
MONTH 2 20 days	October	3	4	5	6	7	Parent Meeting Week 10/3-10/7 Membership & Subscription Deadline 10/7
		10	11	12	13	14	Community Learning Drop/Change 10/14
		17	18	19	20	21	
		24	25	26	27	28	
MONTH 3 14 days	October/November	31	1	2	3	4	Parent Meeting Week 10/31-11/4; CAHSEE Test 11/1-11/2; Add/Drop Deadline 11/4
		7	8	9	10	11	Veteran's Day 11/11
		14	15	16	17	18	
		21	22	23	24	25	Thanksgiving Break 11/21-11/25
MONTH 4 15 days	November/December	28	29	30	1	2	Parent Meeting Week 11/28-12/2
		5	6	7	8	9	
		12	13	14	15	16	
		19	20	21	22	23	Winter Break 12/19-12/30
		26	27	28	29	30	
MONTH 5 19 days	January	2	3	4	5	6	Parent Meeting Week 1/2-1/6
		9	10	11	12	13	
		16	17	18	19	20	Martin Luther King Jr. 1/16
		23	24	25	26	27	End of First Semester 1/27 Spelling Bee/Science Fair/Expo 1/27 MA/PLP Deadline 1/27
MONTH 6 15 days	January/February	30	31	1	2	3	Start of 2nd Semester 1/30; Parent Meeting Week 1/30-2/3
		6	7	8	9	10	Vendor Application Deadline 2/10
		13	14	15	16	17	
		20	21	22	23	24	President's Week 2/20-2/24
MONTH 7 20 days	February/March	27	28	29	1	2	Parent Meeting Week 2/27-3/2
		5	6	7	8	9	STAR Test 3/6-3/7; Community Learning Drop/Change 3/9
		12	13	14	15	16	CAHSEE Test 3/13-3/14
		19	20	21	22	23	Add/Drop Deadline 3/23
MONTH 8 15 days	March/April	26	27	28	29	30	Parent Meeting Week 3/26-3/30; Catalina (5-Day) 3/26-3/30; Catalina (3-Day) 3/28-3/30
		2	3	4	5	6	
		9	10	11	12	13	Spring Break 4/9-4/13
		16	17	18	19	20	
MONTH 9 20 days	April/May	23	24	25	26	27	Parent Meeting Week 4/23-4/27
		30	1	2	3	4	
		7	8	9	10	11	CAHSEE Test 5/8-5/9
		14	15	16	17	18	STAR Testing 5/14-5/16
MONTH 10 18 days	May/June	21	22	23	24	25	Parent Meeting Week 5/21-5/25
		28	29	30	31	1	Memorial Day Holiday 5/28
		4	5	6	7	8	Washington D.C./Monticello Trip 6/4-6/8
		11	12	13	14	15	Last Day of School 6/14; Senior Meetings 6/15; Graduation 6/16
	June	18	19	20	21	22	Parent Meeting Week 6/18-6/22
		25	26	27	28	29	
Staff Meeting 9:30-3:30	Holidays	Governing Board 6:00PM	Advisory Council 9:30-11:30	Leadership Team 10:00-12:00	Testing Days	IEP	Mon - CV/Riverside Tues - Hemet/MV Wed - Murrieta/Esc

Monthly Regional Meetings take place on non-staff meeting weeks & are determined by Regional Managers.

Dehesa Charter School

Mission Statement

Dehesa Charter School serves K-12 students through a personalized learning approach developed by the combined efforts and commitment of each student, parent, and teacher. Diversity in traditional and alternative methods of study, philosophy, and educational media is supported in a relaxing, pressure-free, and nurturing family-based environment. Research-based personalized learning strategies will be implemented to develop our students' talents, character, self-direction, life-long learning, and progression toward becoming competent, creative, and productive citizens.

Vision Statement

Shaping the Future . . . One Student at a Time

Colors

Royal Blue and White with Kelly Green Trim

First Year of Operation: 2001

Number of Students: 1050 +

Number of Staff:
60 Certificated Staff
8 Administrative Support
8 Learning Center Support

DCS Website Information:

For the most up-to-date information about what's happening throughout the year at Dehesa Charter School, please visit www.mydehesa.org.

On our website you will be able to find the following information:

- School Calendar
- Enrollment Information
- Up-to-date Field Trip Information
- High School Student Information
- Up-to-date Vendor List
- Learning Centers Information
- School Contacts
- And much more!

Governing Board

Dehesa Charter School is operated by a Non-profit Public Benefit Corporation pursuant to California law. Currently, there are six members of the Governing Board:

President:	Joel Jatón (Community Representative)
Vice-President:	Teri House (DCS Parent)
Clerk:	Barbara Rohrer (Community Representative)
Member:	Pam Dillard (District Representative)
Member:	James Bossaller (Community Representative)
Member:	Scott Thatcher (Community Representative)

The Governing Board is responsible for establishing and approving all major educational and operational policies, approving all major contracts, approving the school budget, overseeing the school's fiscal affairs, and selecting and evaluating the Executive Director. **Members may be contacted by email: governingboard@mydehesa.org, or by contacting the school office.**

The Governing Board meets monthly at the Escondido office:

August 16, 2011	February 14, 2012
September 20, 2011	March 20, 2012
October 18, 2011	April 17, 2012
November 15, 2011	May 15, 2012
December 13, 2011	June 19, 2012
January 17, 2012	

Advisory Council

The Advisory Council is designed to represent the primary stakeholders in the charter, meaning the parents, students, and staff. The Advisory Council is responsible for making non-binding collaborative recommendations to the Dehesa Charter School Governing Board in relation to the school's governance with regards to:

- Budget priorities
- Educational program/instructional strategies
- Charter renewal recommendations
- Academic and instructional policies
- Other matters as assigned by Governing Board

The Advisory Council consists of a total of eleven members, all of which are voting. Membership consists of three parents, with at least one from each county. Other members are three students and three Educational Facilitators, representing three different counties. Executive Director serves as chair.

The Advisory Council meets three or more times per year at the Escondido office:

September 28, 2011 9:30am-11:30am	January 25, 2012 9:30am-11:30am	April 25, 2012 9:30am-11:30am
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Advisory Council Members

Executive Director:	Terri Novacek
San Diego County:	Cherryl Witt (EF Representative) Leona Wolfe (Parent Representative) OPEN (Student Representative)
Riverside County:	Kelly Plewe (EF Representative) Jeanine Baze (Parent Representative) OPEN (Student Representative)
Orange County:	Brad Baker (EF Representative) OPEN (Parent Representative) OPEN (Student Representative)

What is a Charter School?

California's Charter School Act of 1992 established charter schools as an option for parents, students, teachers, and community members to design self-governing schools established to meet the needs of their community. Charter schools operate free from most of the 7,000 page State Education Code, giving them much independence with regard to staffing, curriculum design, and budget, while remaining a public school. (There are some exceptions!). Charter schools must be **nonsectarian**, and they cannot charge tuition or discriminate by race, religion, economic means, "test scores", or athletic ability. Further requirements include STAR Testing and compliance with independent study rules for distance-based charters.

What is Personalized Learning?

Personalized Learning is a distinct educational approach that tailors learning according to the individual needs of each child. Personalized Learning may be applied in a variety of ways. In its broadest application, Personalized Learning occurs in the home between parents and their children on a 24/7 basis. DCS takes Personalized Learning a step further with the use of a research-based Learning Styles model developed by Mariaemma Pelullo-Willis and Victoria Kindle Hodson. As a Learning Success Model school, we offer an online tool to determine each student's strongest dispositions, talents, and interests to aid in the selection of curriculum and planning methods of instruction.

How much time do we have to spend on school work?

The state requirement for instructional minutes is as follows:

Kindergarten	36,000 minutes per year/ 205 minutes per school day
Grades 1 –3	3 50,400 minutes per year/288 minutes per school day
Grades 4 – 8	8 54,000 minutes per year/308 minutes per school day
Grades 9 – 12	64,800 minutes per year/370 minutes per school day

Does this mean my child must sit at a desk for that amount of time each school day?

Absolutely not!! Dehesa Charter School believes that many times the best learning takes place *away* from a desk. Opportunities for learning are all around us. You are encouraged to incorporate many forms of educational instruction in your program. Some examples of "instructional time" could be:

An oral quiz on multiplication while driving to soccer practice; reading a science magazine while waiting in the doctor's office; writing a letter to a friend while waiting for them to get home from school; assisting in the kitchen with the preparation of a meal; reading aloud to a sibling; playing an educational computer game while parent works with sibling; selecting items at the grocery store (reading labels, comparing prices, etc.); discussing a novel while waiting in line at the Post Office.

Is there support or training available to me to help me create an effective personalized learning environment for my child?

Dehesa hosts a variety of workshops for students and parents throughout the year to support home study in the areas of learning styles, test prep, child development, educational philosophies, time management, etc. Workshops are based on interest and need for each region. Feedback provided on the enrollment survey is valuable in helping us meet the needs of our families.

Dehesa requires that a minimum of one new concept be explored each day. In completing your Attendance Log, keep the following in mind:

Subjects are: Math, Language Arts, Science, Social Studies, PE, Technology, Health, Driver's Ed, etc.

Concepts are: what was learned in the subject area. Examples would be adding fractions, revising an essay, identifying rocks, comparing two presidents, etc.

Refer to your Personalized Learning Plan (PLP) for subjects and concepts. The standards listed on the K-8 PLP would be considered concepts. Refer to the course description or textbook for concepts for high school subjects.

Parent Responsibilities

1. Meet with your Educational Facilitator (EF) at least once every 30 calendar days, on the dates agreed upon on the *Master Agreement*.
2. In the event of an emergency, you may re-schedule your parent meeting by contacting your EF 24 hours prior to the meeting date. Any meeting cancelled within 24 hours of a scheduled meeting will result in a Missing Assignment. Failure to contact your EF within 3 school days and to meet with your EF within 5 school days of the originally scheduled meeting may result in withdrawal from the program. Time and location of a rescheduled meeting will be decided upon by your EF.
3. Oversee the day-to-day education of your Dehesa Charter School student.
4. Fill out the *Student Log & Attendance Summary* (monthly calendar) with consistency & accuracy. One concept for one subject must be recorded, in ink, each day
5. Contact your EF with any questions or concerns you may have. If your EF cannot help, he or she will seek assistance from the Dehesa Charter School Administration.
6. Notify your EF immediately in the event that you wish to withdraw your child from the program or have moved.
7. Provide quality work samples which demonstrate growth or mastery.
8. Although your EF is responsible for monthly evaluations of student work, daily grading by the parent is necessary to provide timely feedback on academic performance for the student.
9. Use proper care of school materials. All non-consumable materials must be returned to your EF once the student has completed the assignments for which they were intended. Parents are responsible for the replacement cost of lost or damaged materials.
10. Be proud of yourself! You have taken on an amazing responsibility - the education of your children!

Master Agreement for Charter School Independent Study
2011-2012

Student: _____ Student Number: _____
 Educational Facilitator: _____ Homeroom: _____ Grade: _____
 Start Date: _____ End Date: _____
 Contract Term: _____ One Semester _____ Semester (Circle): _____ Fall _____ Spring _____

We, the undersigned, voluntarily agree to the following terms and conditions of this independent study agreement.

