



Community Montessori

Roots in the Community, Wings for the World

In order to satisfy the admissions requirements for the 2019-2020 school year, please ensure you have completed each of the criteria listed below.

- Copy of Student's Birth Certificate Acceptable alternatives include:
 - Baptismal Record
 - Passport
 - Green Card
 - Foreign Birth Certificates

- Copy of Student's Immunization Record – Yellow Card or Doctor's Print Out – must include student's name and birthdate and be clearly legible.
 - Personal Belief Exemption from prior school – **must be dated prior to January 2016 (does not apply to TK/kindergarten or 7th grade)**
 - Temporary or permanent medical exemption signed by a California doctor, explaining the reason for the exemption

- 2 forms of Residency Verification **dated within the last 60 days.** Below are acceptable forms of verification:

| | | | |
|--------------------|--------------------|------------------------|---------------|
| Water Bill | Trash Bill | Gas Bill | Electric Bill |
| Internet Bill | Mortgage Statement | Property Tax Statement | Pay Stub |
| Voter Registration | Document from IRS | | |

Note: Residency verification should indicate the billing dates, pay period dates, service address, property address, etc. depending on the type of verification. The address on the residency verification must match the student's address and be addressed to the custodial parent.

- Independent Study Statement

- Armed Forces Document

- Health Check Form (*required for TK/kindergarten and first grade students entering the California school system for the first time*)

- Dental Check Form (*required for TK/kindergarten and first grade students entering the California school system for the first time*)

- Copy of current IEP or 504 plan for any student who has an active IEP or 504 plan

Independent Study Statement

Community Montessori (CM) is an independent study charter school. Although students may attend a resource center for up to 80% of their learning plan, it is not a site-based school. As a student-based program, our focus is each individual student in relation to his/her abilities, learning styles, available resources, and goals. Our Educational Facilitators (EFs) partner with parents and students to develop and monitor a personalized learning plan.

The process for enrollment at CM includes attending an informational meeting before you apply. At this meeting, it is explained how CM works as an independent study school. At the orientation meeting in March, parents are provided the opportunity to share their desires for how the child's learning plan will be carried out (if/how much time at a Center, which EF, materials, etc.). We take that as well as other information into consideration in determining the EF and learning plan for each child. That plan is presented to the parent at the initial meeting in August.

CM Centers are not schools; they are one of several curricular options we offer to support a student's learning plan. We begin with the child's dispositions, preferred modalities, interests, talents, and preferred environment to determine appropriate academic objectives, methods of study, resources, and methods of evaluation. Not all students thrive in a social learning environment, and we are not of the mindset that they must. Our aim is self-directed, independent learning, and we view the parent as the student's primary mentor. Our approach is based on the Montessori philosophy of which the key principles are:

- Multi-age groupings to foster peer learning
- Uninterrupted blocks of work time
- Guided choice of work activity
- A prepared environment for independent learning

While the parent is the primary mentor, children in our program are expected to have several mentors. Mentors can be family members, friends, specialized instructors, EFs, etc. The mentor is an observer whose ultimate goal is to intervene less as the child develops. The mentor's first objective is to prepare and organize the learning environment to meet the needs and interests of the child as well as promote independence.

I understand that Community Montessori is a public school of choice and feel the independent study approach to the Montessori philosophy is an appropriate placement for my child's skills and learning objectives. I look forward to partnering with an EF to develop and carry out a learning plan.

Parent

Signature

Date

Student Name(s)



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Charter School
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Dear Parent/Guardian:

As part of the new accountability requirements under the Every Student Succeeds Act (ESSA), the U.S. Department of Education is requiring school districts to identify students who are armed forces family members. These students will be part of a new accountability subgroup. Community Montessori Charter School will submit this data to the California Department of Education (CDE) via the California Longitudinal Pupil Achievement Data System. As this is a new demographic data collection requirement, Community Montessori Charter School is asking all parents/guardians to return this form to their school indicating whether or not students are armed forces family members.

What is the definition of an “armed forces family member”?

A student is considered to be an Armed Forces Family Member if **at least one parent or legal guardian is an Armed Forces member on active duty, or serves on full-time National Guard duty.** The terms “armed forces,” “active duty,” and “full-time National Guard duty” as defined by Sections 101(a)(4), 101(d)(1), and 101(d)(5) of the United States Code are:

- 101(a) (4) – The term “armed forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.
- 101(d) (1) – The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.
- 101 (d) (5) – The term “full-time National Guard duty” means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member's status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under Section 316, 502, 503, 504, or 505 of Title 32 of the United States Code, for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.

