

# Monarch Community School



## Parent Handbook

Monarch Community School  
Branciforte Small Schools Campus  
840 North Branciforte Avenue  
Santa Cruz, CA, 95062  
429-3898 x 215



## Monarch Bill of Rights

All scholars have a right:  
to a peaceful learning place  
to feel safe and secure  
to be heard and respected  
to be included  
to learn at their own pace

## Habits of Mind / Questions to Ask

**Evidence** — How do we know what we know? What's the evidence? Is it credible?

**Viewpoint** — Who is talking? Where is he/she standing? What are his/her intentions?

**Connection** — How does it fit in? Where have we heard or seen this before? How are things connected to each other?

**Supposition** — What if...? Supposing that? Can we imagine an alternative?

**Relevance** — Who cares? What difference does it make? Why does it matter?



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# School Procedures

## School Schedule

### *Classroom hours*

Grade	Hours	Days
Kindergarten	8:30 am to 12:15 pm	Mon., Tue., Thu., and Fri.
1 <sup>st</sup> - 6 <sup>th</sup>	8:30 am to 3:00 pm	Mon., Tue., Thu., and Fri.
All Students	8:30 am to 12:30 pm	Wed

The schedule complies with state requirements regarding minimum number of instructional minutes, as well as building in extra time in order to schedule conference days throughout the school year.

### *Arrival*

Students may arrive no earlier than 8:00 a.m., as supervision cannot be ensured prior to that time. Students and parents are asked to remain outdoors until 8:30 weather permitting. Students will be signaled to line up at 8:27 a.m. Students arriving after 8:30 are considered tardy. Please help your student be on time for school. When students arrive late they often feel behind because they've missed the day's agenda. Late arrivals can also be disruptive to the students, staff, and the learning process.

### *Tardiness*

If a student is tardy, she/he must check in with the person responsible for reporting attendance and ordering meals from the District's food program.

### *Attendance*

Coming to school on time and daily attendance at school is important. Students who miss school days fall out of synch with their classmates and can feel out of place in group projects. Missing the opening of school can leave a student feeling lost or out of touch for the whole day. To support your efforts to give your student the best foundation for his or her academic career Monarch has an attendance and tardy policy.

Please call the school as soon as possible if your student will miss school. Monarch policy supports keeping sick students home so they can recover quickly and avoid spreading illness to their classmates. If you do not contact the school, the absence will be recorded as unexcused. In the event of four late arrivals or unexcused absences you will receive a letter expressing Monarch's concern over the situation. Should that total grow to eight late arrivals or unexcused absences you will receive a second letter and the Assistant Principal will contact you directly to discuss the situation to make a plan for improvement or establish an attendance contract. Twelve unexcused tardy arrivals or absences will trigger another letter and the final phone call from the Assistant Principal. If the preceding efforts have been unable to assist you in correcting your student's tardy and/or attendance rate your family will be referred to the School Attendance Review Board after sixteen unexcused tardy arrivals or absences.

### *Dismissal*

Students should be picked up or travel home promptly upon dismissal. There is no playground supervision after students are dismissed. Any student not picked up in a timely manner will be taken to the principal's office and the parents or emergency contact will be notified.

## **Health**

Many factors can influence a student's health and mental outlook. Please take into consideration the following guidelines before sending your student to school:

### ***Sleep***

Please make sure your student is getting adequate sleep at night and eating breakfast before school.

### ***Mental Outlook***

It is very important for the staff to be aware of changes that occur at home that may affect your student at school. Problems such as separation, divorce, illness or death of a loved one may affect a student's behavior. Teachers can be sensitive to these problems if they are so informed.

### ***Fever, Colds and Upset Stomach***

If your student has an above-normal temperature or an upset stomach in the morning, please do not send him/her to school. Students should not return to school until 24 hours after a fever has returned to normal (this may or may not be the next school day). Fever is often an early warning sign of a virus or other contagious illness. The first three days of a cold are the most contagious. Should your student have a cough or runny nose that is so distracting that she/he cannot participate in normal classroom activities, please keep your student at home. Please consider the other members of our community as well as your student. When students are tired they often take longer to recuperate and the illness is more likely to manifest itself in a more serious way. School is an active place and most ill students will not receive the rest they require at school in order to get better. (See Appendix C for the "Community Wellness Policy", which should be posted in all classrooms, for additional guidelines).

### ***Allergies***

Please complete the allergies portion of the emergency card, and make sure that staff is informed about any allergies in your family. We ask that classroom volunteers inform us of any environmental sensitivity or other health related accommodations while working in the classroom.

### ***Communicable Disease***

We provide parents with special notice of any case of mumps, measles, chicken pox, lice, etc. Should your student develop a communicable disease or infestation, the staff should be notified immediately. For more information, please see *Appendix C: Rules and Procedures: Community Wellness Policy*.

### ***Immunization***

No student will be permitted to attend Monarch without an immunization record, as required by law, unless otherwise exempted (Health and Safety Code 3381).

### ***Dress***

Please be sure that students are adequately dressed for the weather and school activities. This includes having warm clothes (layering) as well as appropriate footwear for P.E., recess, and field trips. Due to public health factors, we ask that students (students and siblings) be clothed at all times while attending/visiting the school campus.

## **Meal Program**

*School lunches are available on Monday, Tuesday, Thursday and Friday. No breakfast or brunch service is provided.*

Students are encouraged to bring a nutritious snack and lunch from home. We ask your cooperation in sending fruit, nuts, juice or other healthful snack foods. Please avoid foods high in sugars.

Lunch is available daily at Monarch Community School with the exception of Wednesdays. Free or reduced meals are available for those families that have completed an eligibility application and have received approval from the District Office. Many families choose to “pay ahead” for those days when students wish to order Food Services’ meals.

## **Emergency Procedures**

It is important that you discuss a family emergency plan with your student. An emergency can generally be defined as a situation wherein it is either not safe or not possible to get students home from school due to natural disaster. The following procedures will be in effect should an emergency situation occur while your student is at school.

Staff members will remain at school until all students are released to go home.

If school buildings are unsafe to occupy, students will be assembled in open, outdoor areas or moved to Branciforte Middle School or next door to the Masonic Temple.

Santa Cruz City School District has direct radio communication with the Santa Cruz County Office of Education which will serve as our liaison with the Santa Cruz County Disaster Communication Network. The school will utilize KSCO (AM 1080, FM99.1) for emergency instructions.

No student will be released to anyone other than his/her parents or guardian, unless the school has written consent on file (Emergency Card) or gets verbal consent by telephone.

### ***How You Can Help***

Discuss the school’s emergency plan thoroughly with your student. Make certain that the school has your current address and telephone number. Keep this information up to date on your student’s emergency card.

## **Special Requests**

### ***Notification of Privacy Rights***

Santa Cruz City Schools complies with all state and federal laws pertaining to the privacy of students and to the rights of parents to full access to student records. Parents may review individual records by making a request to the principal. When a student moves to a new district, records will be forwarded on the request of the new school district. Release of directory information to non-authorized individuals or organizations requires prior approval.

### ***Medical Accident Insurance for Pupils***

Families may opt to purchase Medical Accident Insurance for Pupils. Please contact the office assistant for applications.

### ***Health and Family Education Instruction***

Students in the Sky group are offered health and family education instruction every other year in the spring trimester with parental consent.

### *Personal items*

**Please leave toys at home.** All students should bring a backpack to hold coats, extra clothes, personal items, etc. Mark clothing, lunch boxes and other personal items with your student's name. Encourage your student to check the lost and found bin for items on a regular basis. Items in the lost and found bin will be periodically donated to charities if unclaimed.

### **Field Trips**

Field trips are an important, integral part of the curriculum and of community building. All students are expected to participate in field trips with their groups. Field trips are scheduled to take place approximately once per month. Please see the *Appendix C: Rules and Procedures: Field Trip Procedures* for more information.

# Communication

Communication between parents and teachers is of the utmost importance. Please help the staff by making an appointment to ask detailed questions or voice concerns. It is very difficult for teachers to engage in serious conversations at the beginning or end of the school day unless a prior arrangement has been made.

## Weekly Bulletin and Monthly Parent Notes Newsletter

The newsletter and bulletin are the keys to our communication and go home each Friday. The newsletter and bulletin describe coming events and inform parents of current activities and needs. Parents are invited to add items of general interest. The newsletter and bulletin are also sent to parents via email. Reading the bulletins and newsletters is a part of the Parent Participation requirements.

## Parent/Student/Teacher conferences

Conferences are scheduled during the school year in order to plan or review each student's academic and social growth. Parents are required to attend conferences in the fall and again in the spring.

## Phone tree

Each group has a phone tree that often makes reminder calls of upcoming events or last-minute information. There is also a school-wide phone tree.

## Personal Information: Email, Phone numbers and Addresses

Email, phone, and address information is used by the school staff and by members of the parent community. Please inform the office assistant of any changes, additions, etc. to your personal information. This information is updated and sent out regularly throughout the school year and is especially critical during emergencies.

## Electronic Communication for Families

There are three optional means of electronic communication for Monarch families. First of all, the Monarch Community Board provides an address list that includes email addresses so that families may communicate with one another via email or phone.

Secondly, staff occasionally sends out information via the official Monarch email list to every Monarch family on the list. Any item that is not routine will be screened by the principal. These messages are intended as one-way communication, but replying to sender is OK. Please do not reply to all.

Thirdly, the Monarch Community Board has authorized a Monarch Google Group for each classroom. The Google Groups are email forums for sharing information, insights and support. This offers an opportunity to share information or generate dialogue about topics relevant to the community including positive discipline, alternative education, or theme-related topics. If you sign up to be a member you can decide whether you want to only receive email messages, or if you want to participate in discussions or download documents. You DO NOT have to use the Google account as your email and all messages sent via the Google site will be sent to your primary email address. These are closed groups, meaning membership is limited to families and staff of Monarch Community School. As with the other two forms of electronic communication, participation is optional. For more information and to accept an invitation to one of the classroom sites, go to one of the following homepages:

<http://groups.google.com/group/ocean-class>, <http://groups.google.com/group/earth-class>,  
<http://groups.google.com/group/sea-class>, <http://groups.google.com/group/sky-class>

### *Email Etiquette*

We ask that Monarch families observe basic email etiquette, including the following:

- Keep it brief and to the point – we all receive a lot of email
- Keep it factual – email may not be a good format for expressing humor, sarcasm, or emotions because intended nuances can be misunderstood
- Read it over well before sending
- Email is not suggested for confidential information
- Email is not the correct mode of communication for every need. If you feel upset or angry, don't push the send button, rather, have a face-to-face conversation.
- Assume all messages are public and permanent – do not say anything you would not want forwarded to others.
- Do not forward someone else's personal email without their permission.
- **DO NOT WRITE IN ALL CAPS – IT CAN BE INTERPRETED AS SHOUTING!**

# Parent Participation and Education

Research shows that students whose parents are involved in their school experiences become more engaged, successful life-long learners. Monarch Community School is a partnership between the staff, the parents and the students. Parent participation enables our students to have more individualized help in the classroom as well as many hands-on experiences and field trips, which greatly enrich the learning environment.