Assignments

Policy requires no more than 30 calendar days to lapse between each Educational Facilitator meeting. All work assigned in relation to this independent study agreement are detailed in the Student Assignment Sheet at the beginning of each learning period and shall be completed and turned in to the assigning Educational Facilitator as follows:

Due Date						
Time						
Location						

OBJECTIVES

Learning objectives, based on California State Content and Performance Standards, are outlined in the attached Personalized Learning Plan. The high school Personalized Learning Plan will include a summary of credits to be earned during the semester or, for elementary grades, other measures of academic accomplishment appropriate to the agreement.

Methods of Study

Methods of study for this student will include:

- | | | |
|--|---|--|
| <input type="checkbox"/> independent reading | <input type="checkbox"/> problem solving | <input type="checkbox"/> experiential learning opportunities |
| <input type="checkbox"/> study projects | <input type="checkbox"/> drill and practice | <input type="checkbox"/> other methods as noted below |

Resources

The school will provide appropriate services and resources to enable students to complete the assigned work in accordance with Education Code Section 51746. **Specific resources to be made available include:**

- | | | |
|--|--|--|
| <input type="checkbox"/> textbooks | <input type="checkbox"/> projects | <input type="checkbox"/> internet activities |
| <input type="checkbox"/> workbooks | <input type="checkbox"/> literature-based projects | <input type="checkbox"/> on-line curriculum |
| <input type="checkbox"/> essays | <input type="checkbox"/> experiential projects | <input type="checkbox"/> CD-ROMs |
| <input type="checkbox"/> other methods noted below | <input type="checkbox"/> learning center classes | |

Methods of Evaluation

Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work. Indicate at least 3 primary methods of evaluation.

- | | | |
|---|--|---|
| <input type="checkbox"/> Educational Facilitator made tests | <input type="checkbox"/> observations | <input type="checkbox"/> chapter/unit tests |
| <input type="checkbox"/> student conferences | <input type="checkbox"/> work samples | <input type="checkbox"/> portfolios |
| | <input type="checkbox"/> other methods noted below | <input type="checkbox"/> DCS Vendors |
| | | <input type="checkbox"/> attend/complete all special education requirements |

Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above and on the back of this form.

Student: _____ Date: _____

Parent / Legal Guardian: _____ Date: _____

Educational Facilitator: _____ Date: _____

Optional Educational Alternative

Enrollment in charter school independent study is an educational alternative chosen by the family. Regular classroom instruction is available through the student's local district.

Student's Agreement:

- I voluntarily request participation in this independent study agreement and have read and understand the terms of this agreement.
- I will complete all assignments given to me by the due date stated on the face of this agreement and as found on the Student Assignment Sheet. Furthermore, I will work each day on a minimum of one assignment.
- I agree to meet on a scheduled basis with my Educational Facilitator (EF) no less than one time per learning period.
- I understand that I must complete a minimum of 80% of the assignments in each subject area during a prescribed learning period. Failure to accomplish this minimum goal will result in the following actions:
 1. First occurrence: documented conference with the Educational Facilitator, parent/legal guardian and student to discuss concerns and plan for improvement.
 2. Second occurrence: letter of warning from School Director.
 3. Third occurrence: termination of this agreement (dismissal from charter school)
- I understand that plagiarism is illegal and can result in immediate dismissal from the charter school.

Parent/ Legal Guardian Agreement

I understand and agree to the above conditions listed under the Student's Agreement and I agree that:

- I am responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by the Educational Facilitator.
- The student attendance log and summary will be updated on a daily basis.
- I will meet on a scheduled basis with the (EF) no less than one time per assignment period. Failure to attend scheduled meetings with completed work, more than three (3) times per semester may result in my child's dismissal from the program
- I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child.
- I acknowledge that all learning resources used, print, non-print, technology, etc., is property of the school and all materials must be returned to the school upon proper notice or departure from the program.
- In the event of an emergency, you may re-schedule your parent meeting by contacting your EF 24 hours prior to the meeting date. Any meeting cancelled within 24 hours of a scheduled meeting will result in a Missing Assignment. **Failure to contact your EF within 3 school days and to meet with your EF within 5 school days of the originally scheduled meeting may result in withdrawal from the program.** Time and location of a rescheduled meeting will be decided upon by your EF.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at the location reflected on the face of this agreement.
- I have the right to appeal any decision about my child's placement in accordance with the charter school's policies and procedures.
- If my child has an individualized educational program (IEP), the IEP must specifically provide for enrollment in Independent Study.

Schools Agreement

- Assignments will be developed by the Educational Facilitator, in collaboration with the parent and student, as indicated by Ed Code 51747.5.
- It is illegal for my student to be enrolled in more than one public school. While I am enrolled in Dehesa Charter School, my student will not be enrolled in any other public school.
- The Educational Facilitator will evaluate completed work in a timely manner.
- The Educational Facilitator will notify the student and parent/legal guardian of the academic credit granted for the work completed.
- School will provide reasonable access to and loan as appropriate learning resources needed to complete assignments which directly relate to the goals outlined in the Personalized Learning Plan.

Ordering Procedures

A list of vendors for both Educational Materials (EMR) and Vendor Course Instruction (VCI) classes can be found on the DCS website or provided by your EF. Feel free to call vendors for catalogs and information to assist you in making an informed curriculum decision. Your EF is also available to assist in the selection of appropriate curriculum based on your child’s personalized learning plan.

Dehesa Charter School aims to meet all the educational needs of its students to assist them in reaching their goals. Educational Facilitators (EF) are given a budget with which to work to provide opportunities in the area of vendors, tutors, consumable items, and Learning Center classes. Our EF’s will work with you to determine your needs for the semester.

The following information is needed to request Educational Materials (EMR):

1. Who is the vendor? Example: Rainbow Resource
2. What is the ISBN number or order number of the product you wish to order?
3. What is the name of the product you wish to order?
4. What is the price of the product you wish to order?
5. What is the subject that the product pertains to? Example: Math

RELIGIOUS MATERIALS AND COURSES MAY NOT BE ORDERED THROUGH DEHESA CHARTER SCHOOL.

PARENTS MAY NOT PICK UP MATERIALS AT VENDOR LOCATIONS.

PARENTS MAY NOT ORDER MATERIALS DIRECTLY FROM A VENDOR. ALL REQUESTS MUST BE MADE BY EF.

ALL NON-CONSUMABLE MATERIALS ARE THE PROPERTY OF DCS.

Resource Center

Hours: 9:00 – 3:00 Monday through Friday

Location: 1441 Montiel Road, Escondido, 92026

Sections			
<i>Name</i>	<i>Location</i>	<i>Type of materials</i>	<i>Check out</i>
Long-term checkout	Behind Resource Center counter	Textbooks, packaged curriculum, *art and science kits, etc.	EF’s only
Short-term checkout	Center of Resource Center	Novels, reference books, etc.	Parent, student, or EF
Looking Library	East wall of Resource Center	Most commonly used consumable items available to preview before ordering.	No check out

*Dehesa Charter School provides all-inclusive art and science kits which provide a complete and convenient approach to those subjects for each grade level. Check the *Resource Section* of our website to see what kits are offered.

Approved/Disapproved Products

APPROVED PRODUCTS

Consumable vs. Non-consumable:

Consumable items are those which, can and are likely to be used by others. These items are purchased through the EF account. Items include, but are not limited to:

- Workbooks
- Science kits
- Art supplies
- Complete curricula in which some items are consumable (ie: Calvert)
- Online and Learning Center classes
- Vendor classes
- Tutoring
- Computer Software
- Some Novels

NOTE: Consumable items provided by Dehesa Charter School must be used for instruction in accordance with the student's PLP. **PLP's can be found on the Dehesa Charter School website under *Parents/Students, Documents*.**

Non-Consumable items are those which can be used repeatedly by more than one student. These items are not charged against the EF account. Items include, but are not limited to:

- Textbooks
- Some Novels
- Reference books
- Some videos
- Some DVDs
- Complete curricula in which all items are non-consumable (ie: Oak Meadow Eng 9)
- Some books on CD

NOTE: Parents are responsible for the replacement cost of non-consumable items that are lost or damaged.

DISAPPROVED PRODUCTS

1. Sectarian or religious in material
2. Office supplies (staplers, hole punchers, label makers, post-its, etc.)
3. Dangerous materials such as adhesives, sealants, oil paints, rocket engines, carving knives or toxic chemicals
4. Costumes, uniforms, or clothing of any type
5. Excessive quantities of anything
6. Permits or tickets for activities, parks, sports, skiing, riding, etc.
7. Purchases for future learning, beyond current semester
8. Furniture
9. Items with no instructional value (ie: Dig-A-Dino)
10. Musical Instruments
11. Sports Equipment
12. Inappropriate as determined by EF or Executive Director

Hard Asset Agreements

Hard Asset Agreements are required for the distribution of microscopes and digital cameras. These items are expensive and require great care. As with all Dehesa materials, parents are responsible for the replacement cost of items that are lost or broken. These items are for the use of **DEHESA STUDENTS ONLY**. All items should be returned at the end of the semester in the original packing.

Hard Assets and Service Fees

Microsoft Office (1 year license)	30 EU's/Annually
Microscope	25 EU's/Month
Digital Camera	50 EU's/Semester
Telescope	25 EU's/Month
Sewing Machines	50 EU's/Semester

Online Courses – See online course section

***Telescopes are available by check-out only. Your Educational Facilitator can assist you in finding alternative methods for studying the solar system.**

- **Materials that create an end product** – A maximum of \$75 per student/per year can be spent on supplies that produce an “end product.” These supplies include scrap-booking materials, digital photography paper, fabric, crocheting materials, knitting supplies, etc. In order to purchase these items, a student must be specifically working in a course where these supplies are necessary. (Example: A student may purchase \$25 in scrap-booking supplies and \$50 in digital photography paper; that would be the maximum allowed for the school year.)

Science Kits

The following science kits are available from the DCS Resource Center. Contact your Educational Facilitator (EF) to order science kits. Kits are aligned to the state standards for each grade level and some kits are based on a teacher's guide that is available for check-out from the resource center. We ask that you return the non-consumables teacher's guide as soon as you are finished so it will be available for other families to use. Making these guides non-consumable allows us to keep the cost of the kits low. The *Science in a Nutshell* kits include materials for 3 students.