Where can I find out more information about this data submission?

More information regarding this data collection can be found on the CDE’s website: <http://www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp>

If I have more than one student at Community Montessori Charter School, can I complete one form?

Yes. You only need to fill this form out once for all of your students enrolled at Community Montessori Charter School.

Please select one of the following and complete the chart below. Sign and date this form and return it to your Educational Facilitator:

_____ Yes, my student(s) is part of an armed forces family.

_____ No, my student(s) is not part of an armed forces family.

| Student Full Name | Grade Level for 2019-2020 |
|-------------------|---------------------------|
| | |
| | |
| | |
| | |

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parents to complete

Social Learning Readiness

Student: _____

The Social Learning Readiness (SLR) Checklist is designed to assist Educational Facilitators, parents, and administrators in determining what type (if any) group instruction offered at a school resource center is an appropriate option for the student. The SLR Checklist focuses on essential skills that students require in order to actively and meaningfully participate in a social learning environment. Two components considered when evaluating appropriateness are the **skills of the student** and the **learning environment**. Thorough assessment in academic, communication, and social cognition skills are necessary to ensure that student abilities, goals, and resources are aligned. In some cases, students may be ready for some social learning situations while not ready for others. In addition, a student may appear to possess the required skills but still not be successful in the social environment, in which case the learning plan will be modified accordingly. To meet individual needs, we offer various options at our resource centers. Students may participate in classroom-based instruction for up to 80% of the learning plan, based on the student's skill, needs, and the availability of space. The following skills and academic goals are considered when determining appropriate instructional methods.

Achievement: 1 – Little to none of the time 2 – Requires adult assistance most of the time 3 – Independently most of the time 4 – Always

| Student Skills | | Comments |
|-----------------------------|---|-----------------|
| Academic | <p>Works independently for an age appropriate amount of time</p> <ul style="list-style-type: none"> — Demonstrates intrinsic motivation and a love of learning (begins work promptly, completes learning plan, etc.) — Practices appropriate level of organization skills — Works on task independently — Handles transitions appropriately — Reading, writing, and math skills are at appropriate level for content being studied — Possesses appropriate technology skills to carry out required tasks; uses technology appropriate for learning situation | |
| Listening/ Communication | <ul style="list-style-type: none"> — Able to carry out multi-step directions (in accordance with grade level of learning environment) — Able to comprehend verbal instructions and information — Seeks clarity in appropriate manner — Participates cooperatively in group discussion and projects — Communicates thoughts, ideas, and needs in appropriate manner — Interacts appropriately with other children — Able to listen and process information among noise and movement | |
| Personal/Social Skills | <ul style="list-style-type: none"> — Takes physical care of self, including medical treatment and safety needs — Demonstrates respect of others and self (physical safety, space, feelings) | |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> — Arrives on time and prepared to learn — Able to attend at least 90% of the time — Follows established rules and directions from staff — Handles materials and work responsibly — Able to accept and adjust to correction/constructive criticism — Demonstrates pride in work — Takes responsibility for his/her own learning requirements/needs — Possesses necessary organizational and time management skills — Able to sit and move in accordance with instruction — Completes quality work without rewards or high level of structure and supervision — Participates cooperatively in small and large groups lessons | |
| | <ul style="list-style-type: none"> ○ Learning Environment | |
| Learning Styles | <ul style="list-style-type: none"> — Elements of the student's learning styles are conducive to the structure of the instruction (Dispositions, Modalities, Interests, Talents, Environment) | |
| Educational Philosophy | <ul style="list-style-type: none"> — Family's educational philosophy is conducive to the structure of the instruction — Parent willing and able to support and enforce instruction (transportation, assignment completion, coordination with independent study plan, behavior expectations, resource services, etc.) | |
| Recommendation | | |
| <p>Student is ready for:</p> <ul style="list-style-type: none"> _____ Structured Work Period (independent work in group setting with adult facilitator) _____ Outdoor Social Time (eat and play outside with peers) _____ Enrichment (group activities offered outside of structured work period; clubs) _____ Field Trips (supplemental activity in group setting) | | |
| Comments: | | |

I have discussed the above with the Educational Facilitator and provided true and accurate information.

Parent/Guardian Signature _____

Date: _____