As a community school, the participation of parents is essential. Parent participation enables the school to offer experiences that contribute to Monarch's vision of alternative education. It is expected that parents understand and share this common vision when they request to be a member of the Monarch School community.

## Parent Participation Requirements: Basic Agreement

Each family is expected to volunteer in the classroom at least two hours per week. Class field trips may require additional time.

Each family is expected to volunteer for at least one classroom or community job as described in *Appendix B: Monarch Community, Classroom and Board Jobs*.

### Parents are expected to:

- Attend three parent education/community meetings
- Attend three Learning Celebrations
- Attend two conferences, one in the fall and one in the spring
- Attend Back to School Job Transfer Night
- Attend any evening class meetings as scheduled by their student's teacher
- Attend any parent education training or program, including Positive Discipline training
- Participate in all fundraisers either by donating or volunteering time
- Read the Parent Bulletin and Newsletter
- Sign an acknowledgment of the Monarch Basic Agreement annually

## Classroom Participation

Classrooms have in-class volunteer schedules based primarily on teacher need and family availability. The MCB classroom representatives and the MCB VP of Parent Participation are responsible for creating and maintaining the schedule of classroom volunteer hours. Classroom volunteers may or may not be scheduled in the same classroom as their child.

### *Substitutes*

The teachers and our students are counting on us to be there! If unable to attend a scheduled volunteer shift, families are expected to find a substitute to cover their shift. Each MCB class representative will create a substitute schedule that lists other volunteers and their availability. In addition, all families will receive a school phone and email list. Substitutes do not need to be from the class you work in. It is expected that volunteers find a sub if they cannot make a time they have committed to help. Please notify the teacher and the MCB class representative whenever a scheduled shift will not be covered.

### *Parent In-class Participation Procedures*

Each class has a MCB Representative who oversees the smooth running and scheduling volunteers in that classroom. Volunteers will meet their classroom representative at the classroom meeting in the fall. The

MCB Representative is the first point of contact for questions or issues related to volunteering in the classrooms.

The classroom volunteer schedule is posted on a clipboard in each classroom. Volunteers must initial near their names on the schedule each time they come to volunteer in the classroom.

Most volunteer participation hours include playground supervision time as well as in-class hours. During yard duty, there are stations outside where either a staff person or volunteer will be assigned during brunch and lunch yard supervision. Volunteers will be trained in by staff in the fall for Playground Supervision Procedures (see *Appendix C: Rules and Procedures : Playground Supervision Procedures*).

Siblings are welcome in the classroom per individual teacher's specifications. The expectation is that you will be able to volunteer while the sibling accompanies you. This usually works well if your child is able to join in with the class or sit and play quietly in another part of the room. It is between you and your classroom teacher to determine if it works for you and the class to bring siblings. If not, we recommend that you find another parent to trade childcare with while each of you is working in the classroom.

### ***Guidelines for Working with Students***

This list reflects Monarch's basic philosophy. Teachers will share their own values and explore relevant topics as they arise in their classroom. The parent in-class training and Positive Discipline classes will strengthen positive interactive skills when working with students and other adults.

- Respect each student, as you would want him/her to respect you.
- When working with students be positive, friendly, and encouraging.
- Do not hesitate to be firm.
- Allow and encourage creative thinking.
- Should a task or situation frustrate a student, help her/him discover constructive solutions.
- Never do for a student what he/she can do for himself. Give help only when needed.
- When giving a student a choice, make sure that you can abide by his/her decision. If there is not a choice, state your wish positively, kindly, and firmly.
- When talking to a student try to get to eye level so that the student does not feel overpowered.
- Redirect misbehavior. Ask the student if they can identify what isn't working. If they cannot, explain why what is happening doesn't seem to be working. Have them come up with an alternative. If they are unable, make a suggestion for different things to try that are safe and inclusive.
- Allow students to settle their own disagreements unless a situation is disrupting the class or creating an emotionally or physically unsafe environment.
- Avoid getting upset with students. Keep your voice calm and give clear directions. If you find that you are getting frustrated turn your responsibility over to another parent or to the teacher.
- All areas where students are allowed to explore walk, and play must be supervised by an adult at all times.
- When you feel that an activity is unsafe, stop it immediately.
- Neither corporal punishment nor swearing is permitted.
- Take initiative; we are all responsible for making our school a safe place for our students.

These guidelines apply before and after school hours.

### ***Classroom and Community Jobs***

Each family is expected to sign up for at least one community or classroom job. These are essential to keep our community running smoothly, but vary in the amount of time and commitment required. The

typical time commitment is eighty hours per year in addition to the classroom volunteer hours. The VP of Parent Participation will match volunteers to Classroom and Community jobs.

The job descriptions can be found in *Appendix B: Monarch Community Classroom and Board Jobs*.

## **Parent Meetings**

Each family is expected to attend school-wide, classroom, and parent education meetings. If a family cannot attend a meeting, they are expected to communicate with their MCB Representative before the meeting to determine how to get the meeting information. The MCB hopes to provide childcare for all parent education / community meetings; donations are accepted. Please confirm that childcare will be provided for the meeting.

Listed below are descriptions of the types of meetings and gatherings that are a regular part of the school calendar:

### ***New Parent Orientation***

We provide an orientation at Monarch School for incoming families. Returning families are also invited to attend. It is held prior to the beginning of the school year. This meeting will cover various aspects of Monarch culture: school philosophy and vision, parent participation expectations, parent support, the parent handbook, etc. It is strongly advised that all parents attend this meeting. At least one adult from each family is expected to attend.

### ***Back to School Potluck***

This meeting is held prior to the beginning of the school year. The event is a school-wide potluck where families are encouraged to connect with other members of the Monarch Community.

### ***Monarch Community Job Transfer Night***

At this meeting all volunteers will be given a description of the job they are to do throughout the year. Volunteers are given the opportunity to learn from volunteers who have previously held the job the volunteer is accepting for the year. Volunteers can also expect to meet with other volunteers doing similar jobs for the year, e.g. the fundraising team may meet as a group.

### ***Parent Education Meetings***

Parent Education meetings are held three times a year. These meetings may cover a variety of topics, some educational, some community building, and some informative about critical issues at the school or within our school district.

### ***Classroom Meetings***

Class meetings are held at the discretion of the teacher, but all classes have at least one meeting at the beginning of the school year. These meetings may be used to educate volunteers that work in the classroom on classroom-specific procedures or on concepts being explored by the students so volunteers can: better assist the students in the learning process, learn or hone classroom management skills, and acquire community-building and problem-solving techniques.

### ***Learning Celebrations***

At the end of each trimester we have school-wide Learning Celebrations. At the fall and winter Learning Celebrations students share with their families things that they have learned that trimester. At the spring Learning Celebration, the entire school community joins in celebrating those students from the Sky Class

that will be “Moving On” from Monarch. These evenings are especially important to the students as they are truly in the spotlight as they perform or give presentations.

### ***Trainings***

There are trainings designed to support the parent/family volunteers that will be working in the classroom. These include basic classroom and playground procedures.

### ***Positive Discipline Trainings***

Parents/adults working in the classroom are expected to attend (or to have attended) trainings/workshops in Positive Discipline. Trainings are currently offered through Adult Ed. Information about P.D. trainings and workshops is available at the New Parent Orientation, at the classroom volunteer trainings, and from the MCB VP of Parent Education.

### **Fundraising**

Fundraising is essential for maintaining the curriculum, school resources and aide positions that make Monarch unique. Therefore, Monarch strives for 100% participation in fundraising. This 100% participation also demonstrates strong community support, which is needed for grant proposals. Participating in fundraising is also part of the commitment that parents make when they join the Monarch community. Monarch depends upon a variety of fundraising events that include but are not limited to the following.

#### ***Annual Monarch Auction***

The annual Monarch auction is our biggest fundraiser. We depend on parents to reach out to businesses and people in the community to bring in items for the auction. All donations are tax deductible.

#### ***Parent Pledges***

Monarch depends upon pledges from every family, even if it is only a few dollars. This pledging adds to our demonstration of 100% participation and helps when applying

#### ***eScrip***

Monarch families and their friends and relatives can sign up for eScrip online. Our group name is "Monarch Community School." Once folks have registered any one or all of their existing debit and credit cards a percentage of each person's total purchases from select retailers is given to Monarch. Participating retailers include such businesses as Macys, Safeway, Target, and Barnes and Noble, to name a few. The percentage given to the school varies depending on the merchant, but usually is in the 2–10% range. In other words, participating merchants will make contributions to your chosen group, based on purchases made by you, just by using the cards you have registered. Your purchases are tracked and available to you online, allowing you to see just how much you are earning on your student's behalf! For more information about eScrip contact the VP for Fundraising (see the How to Reach Us page).

#### ***Donations***

If you would like to make a donation to Monarch please send your check to:

Monarch Community School  
Branciforte Small Schools Campus  
840 North Branciforte Avenue  
Santa Cruz, CA, 95062

## **Exemptions from Parent Participation**

If a family cannot meet participation expectations they may petition the MCB for a waiver.

## **Non-compliance**

The MCB Reps shall notify the Parent Participation VP regarding any family that may need support fulfilling their responsibilities (based on information from the preceding month).

Administration/Staff will meet with the family to see how they can be helped in fulfilling their responsibilities. If the family still does not participate a follow-up letter will be sent containing a statement reminding them of their participation requirements. The family will be given two (2) weeks from the date of the receipt of the letter to reply. If the family still does not begin to fulfill their requirements for participation, they shall be asked to attend a conference with the principal of Monarch.

Remember: Everyone in the community feels the effect when even one person does not fulfill his or her expectations. The smooth running of Monarch Community School depends on each of us as individuals keeping our commitments and fulfilling our responsibilities to the school.

## Governance: Site Council and Community Board

In order for Monarch to flourish, many different systems and activities must function behind the scenes. We rely on a committed parent community and dependable parent participation, and parents are highly involved in the running of our school. We encourage everyone (students, parents, and staff) to participate in governance of the school.

The following chart demonstrates the different areas of responsibility for groups within Monarch Community School. In general, Site Council takes care of the bureaucratic governance, the Monarch Community Board handles those issues related to the Monarch culture, and the staff handles curriculum, instruction, and assessment.