The Science Department would appreciate any and all feedback on these kits. Send comments or questions to mmeek@mydehesa.org. **More kits will be developed as the year progresses; your EF will provide periodic updates throughout the year.** –DCS Science Department

Kindergarten

Book: **Bubbles, Rainbows, Worms** - Contains many ideas for science activities using objects that you have around your home. \$12.00

Grade K-1

Involving Dissolving (book non-consumable) - Young children have their own ideas about the "disappearance" of solid into liquid (say, sugar into tea)...that's just magic, right? Make it reappear, and that's BIG magic. But dissolving isn't really disappearing—and that may be the best magic of all. Young students learn to look beyond the obvious in this series of highly involving activities on dissolving, evaporation, and crystallization. \$9.00

Grade 1

Animal Observatory (*Science in a Nutshell*) - Explore characteristics of organisms, structures, and functions of an assortment of animals. \$39.00

Weather Wise (*Science in a Nutshell*) - Record weather changes, clouds, and atmospheric movement. \$39.00

Grade K - 2

Ant Homes Underground and Ant Farm - Science and math activities are integrated to introduce young children to ant behavior using role-play, cooperative exercises, and close observation of live ants. A large poster is assembled in stages to highlight ant tunnels, food, social structure, and life cycle. \$36.00

Liquid Explorations (book non-consumable) - This unit is a great way to introduce younger students to the properties of matter and an excellent physical-science unit for primary grades. In a series of fun and fluid activities, young students explore the ubiquity and properties of liquids using introductory language and simple concepts. \$14.00

Grade 2

Clever Levers (*Science in a Nutshell*) - Discover how levers we use every day allow us to change the position and motion of objects. \$39.00

Grades 1 -4

Books: **Insectigations** and **Pillbug Science** (supplemental books for check-out)

Soil Investigations - Students complete several types of activities about soil that help them define soil, observe its components, compare soil samples and understand its importance as part of a habitat. \$13.00

Grade 1-3

Secret Formulas - Students eagerly investigate the properties of substances as they make their own personal brands of paste, toothpaste, cola, and ice cream. The activities have been carefully designed to convey key science/mathematics skills and concepts, provide highly motivating real-life experiences with chemistry, and build student understanding of cause and effect, central to later understanding of controlled experimentation. \$12.00

Matter - Matter surrounds us, interacts with us, is us, all day every day! It's the stuff we can feel, hold, weigh, smell, see, touch, and taste. In this guide we focus on the three basic states of matter—solid, liquid, and gas. The unit helps students generate definitions and understandings of the properties of solids, liquids, and gases, and apply these definitions and understandings to classification of "challenging substances." \$14.00

Grade 3

Oceans in Motion (*Science in a Nutshell*) - Model the physical features of oceans; find out about waves, currents, and tides. \$39.00

Earth, Moon and Stars (book non-consumable) - Students learn a great deal about the Earth and astronomy with modeling and observation activities that focus on gravity, the shape of our planet, moon phases and eclipses, and the stars. \$11.00

Grades 3-5

TOPS: Radishes In this engaging investigation, students use radish seeds and simple materials to perform various experiments that illustrate the structure, growth and development of plants. The book is included in this kit and is used as a laboratory notebook which gives detailed directions and a place to record data and graph results. (Copyright laws allow a single family to copy the student pages.) \$22.00

Grades 3-6

Owl Pellet Kit - Includes owl pellet, dissecting tools and bone charts \$10.00

Properties of Matter (Oobleck: What Scientists Do)(book non-consumable) - Oobleck is a green, oozy substance (from "outer space," in this fictional account) that both begs and eludes description as it initiates students in the nature of inquiry and definition and sparks vigorous debate about its properties \$8.00

Grades 3-8

Opening the World Through Nature Journaling: With the use of this guidebook and kit children will discover the natural world through a combination of art, writing and science. Materials for sketching and observing the natural world are included. Consider nature journaling as a family in your backyard, the beach or favorite park/nature trail. \$18.00

Grade 4

Electromagnetism (*Science in a Nutshell*) - Discover the properties of magnets and make an electromagnetic field! \$39.00

Rock Origins (*Science in a Nutshell*) - Investigate how igneous, sedimentary, and metamorphic rocks are formed. \$39.00

TOPS Magnetism 20 experimental activities using magnets to create compasses, electromagnets, telegraphs, buzzers and motors \$20.00

TOPS Electricity - 20 experimental activities using simple materials to build bulb holders, battery holders and switches. Build and experiment with circuits. \$23.00

Terrarium Habitats (book non-consumable) - Deepen children's understanding of and connection to all living things. Students investigate soil, design and populate terrariums, and observe and record changes over time. \$7.00

Aquatic Habitats (book non-consumable) - Set up and observe living "desktop ponds", convey key environmental concepts and illustrate the interactive nature of living ecosystems. \$14.00

Stories in Stone (book non-consumable) - Explores the formation of igneous, sedimentary, and metamorphic rocks. Students distinguish and classify rocks and minerals, observe formation of salt crystals and make model crystal shapes, and use clay-modeling activities to learn about the rock cycle and more. \$13.00

Grade 5

Geology Dig Kit - With classification activities, students are introduced to rocks, minerals, and fossils. Recreate a field experience by sorting and classifying specially selected specimens. \$32.95

Planets and Stars (*Science in a Nutshell*) - Find out about our solar system's place in the universe. Can also be used with Grade 3 \$39.00

Body Basics (*Science in a Nutshell*) - Explore the structure and function of human digestive, respiratory, and skeletal systems. \$39.00

Of Cabbages and Chemistry (book non-consumable) - Students explore acids and bases using the special indicator properties of red cabbage juice. They learn that chemicals can be grouped by behaviors, and relate acids and bases to their own daily experience. \$11.00

Messages from Outer Space: The Solar System and Beyond (book non-consumable) - This exciting unit opens with a binary-coded message "from space" and takes students on a journey through our solar system and beyond. Students model size and distance, explore how systems may have formed, ponder stellar "life zones," and design space travel brochures. \$20.00

Crime Lab Chemistry (book non-consumable) - Student detectives use paper chromatography to investigate solubility, pigments, and separation of mixtures. \$15.00

Chemical Reactions (book non-consumable) - An ordinary zip-locking bag becomes a safe and spectacular laboratory as students mix chemicals that bubble, change color, and produce gas, heat, and odor. \$11.00

Guerilla Gardening with Native Plants - Computer links to lessons on plants for grade levels K-5 is provided in this kit along with the materials to make two types of seed balls that allow students to distribute seeds of some native plants. \$10.00

Grade 6

Our Changing Earth (*Science in a Nutshell*) - Explore Earth processes and what causes changes in Earth's surface. \$39.00

Erosion: River Cutters (book non-consumable) - Explore the concepts of erosion, pollution, toxic waste, and human manipulation of rivers. Students create river models, acquire geological terminology, and begin to understand geological time. \$15.00

Plate Tectonics: The Way the Earth Works (book non-consumable) - Earth science activities—including models of erupting volcanoes, strike-slip faults, and sea-floor spreading—reveal the dynamic nature of the Earth's crust. Like real earth scientists,

students conduct “research” at key geological sites around the world and record observations, calculations, and conclusions in a geological field notebook. \$14.00

Convection: A Current Event (book non-consumable) - Observe and chart the convection currents in a liquid, discovering one of the ways in which heat moves. Convection affects the Earth’s crust and volcanic eruptions, the weather, the wind, and many other natural events. \$7.00

Energy Science Kit - Build two models that use alternative energy sources, make a pizza box solar oven. Choose your own project to show what you have learned about alternative energy. \$25.00

Grade 7

Light: More Than Magnifiers (book non-consumable) - In this unit on physics, optics, and light, students use two lenses in different ways to create optical instruments and learn how the measurable properties of lenses are used in magnifiers, simple cameras, telescopes, and slide projectors. \$9.00

One and Only You (*Science in a Nutshell*) - Investigate heredity; build models of cells, chromosomes, and genes. \$39.00

TOPS Green Thumbs: Corn and Beans - Construct lab equipment, compile a complete written and visual record of growth; graph daily height and weight gains; study how leaves photosynthesize; examine the role of cotyledons in plant development; learn to distinguish monocots from dicots in flowering plants, and much more. \$17.00

Middle School (Grade 6-8)

Microscope Kit (book non-consumable) - Cost includes use of microscope for one learning period \$35.00

TOPS Rocks and Minerals (book non-consumable) - Using simple materials, students will explore crystal structure and formation, classification of rocks into igneous, sedimentary and metamorphic and further subdivision of these groups based on geological formation. May be used with high school Earth Science students as well. \$15.00

Grade 8

Physical Science Experiments - 9 experiments to investigate forces and motion, chemistry, astronomy and buoyancy/density \$11.00

Density (book non-consumable) - Secret formulas, salt solutions, color layering in liquid, and other activities and demonstrations of density reinforce students' practical understanding of this important concept in the physical sciences. From their understanding of density in liquids, students learn to infer the relative densities of solids and gases. As appropriate, the mathematical equation for determining density is introduced. \$11.00

Charter Schools and Religious Instruction

There has been some confusion regarding the use of religious materials in home-based education. A study of this issue resulted in guidelines that seem to accurately reflect the rights and opportunities of parents and students in Charter Schools. This study included intensive discussions with legislative representatives, legal counsel, parents, religious groups, and the California Department of Education. It is very clear that by applying the following guidelines to Charter School instructional programs the schools will operate lawfully, and of equal importance, with maximum respect for individual rights.

1. The parent/guardian acting as a co-educator, or in any other manner assisting in the instruction of their child, is NOT considered an agent of the State of California and therefore is not bound by those laws that guide the teachers who are paid by the State of California. The parent/guardian, as provided by the Constitution of the United States, is provided the right to freedom of expression of their religion and may at any time use religious content in the instruction, guidance, and care of their child; however, **no academic/attendance credit will be provided by DCS.**
2. The State of California and subsequently its agent, the Charter School, is not permitted to purchase or otherwise provide materials containing religious content for a student or for any other purpose.
3. A Charter School may not require or maintain any student achievement records, including transcripts, report cards, portfolios, or any other documentation regarding the student, that contains religious content.
4. The Educational Facilitator/Teacher of a State of California Charter School may not, during the course of instruction, utilize materials or expressions deemed to contain religious content.
5. Small Group Instructors (ie: vendors), who are paid by the State of California through a Charter School, are considered an agent of the State during their course instruction and therefore may not teach utilizing materials or expressions deemed to contain religious content.

PARENTS MAY BE RESPONSIBLE FOR THE COST OF MATERIALS REQUESTED BY THEM WHICH CONTAIN RELIGIOUS CONTENT.

Memberships and Subscriptions

Memberships and subscriptions are good from September to June. Deadline for memberships is October 7, 2011. Memberships and subscriptions may be ordered during learning period one ONLY.

DCS provides a variety of educational memberships and subscriptions to support students' personalized learning plans. Students have access as members to four popular online education programs. Your EF can tell you how to gain access to these learning resources. Below is a list of the qualifications to benefit from this program.

- Student must be enrolled in his/her 3rd consecutive semester (or higher) with DCS and must be in good standing.
- Only one membership may be purchased in a school-year
- Only one subscription may be purchased in a school year
- Memberships and subscriptions are for Dehesa students only (no parents or siblings)

Memberships include, but are not limited to:

- SD Zoological Society
- Sea World Fun Pass
- Kroc Center Member Pass
- YMCA - See DCS Website

Subscriptions include, but are not limited to:

- Ranger Rick
- National Geographic
- Super Science
- Cricket

Learn 360

Discovery Education *streaming* integrates into any curriculum with 5,000 full-length videos segmented into 50,000 content-specific clips tied directly to state and national standards. This video-on-demand service includes over 100 educational publishers and allows the subscriber to customize lessons to different subjects, grades, and learning styles with Assignment Builder, Quiz Center, Writing Prompt Generator, and other resources. Discovery Education streaming is the only digital video-based learning resource scientifically proven to increase student achievement.

Study Island

Since 2000, Study Island has provided online, standards- based learning programs that are the most effective and easiest to use of their kind. The programs are built specifically from state standards and are designed to create a very user-friendly experience for students and teachers. The programs are used by millions of students in thousands of schools across the U.S.

Enchanted Learning

Enchanted Learning produces children's educational web sites and games which are designed to capture the imagination while maximizing creativity, learning, and enjoyment. They believe that children learn the most (and retain it the longest) when they are actively involved in educational pursuits that are clear, logical, stimulating, and fun. Their mission is to produce educational materials that emphasize creativity and the pure enjoyment of learning.

Hotmath.com

Hotmath serves over a million students with instant explanations for odd-numbered homework problems for over 300 math textbooks. They provide step-by-step answers and math videos for thousands of math problems. They also have partnerships with Microsoft (Encarta), Texas Instruments, and leading math textbook publishers.

Subscription/Membership Order Form

2011-2012 Deadline: October 8, 2011

DCS Order Number (entered by EF)	
----------------------------------	--

Student Name: _____ Parent Name: _____
 Student Birthday: _____ Phone Number: _____
 Email Address: _____
 Mailing Address: _____
 City, State, Zip Code: _____

Magazine Subscription (one per year)

National Wildlife Federation, www.nwf.org

- Your Big Back Yard 29 EU's
- Ranger Rick 29 EU's

National Geographic, www.nationalgeographic.com

- National Geographic Magazine 20 EU's
- National Geographic Kids Magazine 20 EU's

Other

_____ Amt \$ _____

*Other educational magazines may be ordered, EF is responsible for gathering ordering information and price verification before submission to Business Office

San Diego Zoo Membership

**Passes are
40 EU's(ages 3-11) and 44 EU's(ages 12-17)**

Koala Club Pass (select one)

- Child: 40 EU's (Ages 3-11)
- Junior: 44 EU's (Ages 12-17)

Sea World Membership

**Silver Passport Memberships are
115 EU's**

Silver Passport Membership

San Diego KROC Center Membership (San Diego County Only)

The Salvation Army Kroc Center is located at 6845 University Ave, San Diego, CA 92115
<http://kroccenter.org/members>

- **Youth Membership \$144

**Contact the KROC Center at 619-287-5762 for the membership form & more information. Include the KROC membership form with this form when returning it to the business office.

Parent signature: _____ Date: _____

EF signature: _____ Date: _____

Approved by: _____ Date: _____
 Business Office

Vendor Course Instruction (VCI)

Dehesa Charter School values the role of our Vendors in supporting our students in their varied learning styles and interests. Their expertise is a gift to us and our students.

Finding Current Vendors

Vendors are listed on our website at www.mydehesa.org which is updated each semester. You may also find vendor brochures on display at our Learning Centers.

New Vendor Process

Potential vendors may download the new vendor application packets from our website or contact the Executive Assistant/HR Manager, Nicole Antifae, at nantifae@mydehesa.org, for more information.

1. **Completion of Application and Fingerprinting:** The prospective vendor completes the application and the Live-scan fingerprinting and then mails the packet to the DCS office, ATTN: Executive Assistant/HR Manager.
2. **Fingerprinting Clearance:** When the fingerprinting clearance is complete, along with the application, the prospective vendor is considered for approval.
3. **Vendor Application Approval:** If the vendor is approved his/her application is signed by the Executive Director and Director of Student Services. The vendor will be notified within a week and added to the online directory and purchasing system.

**This process can take 2-4 weeks, depending on how quickly the prospective vendors get their applications and Live Scan fingerprinting completed.

Vendor Test

Vendors are independent contractors. As such, they:

- make their own hours, determine their own rules, choose their own curriculum, etc.
- bill by the job, not the hour
- submit their own invoice monthly
- provide their own materials for instruction

Registering For Vendor Services

1. **Parent Contacts Vendor:** The parent of a Dehesa Charter School (DCS) student contacts the vendor of their interest to determine if a class is available and appropriate for the student.
2. **Vendor Course Instruction Form:** The parent and Vendor agree on the dates, times, and cost of services to be provided, and complete the Vendor Course Instruction Form. This form can be found on page 27 of the Parent Handbook and online at our website: www.mydehesa.org
3. **Parent Submits Vendor Course Instruction Form:** The parent submits the Vendor Course Instruction form to the student's Educational Facilitator (EF) for approval.
4. **Approval and Signature of EF:** The EF checks available Educational Unit (EU) funds for the request, then approves and signs the Vendor Course Instruction form if the request can be honored.
5. **EF makes a copy of the completed Vendor Course Instruction Form for the parent and the original is kept in the EF file.**

*** *Vendors should not start services without an approved, signed copy of the Vendor Course Instruction form from the EF.**

DCS partners with commonly used YMCA and City Recreation programs to allow students to enroll in classes and be reimbursed for the expenses, as long as the class/program is connected to the student's learning plan. An updated list of approved programs is available on the vendor page of the DCS website. **Only those programs listed on the website are approved for reimbursement to the parent.**

Student Information

SPED Funds

Student Name: _____ **Student Number:** _____ **Grade:** _____
Parent Name: _____ **Phone Number:** _____
Mailing Address: _____ **Email:** _____
Parent Signature: _____ **Date:** _____ (mm/dd/yy)

Vendor Services

This form must be completed and signed by the Parent, Vendor, and EF before starting services

Vendor: _____ **Contact Person:** _____
Phone #: _____ **Email:** _____
Mailing Address: _____
Course Title/Description of Services: _____
PLP Course Title: _____
Start /End Dates: _____
 _____ \$ /hr _____ \$ /week _____ \$ /session _____ \$ /month _____ \$ /semester

Fill-in monthly payment:	SEP	\$	OCT	\$	NOV	\$	DEC	\$	JAN	\$
	FEB	\$	MAR	\$	APR	\$	MAY	\$	JUNE 1- JUNE 15	\$

Vendor Signature: _____ **Date:** _____ (mm/dd/yy)

DCS Online Courses

To take an online course you must have access to a computer and internet. *EF submit in OPS

Online Course: _____ **PLP Course:** _____

Total: \$ _____

DCS Learning Centers

***EF submit to Regional Manager (Regional Manager deducts EU's)**

Newport Beach
 Montessori
 Encinitas
 Esc Secondary
 Esc Elem
 Hemet
 Mission Valley
 Murrieta
 Riverside
 Chula Vista

Class Title	PLP Course/Title	Cost			
_____	_____	\$ _____	<input type="checkbox"/>	EUs	<input type="checkbox"/> Check
_____	_____	\$ _____	<input type="checkbox"/>	EUs	<input type="checkbox"/> Check
_____	_____	\$ _____	<input type="checkbox"/>	EUs	<input type="checkbox"/> Check
_____	_____	\$ _____	<input type="checkbox"/>	EUs	<input type="checkbox"/> Check
Total:		\$ _____	<input type="checkbox"/>	EUs	<input type="checkbox"/> Check

To Be Completed by EF

EF Signature: _____ **Date:** _____ (mm/dd/yy)
EF Email: _____ @mydehesa.org **Phone #:** _____
 Enter in OPS
 Copy to Parent



**YMCA & Other City Recreation
Enrollment Form
2011-2012**

Important: Please Read and Sign

1. Reimbursements can only be made for YMCA or other approved city recreation classes and programs. (See website for a current list of approved providers. If provider is not listed, please contact (760) 743-7880).
2. Reimbursement will be made after the student has completed the class (listed below) and upon fulfillment of the following conditions:
 - Student is enrolled with Dehesa Charter School and meets all attendance requirements during period of class
 - Parent submitted the YMCA & Other City Recreation Enrollment Form to EF before the start of classes
 - EF entered enrollment into purchasing system and faxed original enrollment form to Business Office
 - Parent submitted the Attendance Log and Reimbursement form and receipt to the DCS Business Office at conclusion of program
 - Student attended at least 80% of the contracted program
3. Reimbursement forms must be submitted within 30 days of completing class. All reimbursement forms must be received by June 15, 2012 in order for Dehesa Charter School to make reimbursement payment.

Student Information

Student Name: _____ **Student Number:** _____ **Grade:** _____
Parent Name: _____ **Phone Number:** _____
Mailing Address: _____ **Email:** _____
Parent Signature: _____ **Date:** _____ (mm/dd/yy)

Class or Program

YMCA/City Recreation Site: _____
Mailing Address: _____
Name of Class: _____
Dehesa PLP Course Title: _____
Start Date: _____ **End Date:** _____
Cost: \$ _____ /per sessions \$ _____ /per month \$ _____ /per semester
Total cost: \$ _____

To Be Completed by EF

EF Signature: _____ **Date:** _____ (mm/dd/yy)
EF Email: _____ @mydehesa.org **Phone #:** _____

- Entered as a VCI in OPS under YMCA and Other City Recreation
 Fax to business office

Parent Meetings

Parent meeting times and locations are determined prior to the beginning of the semester and recorded on the Master Agreement. Failure to attend a meeting or contact the EF within 24 hours may result in withdrawal from the program. Please be prompt and prepared for each meeting. Your EF will need the following:

- Completed student Attendance Log (see attached Attendance Log)
- Graded work samples demonstrating academic progress
- Goals and objectives for next learning period

What else can I expect at a monthly meeting?

- Work from the previous learning period which has been evaluated by the parent will be reviewed by the EF
- Your EF will work collaboratively with you and your child to establish academic goals and objectives for the upcoming learning period(s)
- Your EF will apprise you of any upcoming events in the school
- You may be asked to complete a short survey to assist us in improving our program
- Additional resources may be requested to meet student's academic needs for the semester.

Samples

Work samples for each subject on the student PLP (Personalized Learning Plan) are collected on a monthly basis for high school students and three times per semester for K-8 students (learning periods 1, 3, 5, 6, 8, 10). Samples should demonstrate academic growth in each subject area.

NOTE: K-8 students enrolling during learning periods 2 or 7 will turn in samples for those learning periods.

For example, in the area of Math, a pre-test can be submitted as a first sample for the semester, chapter tests would follow, with a final exam submitted for the last learning period.

Elective and PE logs may be used for samples in those subject areas (see attached PE and Elective logs).

2011-2012 STUDENT LOG & ATTENDANCE SUMMARY

Enclosed Work Samples: Math _____ Language Arts _____ Science _____ Social Studies _____ Phys. Ed. _____ Elective(s) _____	Student Name: _____ Student Number: _____ EF Name: _____ EF Number: _____ Assignment Period: _____ Attendance Days Possible: _____ Grade: _____
--	---

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Subject: _____	Subject: _____	Subject: _____	Subject: _____	Subject: _____
Concept: _____	Concept: _____	Concept: _____	Concept: _____	Concept: _____
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Subject: _____	Subject: _____	Subject: _____	Subject: _____	Subject: _____
Concept: _____	Concept: _____	Concept: _____	Concept: _____	Concept: _____
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Subject: _____	Subject: _____	Subject: _____	Subject: _____	Subject: _____
Concept: _____	Concept: _____	Concept: _____	Concept: _____	Concept: _____

Attendance Codes: "NE"=Not Enrolled, "A"=Absent

In my professional judgment, the student has completed work that has a value of _____ days.