### Monarch Community Governance Chart

Site Council	Community Board	Staff	Principal
Representational body of school	Parent Fund	Curriculum	Staff handbook
Categorical spending	Fundraising	Assessment	Staff hiring/supervision/evaluation
School Plan Spending aligned with goals	Parent Involvement Handbook Participation Education	Collaborative planning Field trips	Discipline/safety
Budget committee representation	Budget committee representation	Budget committee representation	Budget (campus) and Monarch Budget Committee representation
Master calendar collaboration	Master calendar collaboration	Develops original proposal for Master Calendar	
Liaison to greater Small Schools governance	Community building events	Individual student social/academic concerns	
Liaison to district committees	Campus beautification	Site Council representation MCB representation	
Newsletter reporting	Curriculum support via funding	District committee representation	
	Gathering community input/ideas	Student groupings	
	Newsletter reporting	Newsletter reporting	
		Community Survey	

## **Site Council**

Site Council is a steering committee made up of parents and staff that decides how categorical funds (those from state and federal resources) will be spent. This is the state-mandated role of any Site Council. The Vision Document of Monarch Community School provides the guiding light in all decisions made by the Site Council. (See Appendix A for the Monarch Community School Vision Document.)

The Site Council writes and reports the school's Single Plan for Student Achievement and the School Site Plan and Goals to the school board each spring. Each year Site Council develops a school site plan. This plan sets the budget for categorical spending, as well as sets goals for the staff and Site Council, and defines the ways in which those goals will be achieved. The school site plan is available upon request.

### ***Meetings***

Site Council meets monthly. The annual school calendar includes all dates for Site Council meetings. The newsletter is our means of notifying the parent community of upcoming meeting dates. Agenda items to be discussed and/or decided are posted in the Parent Center.

### ***Who can attend***

All Site Council meetings are open to the public. Anyone who attends a Site Council meeting may participate in the discussions of items; however, only Site Council members may take part in decisions. Site Council encourages all parents to attend meetings as it is our goal to ensure all sides of each issue have been taken into consideration before decisions are made.

### ***Bylaws***

The Site Council bylaws outline the duties of the various offices held by Site Council members, as well as our role as representatives of the Monarch community. Our bylaws also outline the way in which decisions are made at Site Council meetings.

### ***Site Council Agenda***

The chairperson, principal and staff determine the Site Council agenda. If you have an item which you feel should be discussed at Site Council or if you wish to address the Site Council, please contact any Site Council member with whom you feel comfortable discussing the issue. See page 3 for names and numbers of non-staff Site Council members.

### ***Membership***

The calendar for the site plan runs from January to December, thus non-staff Site Council members are elected in the fall before terms expire. Any parent of currently enrolled students may run for a seat on Site Council. Specific election guidelines are defined in the bylaws. Terms are two years.

## **Monarch Community Board (MCB)**

Monarch Community Board began in January, 2004. MCB has 501c3 status ensuring that all donations are tax-deductible. The Executive Board or voting members have developed a vision statement of how its members intend to operate:

### ***Monarch Community Board Vision Statement***

The Monarch Community Board was created to provide a framework for providing mutual support and communication between staff and families at Monarch Community School. As the primary organizer of fundraising activities and promoter and organizer of parent involvement at the school, we support our students' learning in the classroom by allowing our teachers to focus on classroom concerns and the learning needs of our students. We strive to set a positive, respectful example in the community as we carry out our work. We are structured to fulfill our responsibilities to our community with the understanding that individuals and families have fluctuating needs and limits.

As executive board members we will operate in a committed, thoughtful manner, with reasonable goals and organized agendas. We each commit to coming to our meetings prepared with necessary reports and proposals, and to following-through on tasks and communications between meetings. While doing our work as effectively as possible, we will also honor the importance of enjoyment, fun and relationship-building.

### ***Meetings***

All parents and teachers are encouraged to attend MCB meetings and take part in any discussions. For items that require a formal decision, decision making is restricted to executive board members only.

### ***Bylaws***

The MCB bylaws outline the duties of the various offices held by Executive Board members, as well as procedures for the election of members.

### ***MCB Agenda***

The President determines the agenda in collaboration with executive board members. If you have an item which you feel should be discussed at MCB or if you wish to address the group, please contact the MCB President.

# Monarch Community Rights & Responsibilities

**Right #1**—We have the right to an emotionally safe environment, consisting of the freedom to express one's opinions, views and values. Therefore, we have the responsibility to listen respectfully, respond without judgment, and show consideration for each person's communication styles and needs.

**Right #2**—We have the right to a learning community in which our contributions, talents, skills and ideas are valued, acknowledged, and respected. Therefore, we have the responsibility to attend meetings and respond to requests for input. While doing so, it's important to follow the procedures that are in place, consider everyone's ideas, and keep in mind the needs of the community as a whole as we implement new programs.

**Right #3**—We have the right to advocate for individual students. Therefore, it is the responsibility of the community to be sensitive to each student's well-being, to honestly bring forth valuable information regarding their needs, and to consider the needs of the school as a whole.

**Right #4**—We have the right to have staff who are supported and appreciated. Therefore, we have the responsibility to respect staff's personal/time boundaries, and be vocal at the school/district/state/and federal levels on educational policies. We also have the responsibility to inquire about their needs and implement support by fulfilling our parent participation commitments including.

- Being in the classroom when expected & finding a sub when we can't
- Doing our community jobs
- Attending parent conferences & meetings
- Taking responsibility to read newsletters and bulletins so we are well-informed
- Responding to requests for assistance or materials

# School Programs Glossary

**Choice time:** Students enjoy some scheduled class regularly at an activity of their choice including self-directed art projects, building with Knex or Lego, silent reading, board games, etc.

**Class Meeting:** Each class (Earth, Sea, Ocean, and Sky) meets on a regular basis for problem-solving using the Positive Discipline model.

**Courses:** Courses are parent or community-member led classes for Sky class students. Topics include science, art, physical education, etc.

**Field trips:** Each class takes a field trip once a month. Field trips are often related to the curricular theme of the term. High parent participation makes frequent and interesting field trips possible.

**Fun Days:** At the end of each trimester is a Fun Day. It is the day following a Learning Celebration. Fun Days are organized by students in the leadership group in the Sky classroom. The days are typically characterized by a theme and offer various games and activities for the rest of the students to participate in and enjoy.

**Habits of Mind:** A set of five intellectual or thinking habits adopted by the Monarch staff based on the set adopted by the CES (Coalition of Essential Schools) and incorporated into all aspects of our curriculum. The five habits include: viewpoint/perspective, significance, supposition, connection, and evidence.

**Language Art (Communication) Workshops:** Students are grouped according to ability for these reading and writing workshops. Projects and thematic content are incorporated when appropriate.

**Leadership:** The class is offered as a course to Sky students. Student Leadership Team members plan school events (such as Fun Days), community service events and learn what it means to be a leader of their school community.

**Math Workshops:** Students are grouped according to ability for these workshops on mathematical skills and concepts. Projects and thematic content are incorporated when appropriate.

**Portfolio:** A collection of student work (from all curricular areas) that documents their progress over time. It may include a wide variety of documents such as assessments, work samples, goal setting documents, self-evaluations, tests and rubrics.

**Positive Discipline:** “Positive Discipline ... is a program that prepares students for responsible citizenship. It is a program that encourages the development of emotional intelligence and the important life skills and perceptions of capable people. [It] is an excellent character-education program in which students are involved in the creation of safe and caring communities.” (Quoted from: Nelson, J., Lott, L., & Glenn, S., (2000), *Positive discipline in the classroom: Developing mutual respect, cooperation and responsibility in your classroom*. Roseville, CA: Prima Publishers.)

**Reading Buddies:** Younger and older students are paired and spend time together each week reading to or with each other. This builds reading as well as social skills.

**Resource Specialist Program:** RSP provides assistance for students whose learning abilities demonstrate the need for additional help with reading, writing, spelling, language, and/or mathematical development. Students are referred to the program by their classroom teachers and with parental consent. Parents may also ask to have their student evaluated for the program.

**Testing:** Each year students in grades 2 and up are required by the State of California to take the CST (test), unless the student’s parents request a waiver. Sample test items are available for preview on the State Department of Education’s web site.

**Themes:** Social Studies and Science curriculum topics studied over the course of the year. Themes are taught following a four-year cycle (see Appendix D).

# Appendix A: Monarch Community School Vision Document

*Revised February 2010*

## **Basic Assumptions:**

At Monarch Community School we believe that for a school to operate effectively, its staff, parents, and students need to have a shared educational philosophy. We believe that learning is a lifelong process, that we are all learners, (students, teachers, and parents alike), and that there are developmental stages of social and academic maturity. People learn best from hands-on experiences both individually and in multi-age groups. Finally, and perhaps most importantly, we must feel safe and cared for in order to develop to our fullest potential.

## **Philosophy:**

At Monarch, we believe that learning happens best when we are all working together, (students, teachers, and parents), to develop a rich learning environment spanning home, school, and the greater community. We are committed to providing a developmentally appropriate learning environment in which students are ‘constructing’ their own knowledge connected to their real lives and building upon their prior experiences. We believe that students learn best when they are involved and engaged in purposeful learning in which they have:

- Ownership and responsibility
- A balance of choice and direction, experience and practice
- Knowledgeable guides (adults, parents, mentor students)

At Monarch, we nurture a culture of respect, where each individual works toward his or her personal best both academically and socially.

What follows are descriptions of the *Guiding Principles* and *Practices* that are rooted in our assumptions about learning and bring our philosophy to life. They are generally broken down into three component areas: 1) Social-Emotional Curriculum, 2) Academic (cognitive) Curriculum, and 3) Shared Governance/Community Relationships.

## **Component I: Social-Emotional Curriculum:**

### Guiding Principles:

The social-emotional curriculum is the foundation of our program. It is based on our beliefs about what is important for the social and emotional functioning of the school community. Our first and foremost goal is to create a healthy environment of mutual respect and dignity for both children and adults. This foundation gives the academic curriculum a place to root itself and grow. To that end, we address several overall areas of social-emotional development:

1. Intrapersonal skills: The ability to understand personal emotions and to use that understanding to develop self-discipline and self-control and to learn from experiences.
  - We work toward helping young people develop into empowered, compassionate beings.
  - We support students in developing self-awareness so they are able to reflect upon the choices that they make.
  - We create curriculum that develops self-esteem, sense of competence and desire to learn.
2. Interpersonal skills: the ability to work with others through listening, communicating, cooperating, negotiating, sharing and empathizing.