As the adult responsible for the daily monitoring/verification of subjects studied, this log accurately documents daily work completed by this student.

Parent/Legal Guardian Signature _____
Date

Educational Facilitator Signature _____ **Date** _____

(Note: Work value may not exceed the number of attendance days possible.)

Elective Sample Ideas

- Copy of sheet music/lesson learned (initialed and dated by person providing instruction)
- Cassette tape or video of student performance
- Picture of student doing/performing with written explanation
- Elective Log
- Certificate of completion
- Program or brochure from recital/performance
- Educational Facilitator observation

Other methods as approved by EF and Regional Manager.

Physical Education

Activity Ideas

Aerobic Conditioning

- Running or walking– on a track, around a park, on a treadmill, across a beach, in place
- Bicycling
- Aerobic exercise video
- Jump rope
- Dancing
- Swimming

Motor Development/Skill Development

- Ball handling (throwing, catching, kicking, dribbling, etc.)
- Agility (pivoting, changing directions, hopscotch)
- Hopping
- Skipping
- Galloping

Strength and Endurance

- Upper Body
Pull-ups, push-ups, weight lifting, swimming
- Abdominal
Squats, leg lifts, jumping
- Lower Body
Crunches, sit-ups

Knowledge Acquisition

- Rules of sport
- History of sport
- Benefits of exercise
- Compare/contrast aerobic and anaerobic conditioning
- Lives of famous sports stars

The physical education minutes required are:	
Grades 1-6	200 minutes each ten days
Grades 7-12	400 minutes each ten days

President’s Challenge

All members of your household are invited to participate in Dehesa Charter School’s group to take part in the President’s Challenge. The President’s Challenge is a series of programs designed to help improve anyone’s activity level. To learn more about the President’s Challenge, go to:

<http://www.PresidentsChallenge.org>

Register as an individual by using your first and last name as a user name. You can create your own password of six or more characters. Then, join the Dehesa Charter School group:

Group Name: Dehesa Charter School Group Number: 84945

EMH Sports

www.emhsports.com

Physical Education classes offered by *EMH Sports* are covered by the DCS general budget. EMH clinics must be paid for with EUs or by parent.

EMH Sport and Fitness Institute is dedicated to aid the growth and development of the home-schooled student’s physical education and sports requirements. Their goal is for the participants to demonstrate and practice an appreciation for athletic excellence, the shared experience of competition, and sportsmanship.

Report of Missing Assignments

As a school dedicated to personalized learning, Dehesa recognizes that the structure of our program may not be suitable for everyone. There are times when personal or professional situations may hinder parents' abilities to fulfill their responsibility as primary educator or "learning coach" for their child. It is our intention to work with families, but there are times when circumstances are beyond our control.

It is mandatory that each parent and student meet with their EF on a monthly basis. If less than 80% of the work assigned per subject in a learning period is completed by the meeting date, the EF may reschedule the meeting within three days. Failure on the part of the student and/or parent to meet program requirements during any learning period will result in dismissal from the program. Three meetings with missing assignments in a semester could also result in dismissal from the program.

Student Truancy

All students are required to be working and learning in accordance with the annual school calendar. Truancy (illegal absence) from school is not tolerated.

A student is considered truant when it is determined that:

1. The student is not working on core academics daily without sufficient justification (illness, family emergency, etc.),
2. The parent/student misses more than two scheduled meetings without prior notification and sufficient justification, or
3. Meetings are held but the Educational Facilitator determines that the student is not completing assignments and parents are not recording the learning.

90 Day Policy

Dehesa Charter School wishes to promote a stable work and learning environment,

Therefore, we do not permit students to return to DCS within 90 days of withdrawal from the program. Also, students entering DCS must have been enrolled in no more than one program of study for 90 days prior to applying to DCS. Special approval may be granted by the Executive Director for a qualifying event such as, but not limited to, change of residence, death, extended illness, and change of custodial status. Appeals may be made to the Governing Board.

High School

Freshman and new enrollees should complete a High School Plan for Graduation (see page 41). This plan is a working document and should be revisited each semester and adjusted as necessary. Be sure to use the form which is appropriate for the student's goal; UC/CSU bound students have different requirements than the general program.

High school grade level is determined by the number of credits completed:

- 0 - 55 credits = Freshmen
- 56-105 credits = Sophomore
- 106-160 credits = Junior
- 161-210 credits = Senior

Students must enroll in a minimum of 20 credits per semester. Enrolling in less than 25 credits or more than 35 credits per semester requires special approval from the Executive Director.

To help high school students make the most of all that DCS offers, we have developed a High School Success course recommended for freshmen and new enrollees. The course introduces the student to all the resources available through the school, addresses basic skills for success (writing, research, time management, etc.), and helps lay a solid foundation for success. Check out the course description under *Courses* on the DCS website or ask your EF for more information.

Name: _____

Date: _____

Dehesa Charter High School Graduation & College Admission Requirements



Dehesa Charter High School Graduation Requirements	
Social Science	30 credits 3 years
English	30 credits 3 years
Algebra/Math	20 credits 2 years
Science	20 credits 2 years
Foreign Lang/Fine Art	10 credits 1 year
PE	20 credits 2 years
Health	5 credits ½ year
Computer Technology	5 credits ½ year
Community Learning	5 credits ½ year
Electives	65 credits
TOTAL	210 credits 4 years

A-G College Requirements	UC/CSU	Competitive Colleges
A. History/Social Science	2 years	2 years
B. English	4 years	4 years
C. Math	3 years (4 yrs recommended)	4 years
D. Science	2 years lab science	3-4 years lab science
E. Foreign Lang	2 years same language	3-4 years
F. Visual & Performing Art	1 year	1 year
G. College Prep Elective	1 year	1 year



	Grade 9	Grade 10	Grade 11	Grade 12
A. History/Social Science				
B. English				
C. Math				
D. Science				
E. Foreign Lang/Fine Art				
F. Visual & Performing Art				
G. (College Prep) Electives				
Health/Comp Tech				
PE				
Community Learning				
Electives:				

NOTES:

High School Courses with Course List

Updated July 2011

Subject	Course	BYU Independent Study	Repeatable	STAR Test	UC/CSU Approved
Mathematics	Advanced Math (A & B)			X	
	Advanced Math (C & D)			X	
	<u>Algebra 1</u> (A & B)	ALG 51,53		X	Yes
	<u>Algebra 2</u> (A & B)	ALG 55,57		X	Yes
	<u>Beginning Algebra 1</u> (A & B)				
	<u>Beginning Algebra 1</u> (C & D)				
	Consumer Business Math (A & B)	BMATH 41,43			
	<u>General Math</u> (A & B)				
	<u>Geometry</u> (A & B)	GEOM 41, 43		X	Yes
	<u>Pre-Algebra</u> (A & B)	ALG 41,43			
	Statistics and Probability (A & B)				
	<u>Trigonometry</u> (A & B)	TRIG 41,43		X	Yes
	<u>Pre-Calculus</u> (A & B)	CALC 41,43		X	
Language Arts	<u>English 9</u> (A & B)	ENG 41,43		X	Yes
	<u>English 10</u> (A & B)	ENG 45,47		X	Yes
	<u>English 11</u> (A & B)	ENG 51,53		X	Yes
	<u>English 12</u> (A & B)	ENG 55,57			Yes
Science	<u>Anatomy/Physiology</u> (A & B)				
	<u>Biology</u> (A & B) <i>(All Students in 10th grade take CST for Life Science)</i>	BIOL 41,43		X	Yes
	<u>Chemistry</u> (A & B)	CHEM 45,47		X	Yes
	<u>Earth Science</u> (A & B)	EARTH 41,43		X	
	Environmental Science (A & B)				
	General Chemistry (A & B) <i>(Does not have lab)</i>	CHEM 45,47			
	<u>Life Science</u> (A & B) <i>(All Students in 10th grade take CST for Life Science)</i>			X	
	<u>Marine Science</u> (A & B)				Yes <i>(elective)</i>
	<u>Physical Science</u> (A & B)				
	<u>Physics</u> (A & B)	PHSCS 41, 43			
Social Studies	<u>American Government</u>	GOVT 45			Yes
	Ancient World History (A & B)				
	Constitution (A&B)				
	<u>Economics</u>				Yes <i>(elective)</i>
	<u>Modern European History</u> (A & B)				
	<u>Psychology</u> (A & B)				Yes <i>(elective)</i>
	<u>Sociology</u> (A & B)				Yes <i>(elective)</i>
	U.S History (A & B) <i>(All Students in 11th grade take CST for US History)</i>			X	Yes
	U.S. History Survey 1 (A & B)				
	U.S. History Survey 2 (A & B)				
	<u>World Geography</u> (A & B)				
<u>World History</u> (A & B)	HIST 63, 65		X	Yes	
Visual & Performing Arts	<u>Art Appreciation</u> (A & B)	ART 41, 43			
	<u>Art History</u> (A & B)				Yes
	<u>Ceramics 1</u> (A & B)				
	Dance 1 (A & B)				
	<u>Dance Performance & Choreography</u>				

	Digital Music				
	Digital Photography				
	<u>Drawing I</u> (A & B)	ART 45 (1 SEM)*			
	History of the Arts				
	<u>Instrumental Music 1</u> (A & B)				Yes
	<u>Instrumental Music 2</u> (A & B)				
	<u>Instrumental Music 3</u> (A & B)				
	<u>Music Appreciation A</u>				
	Music Composition 1 (A & B)				
	Music Composition 2 (A & B)				
	Music Composition 3 (A & B)				
	Music Theory				
	<u>Painting I</u> (A & B)				Yes
	<u>Photography 1</u> (A & B)	ART 61 (1 SEM)*			Yes
	Technical Theatre (A & B)				Yes
	<u>The Cinema</u>				
	Theatre 1 (A & B)				Yes
	<u>Theatre Appreciation A</u>				
	Vocal Performance 1 (A & B)				
Physical Education	General P.E.				
	<u>Health</u>	HLTH 41			
	Health Course Supplement <i>(only for students who already have earned 2.5 credits of Health and need to make up the other 2.5 credits to meet the graduation requirement)</i>				
	PE Skills And Assessment <i>(Required before General PE)</i>				
	Weight Training 1 (A & B)	WTRNG 41 (1 SEM)*	X		
Foreign Language	<u>American Sign Language 1</u> (A & B)	ASL 41,43			Yes
	<u>American Sign Language 2</u> (A & B)				Yes
	<u>Arabic 1</u> (A& B)	ARAB 41, 43			
	<u>Chinese 1</u> (A & B)				
	<u>Chinese 2</u> (A & B)				
	<u>Dutch 1</u> (A & B)				
	<u>French 1</u> (A & B)	FREN 41, 43			
	<u>French 2</u> (A & B)	FREN 51, 53			
	<u>French 3</u> (A & B)	FREN 61, 63			
	<u>German 1</u> (A & B)	GERM 41,43			
	<u>German 2</u> (A & B)	GERM 51,53			
	<u>Hebrew I</u> (A & B)				
	<u>Italian 1</u> (A & B)				
	<u>Italian 2</u> (A & B)				
	<u>Japanese 1</u> (A & B)				Yes
	<u>Japanese 2</u> (A & B)				Yes
	<u>Latin 1</u> (A & B)	LATIN 41, 43			
	<u>Latin 2</u> (A & B)	LATIN 51, 53			
	<u>Spanish 1</u> (A & B)	SPAN 41, 43			Yes
	<u>Spanish 2</u> (A & B)	SPAN 51, 53			Yes
	<u>Spanish 3</u> (A & B)	SPAN 61, 63			
	<u>Welsh 1</u> (A & B)				
Career & Technology	Architecture and Interior Design (A & B)	INTDE 41, 43			
	<u>Auto Fundamentals</u>	AUTO 43			
	<u>Career Exploration A</u>		X		
	<u>Computer Applications 1</u>	CTECH 41			
	<u>Computer Applications 2</u>				
	Computer Lab Technician		X		

	Criminal Justice (A & B)		X		
	Entrepreneurship (A & B)		X		
	Exploratory Work Experience Education 1 (A & B)				
	Exploratory Work Experience Education 2 (A & B)				
	<u>Fashion Design</u> (A & B)				
	Forensic Science (A & B)				
	General Work Experience Education 1 (A & B)				
	General Work Experience Education 2 (A & B)				
	Jewelry Design (A & B)				
	Law Enforcement (A & B)				
	<u>Leadership</u>		X		
	Motorcycle Fundamentals (A & B)				
	Office Technology				
	<u>Plumber's Assistant</u>				
	Robotics (A & B)		X		
	Vocational Work Experience 1 (A & B)				
Family & Consumer Science	<u>Advanced Cooking</u>		X		
	<u>Child Development</u> (A & B)				
	Cooking 1 (A)				
	Home Economics (A)				
	<u>Life Skills</u> (A & B)				
	<u>Nutrition</u> (A & B)				
	Personal Finance for Young Adults				
	<u>Sewing 1</u> (A)				
Additional Electives	Accounting (A & B)				
	Airbrushing (A & B)				
	<u>Animal Behavior</u>				
	Anthropology and Social Deviance				
	<u>Astronomy</u> (A & B)				
	Aviation Groundschool				
	Aviation Weather				
	CAHSEE Language Arts Review		X		
	<u>CAHSEE Math Review</u>		X		
	<u>Creative Writing</u>	WRIT 45			Yes
	<u>Current Events</u>				
	<u>Driver's Education</u> (1 quarter only)				
	Equine Science (A & B)				
	Equine Science (C & D)				
	Global Foods (A)				
	High School Success				
	History of Science (A & B)				
	Interactive Multimedia				
	Introduction to Logic (A & B)				
	<u>Journalism</u> (A & B)	WRIT 49 (1 SEM)*			Yes
	<u>Mythology</u>				
	Native American Studies A				
	Service Learning		X		
	<u>Shakespeare</u> (A & B)				
	Spanish Cultural Studies				
	Speech and Debate (A & B)				
	<u>Speed Reading</u>				
	Technical Drawing (A & B)				
	Understanding Martial Arts (A & B)				
	<u>World Literature</u>				
	<u>World Religions</u>				

High School Credit for Middle School Students

The following courses are available for advanced 8th grade students to earn high school credit:

Course	Requirements
Algebra I	Proficient score or above on Internal Math Assessment Or Proficient or Above on the 7 th grade STAR Math
Biology	Grade of B or higher in 6 th and 7 th grade science; 85% or higher on 8 th grade Physical Science final exam (proctored by EF)
English 9A/B	Proficient score or above on the Internal Reading Assessment; proficient or above on the Internal Language Arts Assessment; 85% or higher on proctored writing exam Or Advanced on the 7 th grade STAR ELA; 85% or higher on proctored writing exam

The maximum number of high school credits permissible is 10 per semester.

Determination is to be made *prior* to the start of the semester.

Procedure:

1. Student completes top portion of High School Request Form
2. Parent signs form
3. EF monitors requirements (listed above)
4. Documentation and Request Form are attached to High School PLP and submitted to Executive Director for Special Approval.



High School Credit Request Form

Student Name: _____ Date of request: _____

High School Course(s) requested:

Reason for request: _____

Parent Approval: _____

Educational Facilitator: _____

Date received: _____

EF initials	Course	Requirements
	Algebra I	Proficient score or above on Internal Math Assessment Or Proficient or Above on the 7 th grade STAR Math
	Biology	Grade of B or higher in 6 th and 7 th grade science; 85% or higher on 8 th grade Physical Science final exam (proctored by EF)
	English 9A/B	Proficient score or above on the Internal Reading Assessment; proficient score or above on the Internal Language Arts Assessment; 85% or higher on proctored writing exam Or Advanced on the 7 th grade STAR ELA; 85% or higher on proctored writing exam

Attach this request form along with proof of requirements to the high school PLP and submit to Executive Director for special approval *before first day of semester*.

Executive Director Approval: _____ Date: _____

Community Learning 2011-2012

Dehesa Charter School supports each student in using their talents to make a positive difference in their community.

The Community Learning graduation requirement is 5 units of high school credit. To fulfill this requirement, **students choose one of the following courses:**

Career Exploration (Internship)
General Work Experience Education 1A
Exploratory Work Experience 1A
Vocational Work Experience 1A
Leadership
Service Learning

Mandatory orientation for Educational Facilitator, parent/guardian, and student, is to be scheduled with Community Learning Specialists during the first learning period of the semester.

In collaboration with our Community Learning Specialists students must secure a community position/project by:

Fall Semester Deadline: October 14th, 2011 **Spring Semester Deadline:** March 9th, 2012

All students in volunteer positions and/or non-paid internships must complete the Volunteer/Unpaid Trainee Authorization for Minor form at the orientation.

Career Exploration (Internship)

Explore careers *through projects* and a guided, unpaid, 8 week internship in the workplace. In collaboration with Dehesa Charter School's Explorer Post, students gain valuable experience in the world of work.

Service Learning

Students research a major need in their community and then perform acts of service to remedy or help the current issue or topic. The academic research is integrated with the students other courses. Membership in the Dehesa Explorer Post is required for volunteer positions.

Leadership

Students undertake a community improvement project independently or with a group based on community needs and personal skills. The final project reflects the student's growth in communication and leadership skills. Membership in the Dehesa Explorer Post is required for volunteer positions

General Work Experience Education 1A

Students enter the work force with supervised paid employment in an occupational field that is combined with related academic instruction in employability skills.

Exploratory Work Experience Education 1A

Students observe and sample many aspects of a career field in a non-paid setting that is combined with related academic instruction in employability skills. Membership in the Dehesa Explorer Post is required for volunteer/non-paid positions.

Vocational Work Experience Education 1A

Students enter the work force in a supervised paid position that develops and refines occupational competencies in a specific industry sector. Additionally, students are taking high school course work related to their chosen industry sector work.

Work Experience

Work Permits

- All minors under age 18 (including minors employed by parents) ED.C. 49141 must have a Work Permit.
- Applications are available from EF's, Community Learning Specialists, and from the Dehesa website. Click on Parents/Student to High School to Vocational for access to the work permit application and instructions.
- Email, fax, or mail completed work permit application to Community Learning Specialist in your area. During the summer email, fax or mail completed work permit applications to Dehesa Escondido Main Office.
- Work permits must be renewed at the start of each new school year or at the time the student obtains a new job.
- Work permits are required all year, not just when school is in session.
- Work permits are mailed to the employer. It serves as an age certificate and states the maximum hours a minor may work based on their age. (ED.C. 49160)

Work Experience Education Student Check List

- Complete a work permit application and submit to Community Learning Specialist. This is a CDE requirement even if the student is over 18 years of age.
- Attend a Community Learning Orientation Meeting each semester student is enrolled in Work Experience Education.
- Complete Formal Training Agreement with employer and submit to Community Learning Specialist.
- Submit photocopies of all pay stubs to Community Learning Specialist monthly.
- Complete Permission to Work Past 10PM form if employer requires later work hours.
- If changing a job or losing a job, contact Community Learning Specialist right away. Complete new work permit application for new job.

Student Requirements for enrollment in Work Experience Education

- Students must be 16 years of age or officially registered as a student in 11th or 12th grade.
AND
- Students must have a cumulative GPA of 2.0 or higher.
OR
- A student may also be enrolled under the age of 16 if it is written into his/her IEP and listed on the student's Personalized Learning Plan (PLP).

Credits that can be earned in Work Experience Education

- Students must work a minimum of 12 weeks each semester and submit copies of pay stubs that verify the weeks worked.
- 5 high school credits can be earned for working a minimum of 8 hours per week, 12 weeks per semester.
- 10 high school credits can be earned for working a minimum of 16 hours per week, 12 weeks per semester.
- Students may enroll in Work Experience Education up to 4 semesters for a total of 40 credits.

Job Requirements

- Student is an employee not self-employed or an independent contractor.
- Student is paid and receives an itemized statement of tax deductions each pay period.
- The business has Worker's Compensation Insurance.
- Student is usually scheduled to work a minimum of 8 or 16 hours a week.
- The business is open to the public Monday-Friday.
- A supervisor is present at the business Monday-Friday.
- The business is not located on or within private residential property (home business).
- The business is observable, stationary, open to the public, and permits access by the Community Learning Specialist.
- Working conditions are considered safe, moral and legal.
- Student's paid position has the probability of lasting the entire semester.
- Student does not work for a temporary employment agency.
- Employer provides a learning situation, keeps records of attendance, and agrees to the entire above job requirements.

FAQ – Service Learning/Leadership/Career Exploration

- 1. Why should EF/Parent/Teacher come to the Community Learning Orientation Meeting?** To complete the enrollment process, sign the Explorer Post application, turn in the Volunteer/Trainee Permit form, understand the Service time requirements, project requirement and receive credit for the first month's assignment.
- 2. Why does Service- Learning have to be with a non-profit?** Adult supervision, mentors, and support in the completion of their projects.
- 3. If I enrolled previously do I have to attend the orientation?** **YES**, to receive credit for the first month's assignment, sign the Explorer Post application, turn in the Volunteer/Trainee Permit and notify Community Learning Specialist of your project for this semester that is different from last semester.
- 4. How many hours of “community service” do I need?** This is not about logging service hours. The goal of this class is to provide the student with a rich community learning experience where they learn the value of volunteering as well as how to apply some of the academics they have learned in the real world and give something of themselves to the organization. There is a minimum of 20 hours to one organization.
- 5. Do I have to do a project?** Yes, each student is to complete a project that benefits their non-profit and allows them to make the connection between academics and their application in the real world.
- 6. How is Leadership different than Service Learning?** In service learning the student is always under the supervision of a mentor and is guided into projects that will best serve their non-profit. In Leadership, the student has been working with a non-profit prior to enrolling in the course and has a “leadership” position within the non-profit. These students require less mentor guidance and may have already started working on a project where they will lead others.
- 7. Can I do my service time with a religious institution?** Many of our religious organizations do a wonderful job in service to the community in secular projects such as feeding the needy, providing clothing to low income school children, after school tutoring or activities, etc. As long as the students work is of a non-religious, non-missionary nature, service within a religious organization is fine.
- 8. How is Career Exploration different from Service Learning and Leadership?** Career Exploration students are observing and learning all areas within a profit earning business. Their non-paid time within the business is usually in the nature of an internship. Like Service-Learning and Leadership, Career Exploration students will complete a project for their internship business as they learn.
- 9. How is service-learning different from community service?**
 - Service-learning uses community service as the vehicle for the attainment of students' academic goals and objectives.
 - Community service fills a need in the community through many hours of volunteer efforts. Service-learning also fills that need, but it uses the communities' need as a foundation to examine ourselves, our society, and our future through volunteer time with one non-profit. Further, service-learning provides students with opportunities to use newly acquired skills, knowledge in real-life situations and make a connection with one organization.
 - Service-learning identifies in advance, and tracks, specific learning objectives and goals (as well as the intangible ones).
 - Students perform a valuable, significant, and necessary service which has real consequence to the community.
 - The goal of service-learning is to empower students and those being served.