- Spending time together in mixed-age groupings builds community and fosters a caring, closer-knit community.
  - We need to feel safe and included in order to develop to our fullest potential. Students and adults need to feel that they contribute in meaningful ways and are needed.
  - All students and adults are capable people working toward their personal best.
  - We are all working to become clear communicators and problem solvers.
3. Systemic skills: the ability to respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility and integrity.
- We nurture tolerance, social justice, and personal responsibility.
  - We encourage students to take risks. We see making mistakes as an important part of social emotional development and learning.
  - We guide students toward developing self-motivation and self-direction in social and academic pursuits.
  - We lead students toward a sense of industry and competence, in both work and play.
4. Judgment skill: the ability to develop wisdom and evaluate situations according to appropriate values.
- We all have the capacity to make good choices and influence what happens to our community and us.
  - We all work toward understanding how our behavior affects others, our community and the greater community.
  - Students and adults need to have many opportunities to improve their communication and problem solving skills through daily practice.
  - As students grow, we expect them to take on more responsibility for themselves, others and the community.
5. Adults in the community accept responsibility for aiding and guiding students in their social emotional growth.
- Adults role model the same open communication skills and problem solving techniques they wish students to use with each other in their behavior with other adults.
  - Adults are facilitators who direct children toward pro-social behaviors.
  - The staff shares a commitment to providing kind, firm behavior agreements and consequences.

#### Current Practices:

- Staff works collaboratively on both academic and social emotional issues.
- Reading Buddies are used to develop and promote multi-age peer interactions, as are frequent cooperative, small group projects.
- Our School Bill of Rights is used as a guide for behavior. A school-wide behavior agreement based on this is discussed and signed by all families when the year starts. Both are referenced frequently throughout the year.
- Class meetings, all school community meetings, student leadership team and staff meetings are all used as places to problem solve and discuss issues. They also serve to develop leadership skills and shared responsibility for our school community.
- We all work to take responsibility and care for our community, school, materials and each other through classroom and school wide jobs.
- Fun days, field trips, and learning celebrations are used to build community, share and celebrate.
- Have a shared language for problem solving and, create clear and reasonable consequences when needed.
- Have school-wide extracurricular activities to support building community such as dances, play dates, etc.

- The social activism and community service components of our program is developed.
- We want to support and develop the economic, ethnic, and language diversity of our community.

Practices we are working toward:

- Developing school-wide tolerance and anti-bullying strategies and education.
- Continue to develop Positive Discipline skills for staff and parents.

**Component II: The Academic (Cognitive) Curriculum**

With a strong and stable social-emotional curriculum as a foundation, the academic curriculum offers the students the framework to stretch themselves intellectually. Over the years at Monarch, students progress from learning basic skills, to developing and mastering these skills and then applying them. All students work toward mastery of the Monarch Exit Criteria (see Appendix). Progress toward these criteria are exhibited to a panel in a final presentation before graduation. Through experiential learning they broaden and deepen their understanding of themselves and the world around them.

Guiding Principles:

1. Teaching and facilitating:

Developmentally appropriate practice focuses on taking students from where they are and guiding them towards achieving their full potential. Developmentally appropriate practice is rooted in constructivist theory that is based on the idea that learning is most meaningful when based upon prior experience and connected to real life. Adults in a constructivist classroom scaffold student learning, supporting students in stretching beyond their comfort zone, and challenging them to reach beyond their current understandings. Engaging curriculum strategies that incorporate the Habits of Mind (see Appendix) are essential to training them to use their minds well.

Students are grouped in a variety of heterogeneous and homogenous groupings, with a low student to adult ratio when possible. Adults and student mentors are integral to each student's success, as they assist the students in creating goals, taking responsibility for and reflecting upon their own learning.

2. Curricular planning:

We have created a thematic multi-year, curricular plan that is used school-wide. We use "backward planning" (UBD) methods to design curriculum and establish essential questions that guide thematic learning. Basic skills and state standards are integrated into this plan as appropriate. Input to the curriculum comes from staff, students, and parents. The staff engages in training to support the process and refine their craft. Teachers have individual and planning time in which they prepare the environment for learning, design curriculum, plan lessons, and coordinate instruction.

3. Assessment and accountability:

Our assessment system is based on portfolios that contain student work samples, assessments and rubrics that each student maintains throughout their time at Monarch. We utilize authentic assessment such as reflection on the student's own learning and self-evaluation, teacher observation, and basic skills assessment to inform instruction, encourage students to self evaluate, and provide ongoing progress information for parents as well as the greater community. Student portfolios, in combination with the assessment practices, give a balanced, authentic representation of the students' learning. Exit criteria

presentations are the culminating rite of passage where students exhibit accountability for their learning over their years at Monarch.

#### Current Practices:

- Our math, reading and writing workshops offer differentiated instruction, which is designed to take advantage of small, ability-based, multi-age, group instruction.
- Thematic centers and activities offer student opportunities for student- or teacher-selected, adult- or self-directed activities.
- We offer elective courses that are self-selected and led by teachers, parents and other community volunteers and reflect the instructor's interests.
- We offer choice time, play, projects and learning centers.
- We provide inquiry-based, thematic, integrated curriculum school wide.
- We integrate the Habits of Mind and Exit Criteria expectations throughout the students' years at Monarch.
- We provide access to art, music, and P.E.
- Students have opportunities for multi-age social and academic activities.
- Teachers, students and parents collaborate to generate the students' learning goals.
- Teachers connect lesson planning with assessments.
- We maintain portfolios of select student work and assessments.
- Parent conferences occur twice a year (more often if needed) to keep parents informed of students' achievements and needs. One of these conferences is student led.
- Yearly progress reports and conference records are maintained.
- We provide training opportunities for our in-class adult community in order to have everyone (staff and volunteers) connected and working together in the best academic interests of the students.
- We have a clearly defined parent participation component that supports our academic goals.

#### Practices we are working toward:

- Adding additional components to the student portfolios, including reflections and observations, project specific rubrics, and reading logs.
- More functionally integrating the portfolios into the students' learning process by using developmental rubrics in each subject area.
- Standardizing and formalizing the assessment components of our academic program, including development of school-wide formative assessments.
- Improving our ability to generate and evaluate clear academic and social goals that are both teacher and student initiated and measurable.
- Creating intervention support opportunities for struggling students.

### **Component III: Shared Governance/Community Relationships**

In order for the social emotional and academic components to flourish many different systems and activities must function behind the scenes. We are a small, public school with limited funding. In order to provide the variety of education options and small group instruction we feel is critical to student learning we need a committed parent community who are highly involved in the education of our students and the running of our school. At Monarch it really does take the whole village to raise a child.

### Guiding Principles:

- We share a community-wide vision and philosophy. We understand that this philosophy develops, grows, and changes over time, but we work to maintain its focus.
- We are a small, family oriented, cooperative community that relies on dependable parent participation. We offer equal access to our program regardless of in-district address, ability, personal connections, and language. All families are welcome.
- We hope to instill a sense of social responsibility, ecological awareness and an understanding of the deep connection between the inner life of people and the surrounding environment.
- We recognize the necessary relationship between school and community. We strive to maintain a positive image in the community through open communication. We work to build and maintain positive relationships with the community (district, S.C., etc.), other schools, other similar schools, other teachers, etc.
- All levels (students, parents, and staff) participate in governance of the school.

### Current Practices:

Many of these practices apply to more than one principle. The following bullet points are grouped according to the primary constituency they concern.

#### Monarch Community School

- Courses - weekly, parent or volunteer led courses whose focus is team building and social ease among multi-age members.
- Field trips – monthly school-wide and/or core group trips related to current curricular theme.
- Parent Participation Agreement – all families provide consistent classroom assistance as well as participate in out-of-classroom projects.
- Student Leadership Team-plans and presides at events at and for school, and with the outside community.
- Fundraising
- Parent meetings - Advisory Council, classroom, committee, emergency, community building, planning, and parent education/training
- Daily class meetings, all-school weekly meetings
- Prompt response to parent concerns
- Open, consistent communication between school and home (newsletter, phone tree, email, buddies, classroom coordinators, weekly school bulletins, one-on-one conferencing)
- Creating a yearlong field trip schedule

#### District

- Open enrollment
- Adhere to district mandates and policies
- Maintain positive relationship with the district
- Open to visits (by invitation) from district and school board
- Maintain positive relationship with teachers' and certified employees' unions

#### State

- Site Council – oversees categorical funds, annual Site Plan/Single Plan for Student Achievement, when funds are available
- Consider state standards in curriculum planning

- Maintain positive relationship with state
- Adhere to Ed code and IEP rules, including instructional minutes, staffing ratios, etc.
- Advocate for increased revenues

#### Global

- Guest speakers who share their experiences
- Field trips
- School wide projects

#### Practices we are working towards:

- Increasing parent participation
- Increasing fundraising including grant writing
- Develop school wide and/or group specific project focused on community service and social justice
- Clarify and develop role of student leadership team

#### References

Koetzsch, R. (1997). The Parents' guide to alternatives in education. Boston, MA: Shambala.

Nelson, J., Lott, L., & Glenn, S. (2000). Positive discipline in the classroom: Developing mutual respect, cooperation and responsibility in your classroom. Roseville, CA: Prima Publishers.

Rogoff, B., Goodman Turkanis, C., & Bartlett, L. (2001). Learning together: Children and adults in a school community. Oxford; New York: Oxford Univ. Press.

# Appendix B: Rules and Procedures

## Community Wellness Policy

Please help keep our community healthy. We are requesting that you keep your student home from school if she/he has the following symptoms:

- Above-normal temperature. Students should not return to school until 24 hours after a fever has returned to normal.
- Sore throat within the last 24 hours.
- Vomiting within the last 24 hours.
- Headache or stiff neck within the last 24 hours.
- Wet, wheezy or constant cough.
- Runny nose that is not caused by allergies. The first three days of a cold are the most contagious.
- Diarrhea within the last 24 hours.
- Any undiagnosed skin rashes or infections.
- Pinkeye or other undiagnosed eye discharge.
- Head lice or nits.
- Difficult or rapid breathing.
- Any contagious disease.

This wellness policy also pertains to parent and non-parent volunteers working in the classroom. Remember, what may be just a slight illness (fever, cold) in one student, could send another student with a pre-existing condition to the hospital. Please be respectful to the community and help keep our community healthy. Thank you for your cooperation.

## Homework Policy

By the Monarch Staff

Nightly homework is not part of the curriculum at Monarch Community School. Sky group students receive homework after fall conferences upon parent request. Most homework is family participation oriented for all students. All students may be asked to work on projects at home with their families that relate to the theme we are exploring. They may be asked to do practice work on occasion in areas such as handwriting or memorizing math facts. All families are expected to read to their students at least 20 min. nightly. The staff will recommend workbooks to families who are interested in their students doing more paper and pencil work at home. Families who choose to pursue this will need to purchase and correct students work themselves.