- Service-learning students understand that the needs of the community dictate the service being provided.

FAQ – General, Vocational and Exploratory Work Experience

1. **What paperwork is required for Work Experience Education?** All students in paid employment must have a work permit, submit a completed Formal Training Agreement, permission to work past 10pm (if work hours are scheduled past 10pm) and fax or email copies of all paystubs to a Community Learning Specialist. Students enrolled in Exploratory Work Experience must complete the Volunteer/Trainee Permit and the Explorer Post application.
2. **Can I take an ROP class and get Community Learning credit at the same time?** YES, but a student must complete all the ROP assignments and the Community Learning course description assignments as well so it's, Double Work.
3. **Why should EF/Parent/Teacher come to the orientation?** To finish the enrollment process, understand mandatory paperwork (paystubs, etc.) that must be turned in each month, the Portfolio Project assignment and to turn in and receive credit for your month 1 assignment. Exploratory Work Experience students must turn in the Volunteer/Trainee permit and complete the Explorer Post application.
4. **If I enrolled previously do I have to attend the orientation?** YES – you must attend to complete your enrollment and turn in your assignment for the new semester and show work on your Portfolio.
5. **What happens if I don't show up to orientation?** You run the risk of not receiving credit for the class.
6. **How many Credits do I get?** If you work 8 hours/week you are eligible for 5 credits if you work for 16 hours/week you are eligible for 10 credits. Vocational & General can be repeated for 4 semesters – total of 40 credits. Exploratory can be repeated 2 semesters for 20 credits.
7. **Can I enroll in General or Vocational Work Experience if I'm not employed?** NO – part of the course description requires work hours with paid employment.
8. **What happens if I change jobs?** New application for work permit MUST be submitted and a new Formal Training Agreement with your new employer.
9. **What happens if I get fired?** Student may not receive a grade of A if they lose their job due to poor performance at the job site. In addition student must have met the work hour requirement to receive credit.
10. **Can I get an incomplete in the class?** NO!
11. **How many weeks do I need to work to get credit?** 12 weeks in 1 semester minimum and a total of 96 hours for 5 credits and 192 hrs. for 10 credits
12. **What if I'm 18 – do I need a work permit?** Yes if enrolled in General or Vocational Work Experience Education.
13. **Can I work at a family business?** Yes, you may as long as you are a paid employee covered by workers compensation, receive a check with standardize deductions, and are working at a business location that allows a Community Learning Specialist to enter at any time during business hours. Same requirements if student was working at a non- family business.

FAQ – Work Permits

1. **When do I get my Work Permit?** It is mailed directly to employer, under most circumstances within 24 hours of receipt. Allow 3- 5 business days for delivery from USPS.
2. **Why can't you mail it to me?** Work Permits are documents that must be on file with the student's employment records at each work location. This is a document for employers. The Work Permit verifies that the minor has school and parent permission to work.
3. **If I have 2 jobs, do I need 2 work permits?** Yes, each employer needs to receive their own work permit. Two separate applications must be filed, one per employer. Both jobs hours combined are used to meet the maximum work hours allowable for minors.
4. **Where can I get a Work Permit application?** Applications are available from your EF, Community Learning Specialist, Parent Handbook, or the Dehesa website; click High School then Vocational. Email, fax, or mail the completed work permit application to the Community Learning Specialist for your county.
5. **Who signs the application first?** Your employer and parent must complete and sign the application BEFORE you can submit it to the Community Learning Specialist.
6. **Can I get a permit before I have a job?** NO – permits are issued to directly employer and employers MUST sign the application.

Statement of Intent to Employ Minor and Request for Work Permit

Not a work permit —Print all information except signatures

Fax completed form to: San Diego/Orange: 619-872-0693 or Riverside: 951-848-9099

For Minor to Complete

Student or Family email: _____



Minor's name (last name first) _____ Social security number _____ Date of birth _____ Age _____ Grade _____

Street address _____ City _____ ZIP Code _____ Home telephone _____

School name _____

Dehesa Charter School

Street address _____ City _____ ZIP Code _____ School telephone _____

1441 Montiel Rd. Suite 143 Escondido CA 92026 760-743-7880

For Employer to Complete (Please review rules for employment of minors on reverse.)



Name of business _____

Street address _____ City _____ ZIP Code _____ Business telephone _____

Minor's work duties _____ Hourly Wage _____ Business Fax Number _____

Maximum number of hours of employment when school is in session:

Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____ Sat. _____ Sun. _____ Weekly = _____

In compliance with California labor laws, this employee is covered by worker's compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.

Supervisor's signature _____ Supervisor's name (print or type) _____

For Parent or Guardian to Complete

EF _____

This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that, to the best of my knowledge, the information herein is correct and true. I request that a work permit be issued.

In addition to this employer, my child is working for:

_____ Name of business

Signature of parent or legal guardian _____ Date _____

For School to Complete

Evidence of minor's age _____

Signature of verifying authority _____

Type:

Regular _____

Vacation _____

Year-Round _____

Work Experience Education _____

Other (specify) _____

General Summary of Minors' Work Regulations

- *If federal laws, state laws and school district policies conflict, the more restrictive law (the one most protective of the employee) prevails.*
- Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a state Certificate of Proficiency.
- Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit" (form B1-1) for the school district of attendance for each such minor.
- Employers must retain a "Permit to Employ and Work" (form B1-4) for each such minor.
- Work permits (B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times.
- A work permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers as listed below:

1. Explosive exposure
2. Motor vehicle driving/outside helper
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Radiation exposure
7. Power-driven hoists/forklifts
8. Power-driven metal forming, punching, and shearing machines
9. Other mining
10. Power-driven meat slicing/processing machines
11. Power-baking machines
12. Power-driven paper products/paper bailing machines
13. Manufacturing brick, tile products
14. Power saws and shears
15. Wrecking, demolition
16. Roofing
17. Excavation operation

For more complete information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Division of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

- Minors younger than 16 years are allowed to work only in limited, specified occupations that exclude baking, manufacturing, processing, construction, warehouse, and transportation occupations.
- In addition to safety regulations, labor laws applicable to adult employees also generally apply to minor

employees, including workers' compensation insurance requirements.

- Child labor laws do not generally apply to minors who deliver newspapers or work at odd jobs, such as yard work and baby-sitting, or in private homes where the minor is not regularly employed.
- A day of rest from work is *required*, if the total hours worked per week exceed 30 or if more than 6 hours are worked on any one day during the week.

AGES	HOURS OF WORK
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16 – 17	<p><i>When school is in session:</i> Daily maximum of 4 hours, Monday through Thursday. May work up to 8 hours on any non-school day or on any day that precedes a non-school day. May be permitted to work up to 48 hours per week. Students in Work Experience Education or cooperative vocational education programs may be permitted to work a maximum of 8 hours on a school day.</p>
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When school not in session: May work up to 48 hours per week but no more than 8 hours in any one day.

Work must be performed no earlier than 5 a.m. or later than 10 p.m. except that work may extend to 12:30 a.m. on nights preceding non-school days. Students in Work Experience Education or cooperative vocational education programs may be authorized to work until 12:30 a.m. on nights preceding school days with specified written permission.

14 – 15	<p><i>When school is in session:</i> On school days daily maximum three hours. On non-school days may work 8 hours. Weekly maximum of 18 hours. Students in Work Experience Education and career exploration programs may work up to 23 hours per week.</p>
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When school is not in session: Daily maximum 8 hours and weekly maximum 40 hours.

May not work during public school hours except students in Work Experience Education or career exploration programs.

Work must be performed no earlier than 7 a.m. nor later than 7 p.m. any day of the week. From June 1 to Labor Day work hours may be extended to 9 p.m.

Younger than 14

Labor laws generally prohibit nonfarm employment of children younger than 14. Special rules apply to agricultural work, domestic work and the entertainment industry.

Special Education

As a public school, Dehesa Charter School accommodates students who qualify for special education services. A copy of a current IEP must be provided with enrollment packet. The student will be enrolled on an Interim Placement, and the IEP team will conduct a 30-day review after the first month of enrollment. At this meeting, the Special Education Coordinator, Educational Facilitator, parent, student (if appropriate) and service providers will determine whether or not Dehesa Charter School's independent study (home-schooling) program is appropriate to meet the student's needs and make adjustments as needed to the student's IEP. Dehesa Charter School conducts Annual Reviews of students' IEPs, as well as Triennial Re-evaluations according to state and federal guidelines. Appropriate services offered to students to assist them in receiving educational benefit include:

- *Supplementary aids/services/supports to allow students to participate in the general education curriculum as much as possible (calculator, spell checker, tape recorder/player, audio books, extra time, etc.)

- *Collaboration with parent –teacher, Educational Facilitator and classroom teachers on instructional strategies, supplemental curriculum, etc.

- *Small group Specialized Academic Instruction

- *Speech and Language Therapy, Occupational Therapy, Adapted Physical Education

504 Plans

Students with 504 Accommodation plans should submit the current 504 plan with the enrollment packet. 504 Accommodation Plans will be implemented and reviewed annually with a team consisting of parent, student (if appropriate).

UNIFORM COMPLAINT

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. Students, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12, are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
2. In the event a parent feels his/her child has not received appropriate instruction and services, a complaint form is provided on page 53 of the Parent Handbook and can be obtained at the school office or district office, or downloaded from the school or district website. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>.