In some cases students who need extra practice with a particular skill will be encouraged to have their parents set up a regular homework schedule. Teachers will let parents know and will support them to do this.

Homework at Monarch Community School should reflect our vision and philosophy as a school community and at the same time take into consideration research findings that make the following points:

In early school years, traditional uniform homework assignments are ineffective.

- The basic aim of homework should be learning how to learn
- At all levels students should be encouraged to pursue individual interests, both in and out of school.
- Assignments should provide an opportunity for imagination and creativity.

- Assignments should be individualized and clearly defined.
- Above average students are more likely to do routine assignments and are less likely to profit from them.
- Less able students are less likely to do routine assignments from which they are more likely to benefit.

Therefore, provide more time for preparation and practice in class.

*Resource: Homework As A Learning Experience, 986 NEA.*

## **Playground Supervision Procedures**

If you are supposed to be supervising during brunch or lunch: Please check in with one of the Teaching Assistants as soon as you come onto the playground. They will likely be standing in the picnic table area. The Teaching Assistants are the staff in charge of supervising the break/recess times. They need to know who is present and assigned to be helping with supervision, as opposed to hanging out with kids and/or other parents. They will assign you to an area of the playground to supervise the students during eating and play.

Students must sit for 10 minutes at the beginning of brunch and 15 minutes at the beginning of lunch to eat or drink before playing. They will raise their hands in order to be dismissed by an adult or student leadership member (Sky class). We encourage you to bring a snack or lunch and eat with the students.

If you are eating or socializing at the tables with students, be sure to get up when students start being dismissed and head out to the area you are assigned to supervise.

Please remember that you are there to support and help students. Some of us get caught up in visiting with other adults when out at break and so certain areas of the playground may not get adequate supervision. Placing yourself apart from the other adults and in the middle of the students helps maintain the focus on supervision.

The ‘curriculum’ of what’s happening on the playground tends to be the heart of the social-emotional realm at school. These are the unstructured parts of the day where lots of things are happening as kids try new things and take risks. Helping to facilitate conflict and making things safe and inclusive for everyone are key. Feel empowered to step-in and redirect behavior if necessary. Afterwards, talk about what worked and what didn’t, and pass along your learning to other children and adults.

Thank you for helping to provide a safe and educational environment for our students.

## **Field Trip Procedures**

- All Monarch students are expected to participate in all field trips with their group. Field trips are an important, integral part of the curriculum and of community building.
- Drivers must have all pertinent paper work filled out and on file in the Monarch office before driving students on a field trip.
- Anyone driving on a field trip needs to meet at Monarch before heading to the field trip location. Directions and important information about the day are often given out before going on the trip and last minute driving arrangements may need to be made that morning.
- The field trip coordinator and teacher decide who will drive in which cars. Students are usually placed in their parent’s car if parent is driving. If you have a request about who will be in your car, make it at least a week in advance of the field trip.
- Unless otherwise communicated by the organizers of the field trip, each parent driver is “in charge of” the group of students that rode in his/her car.
- All field trip participants’ adults and children are expected to demonstrate respect for others by following the rules of the places we visit.

- Siblings and other family members cannot come on a field trip unless it has been pre-arranged with the teacher and field trip coordinator at least one week prior to the trip. When planning a field trip we often have to request a specific number of spots, or the place may have a restriction on how many people they allow at a time. We cannot accommodate extra participants the day of a field trip.
- In the event that your student is going to have to miss a field trip, please be sure to contact your teacher(s) and field trip coordinator at least one week prior to the trip, (except in the case of illness, of course). Absences may require making changes to car placements, student groupings, and even the numbers of drivers, and can effect site reservations and other location specific arrangements.
- Please do not send your student on the trip with money for purchasing things such as souvenirs, sweets, etc. If your student needs money for the trip, this will be communicated to you by the field trip organizers. In a related vein, if you are a driver, please do not take your group to get treats or make side trips that will not include the rest of the groups. (These are matters of fairness and inclusion). Please be considerate and respectful of the work going into coordinating these wonderful learning experiences by communicating as effectively as possible.

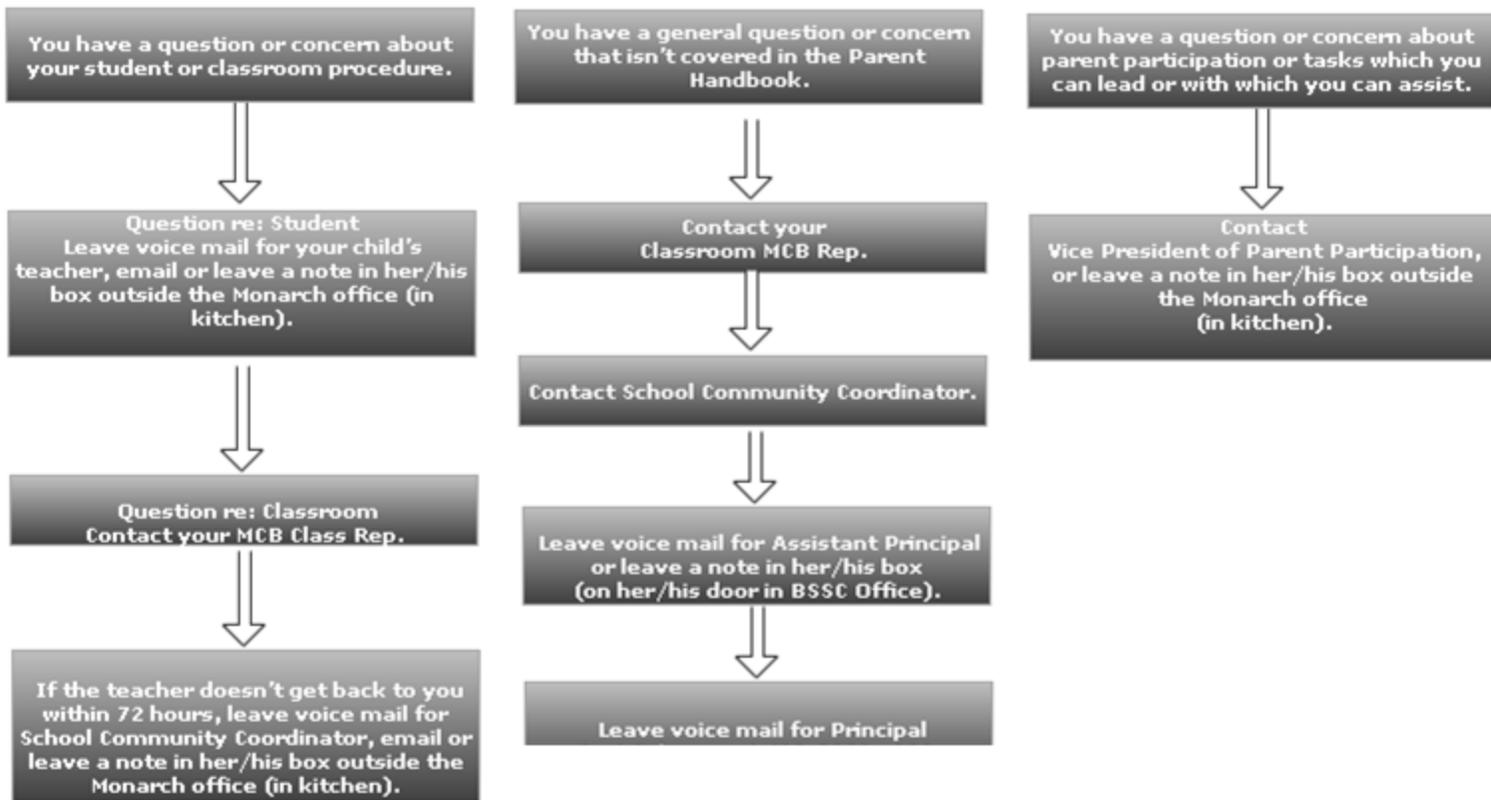
### **Procedures for Organizing After-Hours and Weekend Events**

Many community and parent participation activities, such as garden workdays, parent education nights, fundraisers, small group or committee meetings, creating crafts for the auction, and so on, need to take place at Monarch after school hours or on the weekends. A staff member or the MCB President must be present at all such events to open and lock the building and manage the alarm and sign-in procedures.

- If you'd like to schedule an event outside normal school hours, please follow these steps:
- Choose a date, location, and time.
- Check with the office/clerical assistant to get the date approved. Have them write the event on the master calendar.
- Check with the BSSC office staff (BSSC Secretary) on availability of the room(s) you are planning to use for the event (e.g., multipurpose room) and reserve the room(s) if necessary.
- Find a staff member (or MCB President) able to attend the event in order to, among other things, open/close/alarm the building. Important: this is the parent's responsibility! Please do not expect the lead teacher or lead teacher assistant to be able to attend all events.
- At least two weeks before your event, send a notice to the communications publisher and/or newsletter publisher, so the event can be included in the subsequent bulletin(s) and/or newsletter leading up to the event. (If appropriate)
- One week prior to the event, post flyers and/or use the sandwich board, and send a group email. At this time, you may contact the MCB Secretary (or a classroom phone tree coordinator, depending on the scope of the event) to initiate a phone tree reminder, if appropriate. You may also want to request of the teachers that they regularly remind their students about the event, again, if appropriate.
- Two or three days prior to the event, confirm the event and time with the attending staff member.
- Write a summary about the success of your event for the newsletter!

## Communication Flow Chart

If you have a question or concern, please follow the arrows. If your concern isn't addressed adequately by your first contact, please move down the line of communication.



## **Appendix C: Thematic Curriculum and the Four Year Curriculum Cycle**

Research shows that students construct their understanding of various concepts best when accessed in a hands-on manner at their own developmental level. Monarch staff has created an integrated, four-year, thematic curriculum cycle that is both interesting to students and references the state curriculum guidelines. (See table on the next page). Depending upon time, teacher choice and developmental level of students, topics will be selected from this framework.

To give an example, the entire school might be studying Astronomy, but doing different learning projects depending upon developmental readiness which influences one's ability to deal with different levels of abstract thinking and attention to detail. The Earth group might learn how to identify the differences between the sun, moon, stars, and planets (science). They might read books or have books read to them about the solar system and planets and keep a moon journal (language arts). They might construct clay moons, planets, and stars to hang (visual arts). The Sea and Ocean groups would build on this and perhaps read mythology books about the planets and stars (language arts). They could study distances in space and the differences in size between planets (math). They might learn to identify the different planets, be able to label them, and understand how the earth revolves around the sun (science). They could construct a paper maché solar system as a class and hang it from the ceiling (visual arts). The Sky group would further extend the options, perhaps writing astronomy myths of their own or making detailed models and writing reports on their favorite planets (language arts, visual arts). They might study constellations and distant stars (science). They might write a song or a poem about outer space and perform it (language arts and/or performing arts).

Parents will learn much more about the curriculum from spending time volunteering in the classrooms, but if they have further questions, the monthly newsletters often provide detailed articles about what is happening theme-wise in the classrooms throughout the year. In addition, parents can ask students or talk with the teachers.

	Number Sense	Algebra & Functions	Geometry & Measurement	Number Sense
Math	Geometry & Measurement Mathematical Reasoning	Algebra & Functions Statistics, Data Analysis & Probability	Geometry & Measurement Mathematical Reasoning	Algebra & Functions Statistics, Data Analysis & Probability
Science and Social Studies	Economic Justice Earth Science: Geology	American History (Schools or ?) Life Science: Terrestrial Habitat Interconnectedness of Living Things (Plants/Birds)	Immigration/Colonization Physical Science: Force, Motion, Balance	Political Justice Elections/Government Life Science: Aquatic Habitat Monterey Bay Ecosystem

Note: Order of appearance in list above is not necessarily the order in which themes will be taught during the year.

**Options for Third Trimester (Prioritized by Group – 1 through 3)**

**Group 1:** Themes deleted from previous curriculum cycle or others that may deserve priority (e.g., support our vision, standards-based, tie-in with current activities)

- World History – other countries (Africa, e.g.)
- Political/Social Activism Project
- California or Local (Santa Cruz) History
- California History via Transportation (tie-in w/ Balclutha trip)
- Flight
- Native Americans
- Properties of Water (matter/ Physical science)

**Group 3:** Past Themes/Courses for which we have fewer or no resources

- Astronomy
- Bubbles
- Rockets
- Food
- Energy/Electricity/Heat
- Religion
- Art History

**Group 2:** Past Themes for which we still have lots of resources

- Magnets
- Weather
- Buildings/Houses
- Light/Shadow/Color
- Reptiles

Revised 08.12.09

## Appendix D: Exit Criteria

What we want students to be able to know and do when they leave Monarch Community School.

### General values, essential characteristics and big ideas:

- To be prepared for their next learning environment
- Will be a problem solver who can find/use resources and apply strategies as needed
- Be able to be a positive member of the community by displaying leadership skills, being respectful of others, and able to participate in a democratic process
- Think critically, making use of the Habits of Mind

### Habits of Mind:

Evidence: How do we know what we know? What's the evidence? Is it credible?

Viewpoint: What viewpoint are we hearing, seeing, reading? Who is the author? Where is she/he standing? What are his/her intentions?

Connection: How are things connected to each other? How does "it" fit in? Where have we heard or seen this before?

Supposition: What if...? Supposing that...? Can we imagine alternatives – things happening differently?

Relevance: What difference does it make? Who cares about it?

(From the Central Park East Secondary School's "5 Essential Habits of Mind")

### Content Areas:

Language Arts: Making appropriate use of the Habits of Mind...

Demonstrate ability to read fluently in many genres and be able to critically communicate (oral and written) what was read

Demonstrate ability to write fluently in a variety of genres with appropriate mechanics, organizational skills and a clear voice

Math: Making appropriate use of the Habits of Mind...

- Demonstrate accurate knowledge of basic arithmetic facts
- Demonstrate the ability to communicate mathematical thoughts and strategies
- Demonstrate competency with the math strands covered during tenure as a student at Monarch
- Demonstrate the ability to problem solve logically and creatively

Science: Making appropriate use of the Habits of Mind...

Demonstrate knowledge of the science themes, including essential questions, covered during tenure as a student at Monarch

Demonstrate knowledge of scientific process skills (including observe/collect data, come up with a scientific (research) question, develop a hypothesis, predict outcomes, plan and conduct an investigation, interpret results, and communicate results with others)

Demonstrate/explain the significance of a scientific issue as it relates to everyday life

Social Studies: Making appropriate use of the Habits of Mind...

Demonstrate knowledge of the social studies themes, including essential questions, covered during tenure

as a student at Monarch

Demonstrate knowledge of social studies skills (including determine a question, conduct research, evaluate, organize and apply information, discussion/communication, group participation/interaction, conduct interviews, use geographic terms accurately, use/make timelines, express others' viewpoint, make predictions, make hypotheses, notice patterns, make connections)

Demonstrate/explain the significance of a social issue as it relates to everyday life

Visual and Performing Arts/Self-Expression: Making appropriate use of the Habits of Mind...

Demonstrate knowledge of the different artistic genres

Demonstrate an understanding of personal growth in the visual and performing arts

## **Appendix E: Monarch Community, Classroom and Board Jobs**

### **Classroom Job Descriptions**

#### **Classroom Fundraising Coordinator (1 per class)**

As a member of the Monarch Fundraising Team, classroom reps help plan, organize, and staff all fundraising events. Each of the 4 representatives will be responsible for leading one area of fundraising: Drive For Schools (+ Rewards), Movie Nights, Dining for Dollars, and Parent Pledges. This person will organize, publicize, and accomplish the fundraising goals of that task and will also actively participate and promote all other fundraising events. As a classroom leader, the class fundraising reps will:

- encourage parent involvement and excitement about fundraising activities
- recruit volunteers from each classroom
- call families in their classroom to relay messages about fundraising events and activities when necessary
- generate enthusiasm about fundraising events within the school community and beyond
- solicit items from parents for the class Auction baskets in the spring
- attend quarterly fundraising meetings

#### **Classroom MCB Representative (1 per class)**

Attends monthly Monarch Community Board meeting. Acts as a liaison between classroom families and MCB. Checks in with their classroom teacher monthly to assess volunteer hours, and confirm that parents are fulfilling their classroom hours and family job commitments and reports compliance of these functions at Board meetings. Creates and distributes a sub list for classroom hours. Takes classroom attendance for meetings. Maintains parent hours sign-in sheets. Supports the VP of Parent Participation in coordinating and supporting parent volunteers. Coordinates classroom community-building activities. Is expected to participate as needed when enlisted by the Fundraising, Community Building or Parent Education Committees. Is expected to make calls to the classroom families to relay messages about important classroom events and activities and to check in with new families periodically throughout the year. Communicates by telephone or in person with those parents not on email.

#### **Field Trip Coordinator (1 per class)**

Assists teachers in setting up field trips. May include making telephone calls, researching, scheduling, etc. Arranges sign-ups for drivers, including posting information and sign-up sheets for parents on date, time, cost and sibling situation at least two weeks in advance. Checks sign up sheets to see if there are enough drivers. If more drivers are still needed, calls parents until there are enough. If still not enough drivers, coordinates with other classrooms that are going to the same place at the same time. If there are simply not enough drivers, lets teacher know at least two days in advance so that other arrangements can be made or the field trip cancelled. Makes sure each driver has a current, completed insurance form filled out and a copy of their insurance card and their license attached to it. Makes lists for drivers of the children that will be riding in their cars and gives complete list to the teacher the day before the field trip. Collects all fees for

the field trip in advance. Is expected to make classroom calls to remind and update families about field trips.

**Library/Portfolio Assistant (1 per class)**

With the teacher's direction, inserts appropriate work samples into each child's portfolio. Keeps the portfolios up to date and makes sure that the portfolios are complete. When necessary, creates new portfolios. Keeps the library in the classroom neat and organized in a way that it is easy for the kids to find the books. Must attend trainings if offered. Requires weekly time in the classroom.

**Classroom Parent (1 per class)**

Works under the direction of the teacher(s) in a class to support as needed in the classroom. Will be responsible for three main functional areas as designated by the teacher. Requires weekly time in the classroom to support the designated functions.

**Community-wide Job Descriptions**

**Friday Course Organizer**

Assists the staff member in charge of Friday Courses in developing a schedule for FC and recruiting parent volunteers. Works with teacher to assign students to courses. May also help with the coordination of the guest teachers for FC. Regularly submits announcements in the bulletin for recruiting parents and informing the Monarch community of FC and guest teacher happenings. Develops ideas for Courses and may serve as Course teacher as necessary.

**Non-Parent/Coastanoa Volunteer Coordinator**

Works with the Vice-Principal and teachers to coordinate the non-parent school volunteers (i.e. UCSC students, Coastanoa students, community members, student teachers/interns) including creating classroom work schedules, monitoring sign-in sheets, checking in with MCS staff and communicating with participating organizations as needed. Coordinates with the VP of Parent Education and the staff person in charge of community building for training of volunteers. Schedules and leads the non-parent volunteer orientation meeting each trimester. Communicates and Coordinates with the librarian to staff library with non-parent and Costanoa student volunteers. Communicates regularly with the Community Coordinator to organize the master schedule for volunteers. Will be expected to increase the non-parent volunteer outreach. (This requires a parent that has flexible hours and can attend meetings during the week).

**Exit Criteria Coordinator**

Assists the Sky teacher in organizing and coordinating the Exit Criteria preparation, presentation, evaluation and student's final exhibition at Learning Celebration/Moving On Ceremony. Assists in the training and support of Classroom Companions. Recruits volunteers to participate in the Exit Criteria Process. This includes assisting with scheduling, collecting evaluations from all participants and communication with parents, assisting teachers, and classroom companions as well as outside observers. Requires regular work during the week of Exit Criteria presentations in May.

### **Library Assistant (4–6)**

Works under the direction of the BSSC library staff developing the school library, including checking in books and re-shelving them; processing new books (stamping Monarch in new books, putting on dust jacket covers, bar codes and spine labels). This job entails a time commitment of 2 hours per week on average. Specific jobs for library helpers include:

1. Check in/check out helper: use the computer library system to check in returned books and check out new books (1–2 people, 45 min. per week during class library time)
2. Put overdue notices in cubbies downstairs (1 person, a 1/2 hr a week)
3. Shelving helper: re-shelve books and other library materials (2–4 people, an hour per week)
4. Shelf reader: check shelves to make sure that books are in alphabetical or Dewey order (any # of people, a 1/2 hr per week)
5. Processing books helper: will be trained to use the online library catalog; will stamp books, add barcode labels and cover dust jackets (1–2 people , an hour per week)
6. Parent helper during library time, sitting with students, reading to students, helping students find the book they are looking for. (1–2 people, 45 minutes per week during class library time.) This job can be combined with number 1.

We will attempt to match your job with your interests.

### **Newsletter and Communication Publisher**

Creates the monthly newsletter from material submitted by teachers, MCB, and various other contributors. Creates the weekly bulletin from material submitted from teachers and Board members. Distributes bulletin and newsletter electronically to email list. With help from the Community Coordinator, maintains the email list serve for Monarch Community School. May also distribute administrative mass-emails. Serves as member of communications committee, as needed.