UNIFORM COMPLAINT FORM

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. High school exit exam intensive instruction and services: (Education Code 35186)

**Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.*

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint at the following location:

Dehesa Charter School

Attn: Executive Director

1441 Montiel Rd., Suite 143

Escondido, CA 92026

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

Signature

Date

Student Success Team Process

** SST is a regular education function. It is not intended solely as a way to “get students into Special Ed.” That may end up being the outcome, but only after other resources/avenues have been utilized and the student is unable to make progress without additional assistance. **

1. Parent/EF have concerns about student
2. EF confirms that student has taken the Learning Styles Inventory (or parent has completed a Parent/Teacher Observation Profile) and has recently completed the Reading, Math, and LA sections of *Renaissance STAR* (if in grade 3 or above). EF checks student’s cumulative file for previous SSTs/interventions.
3. EF collaborates with parent to ensure that the student’s Learning Style is reflected in curriculum/materials and assignments/activities the student is using; necessary accommodations are made (word processor, calculator, books on tape, oral reports, etc.) and available interventions are utilized as appropriate (Lexia, Read Naturally, etc.).
4. EF consults with Math or Language Arts Specialists regarding recommended alternative curriculum/supplemental materials.
5. EF collaborates with parent to determine if any of the Learning Center classes and/or VCI tutors would be able to address the concerns.
6. EF collaborates with Regional Manager for additional resources and interventions.
7. Regional Manager consults with Resource Specialist regarding possible need for remedial intervention through one of our Learning Center programs/SAI groups.
If student is not making sufficient progress despite above attempts...
8. Regional Manger completes SST Request Form, keeps a copy and submits to the School Psychologist.
9. The School Psychologist arranges an SST meeting to include the SST Coordinator, EF, parent, student (if appropriate), Regional Manager, administrator, and other members as needed (counselor for 7th & up, etc.).
10. Student Success Team meets and completes SST Meeting form, discusses student’s strengths, concerns, interventions attempted and outcomes, and develops an action plan and a date for a follow-up meeting (at least 6-8 weeks later). If necessary SST Follow-up meeting is held to review outcomes of action plan and determine further actions, if necessary. School Psychologist arranges this meeting with original participants and additional members as needed (Resource Specialist, Special Ed. Coordinator, etc.). **It is at this follow up meeting, after interventions have been consistently utilized for a period of time (6-8 weeks) that the team may recommend a referral for a Special Education Evaluation. This should be documented on the SST meeting minutes and one person assigned to contact the Special Ed. Coordinator regarding this request within five days of the meeting.

Learning Center Discipline Plan

1. The classroom instructor sets the rules of the class and will provide instructions in writing for any which extend beyond what is written here.
2. Perform only those activities in which you have received instructions and permission.
3. Use only materials and equipment authorized by the instructor.
4. Follow written and verbal instructions carefully.
5. Clean up work area before leaving class.
6. Show respect for instructor and other classmates at all times.
7. No PUTDOWNS.
8. Respect the property of others.
9. No running, yelling, smoking, or profanity permitted in or around the building.
10. Please notify your instructor immediately if you have any questions or concerns about activities at the Learning Center.
11. No students may exit the building without adult supervision.
12. Open Campus Policy – parent must complete form giving permission for student to leave campus

Steps for action:

1. If action is not safety-related, the student will receive a verbal warning. Actions compromising the safety of the learning environment could result in immediate dismissal and withdrawal from the class.
2. If behavior does not improve, parent attendance will be required for child to participate in class.
3. If student continues to compromise the learning environment for others, he/she will be withdrawn from the class.

Dress Code

Attire worn during school functions should be safe and should not cause distraction or be offensive to others. Students who do not adhere to the dress code will be given the option to change or exit the school activity.

Attire must be deemed appropriate by the DCS staff member in charge of the activity or site.

As a general rule:

- Stomachs, lower backs, and cleavage must be covered while standing, sitting, or moving.
- No undergarments showing, including bra straps.
- No garments or accessories with objectionable symbols, pictures, wording, or initials.
- Shoes must be worn at all times; closed-toed shoes are recommended.

Females: Skirts, skorts, shorts, and dresses longer than mid-thigh.

Males: No sleeveless shirts or tank tops.

Field Trip Activity Procedures

- Field trip listings can be found on the website at www.mydehesa.org.
 - DCS allows the use of student Educational Units (EUs) for activity admission to organized fieldtrips. If you need to cancel after a request has been processed, please understand that the student will still be charged the EUs for the fieldtrip and any money paid for family members will not be refunded. Payment is NON-REFUNDABLE.
(Most of these trips have specific group sizes; to refund money would mean that everyone else would have to pay more).
 - Arrive on time. A meeting time is posted on every trip flier.
- Cancellation Policy- Failure to show without twenty-four hour notice will result in loss of fieldtrip privileges. More than one non-emergency cancellation will result in loss of priority for future fieldtrips.**
- Please follow all rules and supervise your children. The coordinator of this activity has assured the organization of the behavior of the group. Your family's behavior may influence the availability of future trips.
 1. Always use appropriate language- No Profanity
 2. Correct dress - tummies covered, no undergarments showing, no objectionable T-shirts, closed toe shoes if necessary, etc.
 3. Respectful behavior toward everyone at the field trip - tour guides, teachers, parents and students. If you are asked to remove your child from the group for disruptive behavior, please do so immediately.
 4. No weapons of any sort

Failure to comply with any of the above will result in exclusion from future fieldtrips

- Parents are required to attend with their child and monitor his/her behavior, or assign another adult to do so; this excludes the Dehesa Educational Facilitator that is in charge of the activity.
- Chosen fieldtrips should correspond with an area of study within the student's Personalized Learning Plan and be documented on the Student Assignment Sheet (SAS). Pre and/or post trip activities will be provided by the school.
- **In order to request participation in a Dehesa fieldtrip the school must have your family's Activity Release Form on file.**

INCOMPLETE FORMS WILL NOT BE ACCEPTED

This form can be found in the parent handbook and on the Dehesa website (www.mydehesa.org). The Activity Release Form should be submitted to your Educational Facilitator (EF).

Once the school has the Activity Release Form on file, you may submit a **Fieldtrip Request Form** to the Executive Assistant/HR Manager at the address listed on the fieldtrip flier. You must submit a Fieldtrip Request Form for each trip you plan to attend through an e-mail attachment or by U.S. Mail. You will receive confirmation for your trip by e-mail (telephone calls will be made in the event that email is not available).



Dehesa Charter School 2011-2012
WAIVER AND RELEASE BY PARENT OF MINOR CHILD

I, _____, parent/legal guardian, on behalf of _____ (hereinafter referred to as “my child”) HEREBY WAIVE AND RELEASE, indemnify, hold harmless and forever discharge the California Charter Schools Association and Joint Powers Authority, Dehesa Charter School, a nonprofit 501(c) (3), and its agents, employees, officers, directors, affiliates, successors and assigns, of and from any and all claims, demands, debts, contracts, expenses, causes of action, lawsuits, damages and liabilities, of every kind and nature, whether known or unknown, in law or equity, that I or child ever had or may have, arising from or in any way related to child’s participation in any of the events or activities conducted by, on the premises of, or for the benefit of, Dehesa Charter School, the California Charter Schools Association and Joint Powers Authority provided that this waiver of liability does not apply to any acts of gross negligence, or intentional, willful or wanton misconduct.

I understand that the activities and functions that my child will participate in may be inherently dangerous and may cause serious or grievous injuries, including, bodily injury, damage to personal property and/or death. On behalf of myself, my child, my heirs, assigns and next of kin, I and child waive all claims for damages, injuries and death sustained to me or my property, that I or child may have against the aforementioned released party to such activity.

My child has the necessary and requisite skills to participate in the requested activities and my child’s only limitations or activities from which my child is prohibited are noted below. The nature of the activities has been fully disclosed and any website, flyer, advertisement, or brochure relating to the participating activities is expressly made a part of this WAIVER AND RELEASE.

By this Waiver, I, on behalf of my child, assume any risk, and take full responsibility and waive and relinquish any and all claims of any sort whether in tort, contract, equity or otherwise including any claims of personal injury, death or damage to personal property associated with Dehesa Charter School and the California Charter Schools Association and Joint Powers Authority including, but not limited to the participation in any volunteer activities, being transported to and from the volunteer site, consuming food, recreational activities or otherwise, or using the facility and its equipment, or other related activities on and off the premises.

This WAIVER AND RELEASE contains the entire agreement between the parties, and supersedes any prior written or oral agreements between them concerning the subject matter of this WAIVER AND RELEASE. The provisions of this WAIVER AND RELEASE may be waived, altered, amended or repealed, in whole or in part, only upon the prior written consent of all parties.

The provision of this WAIVER AND RELEASE will continue in full force and effect even after the termination of the activities conducted by, on the premises of, or for the benefit of Dehesa Charter School and the California Charter Schools Association and Joint Powers Authority, whether by agreement, by operation of law, or otherwise.

I have read, understand and fully agree to the terms of this WAIVER AND RELEASE. I have signed this Agreement freely, voluntarily, under no duress or threat of duress, without inducement, promise or guarantee being communicated to me. My signature is proof of my intention to execute a complete and unconditional WAIVER AND RELEASE of all liability to the full extent of the law.

Medical Conditions. My child is subject to the following allergies or medical conditions, and I authorize the facility to disclose these conditions to a physician or other medical professional in the event my child should require emergency medical care:

Prohibited Activities. As a result of the above-mentioned medical conditions, I, on behalf of my child, am prohibiting involvements in the following specific activities:

Check here if there are no special problems that the staff should be aware of and no medications that are required on the trip.

Consent to Treat: In the event of illness or injury of said my child, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physicians or dentists and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services. I understand that I will be responsible for payment for any services, including ambulance or emergency transportation that may be considered necessary in the best judgment of emergency personnel and/or attending physicians or dentists.

Transportation

Name of Automobile Insurance Company:

I certify that the above information is correct and that the insurance coverage is in force, to the limits required by Dehesa Charter School. I understand that if I drive my personal automobile while on school business and I am involved in an accident, my personal automobile liability insurance is deemed as primarily responsive for any losses. Dehesa Charter School does not insure, nor is it liable for damage to my own vehicle.

I certify that the above information is correct and that I have a VALID California Drivers License, will maintain in force ACTIVE automobile insurance, and provide seat belts for each individual, and will only drive a vehicle that is mechanically safe. In the event that my child attends an activity/fieldtrip with another adult, I understand that it is my responsibility to ensure that the driver meets the above criteria.

Printed Name of my child

Printed Name of Parent/Legal Guardian

Signature of Parent/Legal Guardian)

Date

Field Trip Request Form

**REQUEST FORMS WILL NOT BE ACCEPTED UNLESS CURRENT ACTIVITY
RELEASE FORM IS ON FILE
INCOMPLETE FORMS WILL NOT BE ACCEPTED**

Send Request Form to address listed on fieldtrip flier

Parent Contact Information:

Name of Activity _____ Name _____
 Date of Activity _____ Address _____
 _____, CA _____
 Phone: (____) _____
 E-mail: _____

Name of Participants First and Last Name Please include all child AND adult participants	Age of Students (Write "P" for Parent/Adult Chaperone)	EU Authorization DCS allows the use of student educational funds for activity admission to organized fieldtrips. Chosen fieldtrips should correspond with an area of study within the student's Personalized Learning Plan and be documented on the student's Learning Record. Pre and post trip activities will be provided by the school. *Authorization is subject to available balance	Activity Fee Per Student Check the Box if requesting use of EU's. \$	Activity Fee Per Adult Or Sibling
1.		Facilitator Name:	<input type="checkbox"/>	
2.		Facilitator Name:	<input type="checkbox"/>	
3.		Facilitator Name:	<input type="checkbox"/>	
4.		Facilitator Name:	<input type="checkbox"/>	
5.		Facilitator Name:	<input type="checkbox"/>	
6.		Facilitator Name:	<input type="checkbox"/>	

PLEASE SEE FIELDTRIP PROCEDURES PAGE FOR CANCELLATION POLICY

Reservations are subject to availability. Payment does not guarantee admittance.

If your request cannot be granted, you will be contacted by phone or e-mail.

For Office Use Only: Request Confirmed: E-Mail Mail Phone
 Activity Release Form received Comments: _____