### **Friday Packet Distributor**

Photocopies and distributes the weekly Friday packets (which include the bulletin or newsletter and other important school documents) to all students. Uses a check out/check in system to make sure that families have returned packets. Contacts families who have not consistently returned packets either via phone or email. This person must be able to come to Monarch every Friday morning to attend to the job and may possibly need to check in on Mondays to see that packets have been returned.

### **Public Relations Coordinator**

Coordinates communications between Monarch and the outside community including press releases about events (i.e. Auction, Open House, Open Enrollment) as well as general announcements about the happenings at Monarch. Makes time-sensitive submissions to local calendars such as Growing Up in Santa Cruz and the Sentinel. Works closely with the VP of Fundraising to insure that all fundraising events are well publicized. Works closely with the Community Coordinator to insure that all enrollment related PR is well publicized. This person will also be expected to assist in a variety of PR related activities including: 1. Posting flyers and handing out brochures 2. Helping to implement mini-presentations to preschools and other

locations during enrollment. 3. Developing future marketing/PR plans and keeping a file on all past PR activities (i.e. newspaper clippings, correspondence from the wider community).

### **Translator (2)**

Supports non-English speaking families by serving as a contact for them. This job includes the following tasks:

1. Buddy family check-in on a regular basis to make sure families have important school news and their concerns and questions are answered.
2. Translation of key portions of the weekly and monthly newsletters/bulletins.
3. Translation during tours and enrollment periods.
4. At events, sits next to, and translates for parents as necessary.
5. Assisting with translating key documents as needed a few times a year (not responsible for final draft versions of official documents).

### **Documentarian**

Arranges for photographs and videos to be taken at Learning Celebrations, Parent Education Nights, Exit Criteria and other major events and facilitates distribution to the community as available. Additionally, works with volunteers to get photos (or videos) of other events, including field trips, projects or events taking place during school. Collects photos from designated photographers and archives and/or organizes them, including arranging hallway displays, distributing to teachers for portfolios, and placing in albums. Submits announcements to the Bulletin/Newsletter to call attention to current photo displays or the availability of videos.

### **Documentarian Assistant**

Assists the Documentarian to document Monarch events through photographs and video recordings, and helps to display/disseminate them to the Monarch community.

### **Head Gardener**

Coordinates garden projects and general upkeep and maintenance of the garden with teachers, garden volunteers and the other small schools on campus. Organizes and manages the weeding and the watering schedule with volunteers. Job has summer and vacation responsibilities. Sets up workdays and follows the procedures in "Procedures for Organizing After-Hours and Weekend Events" (Appendix C). This includes submitting an announcement for the bulletin, conferring with staff about what needs to be done and co-leading the workday. Submits announcements to the Bulletin/Newsletter informing the Monarch Community of the status of the garden.

### **Garden Team Member (2–3)**

Works with the Head Gardener and other Garden Team Members on Garden Committee. Assists the Head Gardener with upkeep of the garden. This may include weekly weeding with the students. Participates in watering schedule. Job has summer and vacation responsibilities. Garden Team Members will work together with teachers to design garden curriculum to be used during Courses and/or teach this curriculum to small groups.

### **Materials & Room Manager for the Dungeon**

Keeps the school supply rooms (a.k.a. "the dungeon") neat and organized throughout the year.

This job entails a monthly check in of the supply rooms to clean and/or organize as necessary. This person will also do the following tasks linked to these jobs:

1. Organize the shelves so that teachers can easily find supplies.
2. Keep an inventory of frequently used items from the supply room to assure that they are always well stocked.
3. Maintain shopping list after coordinating with school personnel (Lead Teacher Assistant) and/or MCB treasurer for budget updates.

### **Materials & Room Manager for the Kitchen**

Keeps the school kitchen neat and organized throughout the year. This job entails a weekly check in and cleaning of the kitchen. This person will also do the following tasks linked to this job:

1. Keep the kitchen clean and organized. Facilitate communication about the kitchen between all the people who use the kitchen (necessary signs, etc.)
2. Clear out old food from the kitchen fridge once a month.
3. Keep an inventory of frequently used items from the supply room to assure that they are always well stocked.
4. Maintain shopping list after coordinating with school personnel (Lead Teacher Assistant) and/or MCB treasurer for budget updates.

### **Parent Center Coordinator**

Maintains the Monarch Parent Center by keeping it tidy and current, including posting the current minutes and agendas for MCB, maintaining the Parent Center library, posting (and archiving) flyers for current events and community activities (e.g. soccer sign-up, summer school opportunities), and updating the Parent Center bulletin board monthly. Assists the Documentarian in posting photo displays. Manages the lost and found by periodically going through belongings and, if labeled putting them on hooks. Is responsible for cleaning out the lost and found at the end of each month and donating unclaimed items to a local shelter. **\*\*New duty:** Coordinates Scholastic Book Orders. Collates and distributes Scholastic book catalogs to each family through the family envelopes. Attaches a note to each packet stating when orders are due, as well as the offline and online process for ordering. Creates a place where families can turn in their order with their check or money order in the Parent Center. Keeps the online Scholastic ordering page up-to-date with current catalogs and a Monarch message. Compiles offline orders and submits to Scholastic through their online ordering procedure, using coupons and vouchers when applicable. When orders are received at school, packages each order and distributes it to the family. Resolves any problems with back-orders, substitutions, or unfulfilled orders. Typically, Scholastic book orders are done every two months. Points are accumulated for the parent orders and then spent once or twice a year on books for the Monarch library or classrooms; books are chosen by the librarian or the Monarch teachers. On average, we have purchased over 100 books per year for Monarch through this program.

### **Computer Guru**

Supports the Monarch staff and Board in all things technological including setting up new computers, helping with presentations, configuring the network and general maintenance of the

Monarch computers. Assists school Community Coordinator on the Monarch office staff with maintenance of Monarch web site.

### **Special Projects Coordinator**

Something of a "handyman/woman" type of job. The person doing this job is responsible for taking on and completing in a timely manner, any "odd" jobs requested by the teaching staff. In addition to doing jobs that the staff request, this job requires a person with initiative — someone that is on the look-out for tasks that need doing, and takes care of them without needing to be asked. Includes fixing things that are broken (vacuums, shelves, tables, etc.), building things (shelves, e.g.), installing things (wall maps, backpack hooks, etc.), and the like. Also assists with garden workdays, assisting with any garden construction projects.

### **Education Foundation Parent Representative**

Attends meetings of the Santa Cruz Educational Foundation and represents the interests of Monarch School at those meetings. Provides an email update to the MCB through the MCB Secretary or makes presentation at MCB meeting regarding any developments of which the MCB should be informed. Submits announcements to the Bulletin/Newsletter informing the Monarch Community of the status of the Educational Foundation.

### **Grant Writer – inactive since 2010**

Regularly conduct research for potential extramural funding opportunities to support Monarch Community School. Work closely with vice principal and other administrative staff to select grant opportunities. With input from teachers and vice principal be the lead coordinator, writer, and submitter of grant proposals. The priorities of all extramural funding will be to supplement existing programming and curriculum, not to add additional programs unless previously approved by administration.

### **Community Building Team Member (2)**

Serves on the Community Building Team (see Organizational Chart, Appendix B), along with the VP for Community Building. This team plans and executes a variety of activities focused on building community at Monarch. Examples include first day of school coffee, dances, potlucks, talent shows, recognition and appreciation, organizing Bike to School day, "Coats for Kids," "Adopt a Family," Food bank collections, etc. Community Building Team also writes thank you letters as requested by teachers, or MCB, and organizes support and celebrations for individual families when applicable (new babies, etc.) This job entails participating in ongoing planning meetings throughout the year, facilitated by the VP of Community Building. Is expected to assist with school fundraising events as necessary when called upon by the fundraising team.

### **Parent Education Team Member (2)**

Serves on the Parent Education Committee with the VP of Parent Ed and teachers. Participates in planning the Parent Ed Nights held every trimester and Positive Discipline Trainings. Assists with set-up, clean-up, and coordination. Is expected to attend after school meetings with the Parent Education Team at least three times throughout the year as well as keep in touch with the committee about dates and deadlines.

### **Event Operations Coordinator (2)**

Provides operational and logistical support for MCB sponsored events such as parent education meetings, fundraising events, and social events, according to the procedures in "Procedures for Organizing After-Hours and Weekend Events" in Appendix C. This job entails the following specific tasks:

1. Checks in with fundraising, parent education, and community building teams throughout the year to provide event set up and tear down.
2. Is expected to participate in the planning for events throughout the year as directed by the MCB Board VP in charge of the event.
3. Checks in with teachers regarding event needs (if applicable).
4. Is expected to assist with three Learning Celebrations, three Parent Ed Nights, fall and spring fundraisers (Auction, Craft Fair, etc.), community building events (Back to School Night, potlucks, dances, etc.) for set-up/cleanup. Is expected to recruit help for room set-up and tear down and other needs. \*\*Event Operations Coordinators will both be expected to fulfill requirements above and may not split the tasks above between themselves.

### **Event Food Coordinator**

Is responsible for preparing or coordinating volunteers to prepare food for Monarch Community Fundraising (Auction and Craft Fair) and Community Building events. Works closely with Auction/Craft Fair Coordinators and Community Building Team to fulfill this function. Attends planning meetings for these events. Works with Treasurer to obtain funds necessary for food purchases.

### **Community Coordinator Assistant**

Works with the Monarch Community Coordinator on various projects throughout the school year, such as assisting with coordinating tours and putting packets together for the Open Houses, assisting with beginning and end of the year mailings and other distributions throughout the year. Making phone calls as needed. Creates and maintains Monarch family alumni contact list.

### **Treasurer Assistant**

Serves as the assistant to the Chief Financial Officer of the Corporation. This person should have a basic understanding of math and how a checking account works. Ideally this person will have access to a computer with email, excel and a copy machine would be a plus. Works with the VP of Fundraising, Treasurer and all parents to get parent pledges, and follows up on unfulfilled pledges. Responsible for sending out thank you letters for all donations including but not limited to parent pledges and auction donations. Expected to make bank deposits for the MCB with all cash deposits over \$100 being counted by a second party and confirmed. Will be expected to participate in school fundraising events, such as Parent Pledge Drive, Drive For Schools, Craft Fair, Auction and any other events that the Treasurer or VP of Fundraising might need assistance with.

### **Fundraising Team**

The following positions (in addition to the Classroom Fundraising Representatives, described

above) are members of the Fundraising Team which meets regularly throughout the year to produce a variety of fundraising events.

### **Auction Coordinator**

Responsible for the auction. The goal of the auction is to raise \$15,000, and to host a spectacular and fun evening out for parents while staying with a \$2,000 budget. The Auction Coordinator will:

- manage and coordinate Auction and Craft Fair Team Members to solicit a minimum of \$20,000 of donations from local and regional businesses
- advertises and generates enthusiasm about the Auction among parents and the greater community
- maintain the database of items as they arrive
- creating bid sheets and display sheets
- booking and coordinating with a venue, handling set up preparations, and day of event coordination
- work with the food coordinator to plan menu
- plans music and/or entertainment for the event
- creates and sells tickets and maintains/updates the website
- meet regularly with the Fundraising Team

### **Craft Fair Coordinator**

Responsible for the Craft Fair. The goal of the craft fair is to raise \$5,000 and create an event for the greater community that raises awareness about Monarch. The Craft Fair Coordinator will:

- work with the Civic Auditorium (or other venue) to find the least expensive way to host this event
- contact last year's vendors and advertises to attract new vendors when needed
- advertises and generates enthusiasm about the Craft Fair to our kids, parents, and greater community
- book an appealing variety of vendors, keeping in mind a balance of product types
- update and maintains the Craft Fair website
- coordinate with the Food Coordinator for profitable and plentiful concessions
- delegate gingerbread house making and sales, and other kids crafts
- manage and coordinate Auction and Craft Fair Team Members to help with the event
- attend all Fundraising Team meetings

### **Fundraising Team Member (5)**

As a member of the Monarch Fundraising Team, these team members assist the VP of Fundraising and the Classroom Fundraising Reps in planning, organizing, and staffing all fundraising events. Fundraising Team Members will:

- work closely and stay in contact with with the VP of Fundraising about fundraising needs

- actively participate in each current fundraising event to ensure that we have successful events and reach or exceed our fundraising goals for the year
- generate enthusiasm about fundraising events within the school community and beyond
- attend quarterly fundraising meetings

#### **Auction and Craft Fair Team Member (4)**

Auction and Craft Fair Team Members assist the Auction and Craft Fair Coordinators and are responsible for helping plan and implement both the Craft Fair and the Auction. As Fundraising Team Members, these people participate in and generate enthusiasm about all fundraising events. Auction and Craft Fair Team Members will:

- maintain and expand upon a list of businesses and individuals who have participated in the Auction and Craft Fair (and who we hope will do so in the future)
- communicate with businesses and individual donors to solicit donations or participation in the Auction and/or Craft Fair
- attend all quarterly fundraising meetings and Auction team meetings when scheduled

#### **Safeway Receipts Coordinator**

The Safeway Receipt Coordinator ensures that one of our biggest fundraising events (the Safeway eScript Receipt Program) goes smoothly and successfully. This person will:

- contact local Safeway Stores to coordinate dates for receipt collection, collaborating with other schools when necessary to ensure equitable access to all stores for all schools
- ensure compliance with all rules relating to collection of receipts
- work with Classroom Fundraising Reps to coordinate volunteers to collect receipts from each classroom
- prepare documentation required for submission of receipts and reports results of to Fundraising Team
- coordinate set up and tear down of the collection table and collection buckets
- ensure that all receipts have been entered in a timely manner
- attend all Fundraising Team meetings

#### **Monarch Community Board Jobs**

**\*\* All MCB Members attend monthly board meetings\*\***

All Monarch Community Board Members are elected for two year terms during the Spring of the previous year, or in the case of the Class Representatives, appointed to one year terms by the Board with input from the teachers. (See above for description of duties for Class Representatives.)

#### **MCB President**

Represents the Monarch Community Board, prepares and distributes agenda for meetings, presides at meetings, serves as liaison and prime communication source between parents, Board, teachers, and administrators on non-personnel matters, coordinates the work of Officers and

Committees of the Corporation (MCB), performs such other duties as may be prescribed in the Bylaws or assigned to the President by the Corporation. At the MCB meeting, reviews the upcoming calendar with Board members to ensure that upcoming events are on-track. Is a member of the election committee, with the assistance of the classroom MCB reps (see Organizational Chart, Appendix B). President is a two-year commitment. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours).

### **MCB Vice-President for Parent Participation**

Serves as Chairperson of the Parent Participation Team (see Organizational Chart, Appendix B). Manages the assignment of school-wide parent participation jobs, serves as a resource to the classroom representatives, oversees compliance with parent classroom hours and parent jobs. At the monthly MCB meeting, reports on compliance including both hours and jobs. In the event of compliance issues, works with the non-compliant parents directly, including formal letters, to encourage and support participation. In the event of ongoing non-compliance, makes recommendation to the MCB and staff, including principal, on appropriate measures. In the event that it is needed VP of Parent Participation will check in a month ahead of time with the parents responsible for coordinating non-MCB events (such as weekend workdays). This job starts in the spring of the preceding year, can have the heaviest work in August and is a two-year commitment. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours). Leads job transfer event in the Fall.

### **MCB Vice-President for Fundraising**

Serves as a member of the Budget Committee and serves as the chairperson for the Fundraising Team (see Organizational Chart, Appendix B) at all non-auction meetings. (Auction/Craft Fair coordinator chairs those fundraising committee meetings pertaining to the auction/ craft fair.) Organizes and facilitates fundraising team meetings throughout the year to help plan and implement fundraising activities. Develops, with the fundraising team, an overall fund development plan and calendar and communicates it to MCB and staff. Oversees activities of the fundraising team, reviews any proposed new fundraising activities and identifies funding needs. Also oversees the eScrip, Safeway receipts and New Leaf card programs. Works collaboratively with The Auction/ Craft Fair Coordinator, as needed. Is expected to enlist the assistance of the Event Operations Coordinator to help with event logistics, as well the PR person to publicize the event. Fundraising Team should refer to the "Procedures for Organizing After-Hours and Weekend Events" in Appendix C to make sure that appropriate steps are followed. Must attend the new parent orientations and open houses, and speak on the fund-raising requirements and process. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours). This job is a two-year commitment.

### **MCB Vice-President for Parent Education**

Serves as the chairperson of the Parent Education Team. Oversees all parent training and education programs and resources at the school, with assistance of this team. Coordinates Positive Discipline trainings and orientation trainings for new parents and in-class parent/family volunteers. Assesses other training needs and coordinates their implementation, i.e. curriculum-

based training for parents. Oversees development and management of parent education nights with teacher input. Is expected to enlist the assistance of the Event Operations Coordinator to help with event logistics, as well as the PR person to publicize the event. Committee should refer to the "Procedures for Organizing After-Hours and Weekend Events" in Appendix C to make sure that appropriate steps are followed. Oversees maintenance of parent volunteer center. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours). This job is a two-year commitment and requires at least six after school hour meetings throughout the year.

### **MCB VP of Community-Building**

Serves as the chairperson of the community-building team. This person is expected to organize the community-building team and facilitate planning meetings throughout the year. This committee plans and executes a variety of activities focused on building community at Monarch. Examples include dances, potlucks, talent show, recognition and appreciation, organizing Bike to School day, "Coats for Kids," "Adopt a Family," Food bank collections, etc. This person is required to organize the Back to School Night, End of Year Appreciation baskets, and help the Sky teacher with the last Learning Celebration. This person is expected to enlist the assistance of the Event Operations Coordinator to help with event logistics as well as the PR person for publicizing the event. Committee should refer to the "Procedures for Organizing After-Hours and Weekend Events" in Appendix C to make sure that appropriate steps are followed. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours). This job is a two-year commitment.

### **MCB Secretary**

Serves as the chairperson for the communication committee and as such, activates the phone tree as necessary. Prepares minutes of all Membership and Board meetings (online or in paper format); submits copies of the same to all Board members, teaching staff, and administration within a week of the meeting. Assists in the preparation of correspondence of the Corporation upon authorization of the President, Executive Board, or membership. Is a member of the parent education committee (see Organizational Chart, Appendix B). Updates, publishes, and distributes parent handbook. This job is a two-year commitment. Will be asked to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours).

### **MCB Treasurer**

Serves as the Chief Financial Officer of the Corporation, with the general care and custody of all funds of MCB. Responsible for collecting and disbursing funds, according to the current budget or as approved by the Board. Every Friday, checks mailbox for checks and/or correspondence and makes timely deposit. Keeps an accurate record of receipts and disbursements. Presents a financial report, a budget report, and an update on parent pledges at each Board and membership meeting, including paper copies for President and Lead Teacher. Also creates reports at other times when requested by the Corporation. Causes annual income tax returns to be filed by the Corporation. Submits records for audit annually. Oversees grant writing. Works with all parents to get parent pledges, and follows up on unfulfilled pledges. Oversees Budget Committee (see

Organizational Chart, Appendix B), including scheduling meetings and setting agenda. Will be expected to participate in school events when enlisted by committee leaders (such as auction and other fundraising events, parent education and enrollment events (such as Open House and tours). This job is a two-year commitment.

## **Appendix F: Job Assignments**

# Appendix G: Address List

## Appendix H: Staff and MCB Contact Information

### Monarch Community School Staff Numbers

Branciforte Small Schools Campus (BSSC) .....	429-3898	
BSSC Principal.....	Mary Gaukel	x228
BSSC Assistant Principal.....	Jenny Russell	x204
BSSC Attendance.....	Maria Luna	x200
BSSC Secretary.....	Carol Swain	x214
BSSC Registrar.....	Lisa Orozco	x201
BSSC Campus Supervisor.....	Eden Reinero	x211
Resource Specialist.....	Arlene Sande	x105
Monarch Community Coordinator.....	Pam Perkins	x208
Ocean Classroom Teacher.....	Jamie Andres-Larsen and Jessica Branch	x101
Earth Classroom Teacher.....	Susie Heady	x102
Sea Classroom Teacher.....	Michelle McKinney	x103
Sky Classroom Teacher.....	Denise Blair	x106

### 2012-2013 Monarch Community Board

President.....	Sabina Brown 408-482-4971
VP for Parent Participation.....	Tina McRorie 831-332-0864
VP for Parent Education.....	Barney Levy 831-476-5129
VP for Fund-Raising.....	Bez Maxwell 831-239-8215
VP for Community Building.....	Geoffa Soukoup 831-332-4049
Treasurer.....	Monice Tunheim 831-334-6232
Secretary.....	Suzanne Pelz 831-359-2196
Earth Parent Representative.....	Debbie Sek 831-588-4080
Ocean Parent Representative.....	Lanie Whittle-Daggett 408-455-6578
Sea Parent Representative.....	Pam Perkins 831-227-3007
Sky Parent Representative.....	Sharon Dolton 831-419-8891

# Appendix I: Yearly Calendar