

Family Partnership Home Study Charter School
Blochman Union School District

Charter Document

1. DESCRIPTION OF THE EDUCATIONAL PROGRAM

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified I that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
---California Education Code Section 47605 (b) (5) (A)*

This Charter School shall be known as the Family Partnership Home Study Charter School (hereafter “FPHSCS”). Family Partnership Home Charter Study Charter School is a parent choice school where the community is the classroom. FPHSCS is open to all students in grades k-12. FPHSCS is non sectarian in its program, admissions policies, employment practices, and all other operations. FPHSCS specifically targets students seeking a non-traditional educational setting. FPHSCS specifically targets students seeking a non-traditional educational setting. FPHSCS doesn’t charge tuition, and does not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin ability, or disability.

The purpose of the Family Partnership Home Study School is to plan, monitor, and assist in the educational of students K – 12 in a home school learning environment, enabling them to become self-motivated, competent, life-long learners. Students will be taught core academic skills and knowledge in the subject areas of language arts, mathematics, science and social studies, as specified by state standards; technology and other work related skills; and personal development in the arts and physical education. High school graduation requirements based on those of representative public high school in Santa Barbara County shall be established.

The Family Partnership Home Study School will provide students with the resources necessary to achieve success and meet state standards in core academic subjects, technology skills, and personal development appropriated to their level. This will be achieved in a collaborative effort with parents as primary deliverers of the educational program, certificated teachers as supervisors of the educational program and the community as a resource for the educational program. A team of educational specialists and advisors will assist parents and students in all aspects of student education.

Special attention will be given to the continuing development of the educational program as an effective strategy to assist low-achieving students to experience success in improving skills and knowledge in all areas identified above.

Each student and home setting is unique. We understand that students learn best when they are motivated, involved, and appropriately challenged. Therefore we will individualize each student’s educational program to his or her interests and ability levels to ensure that each student learns at his or her own optimal rate and level. A goal

oriented curricula developed utilizing home based learning programs, cooperative school programs and classes, apprenticeships, community based educational programs, distance learning via current technology, supplemental learning projects and current educational research will established. All student curricula will be subject to FPHSCS approval. Skills and knowledge will be taught through the use of textbooks and supplementary visual technology (including computer), large group programs, and tutorial services to support parent teaching assigned to supervise and monitor student assignments and progress.

With the assistance of educational specialist, advisors and certificated staff, each minor student and at least one parent and each adult student, shall design, consistent with the FPHSCS student standards and policies, the appropriate curricula based on the student's educational needs and objective, and shall sign one or more contracts with FPHSCS that clearly describes the student's individual educational goals and curriculum for each semester the student is enrolled with FPHSCS. For purposes of this charter, "parents(s)" includes guardian(s). Any parent of legally responsible entity may designate an alternated party to act in place of the parents. Adult students do not require parental participation in educational or admission contracts, or performance evaluations.

As an educated person in the 21st century students will need to possess the following:

- Mastery of basic academic skills
- Critical thinking and problem solving skills
- Positive self esteem and self awareness
- Creativity and imagination
- Honesty and a sense of responsibility for self and community
- Respect and appreciation for differences among people and cultures
- Ability to use technology as a tool
- Understanding of the political process
- A feeling of self-worth that their contributions make a difference
- Utilization of the community at large

It is our philosophy that the best learning occurs when:

- Each curriculum is tailored to each individual's learning style
- One-to-one teaching is used as appropriate
- Learning is promoted by engaging student interests and finding their passion
- Schooling is viewed as one aspect of an education
- The entire community is our classroom

Goals for students and parents include, but shall not be limited to the following:

- Students will be an active participant in their personalized learning plan.

- Students will recognize and use their strongest skills and abilities while improving areas of need.
- Students will achieve competency in basic academic skill.
- Students will explore their potential in the performing and living arts and in the use of technology.
- FPHSCS students will perform and achieve as well or better than students in the traditional California public schools
- Optimal student learning will be achieved via parent involvement and support.
- Students will be intrinsically motivated.

English Language Learners-

FPHSCS will adopt policies and procedures ensuring the identification of English Language Learners (ELL), the development of a program designed to provide assistance to ELL students, and the development of appropriate evaluation standards including formalized testing procedures to identify levels of proficiency. FPHSCS shall comply with all federal and state laws concerning services and the education of English Language Learners students.

Students with limited English proficiency will receive support services according to their needs to ensure that the instructional programs are comprehensible and understandable.

2. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes," for purpose of this part, means that the extent to which all pupils of School demonstrate that they have attained the skill, knowledge, and attitudes specified as goals in the school's educational program.

---California Education Code Section 47605 (b) (5) (B)

The Family Partnership Home Study School acknowledges the uniqueness of all students. In order to achieve the fusion of student individual learning style, parent teaching style, and the most effective and efficient instructional strategies, an Individual Learning Plan (ILP) will be developed for each charter school student. The ILP will be a cooperative effort of the child, parent, and charter school teacher. Specific ILP goals will be determined on the basis of a combination of formal or informal pre-assessment, student interest, parent objectives, teacher evaluation and statewide standards. The ILP will help resolve questions of appropriate pacing and academic and non-academic expectancies. Teacher and parent will jointly determine appropriate curriculum materials and educational methodologies.

The cooperatively determined goals of the ILP will be translated into measurable outcomes. The measuring of these outcomes will determine the extent to which each student has progressed toward the attainment of the ILP goals. These goals will include, but not be limited to, academic and interpersonal skill, knowledge, and experiences. Emphasis will be placed on the ability of students to demonstrate integration of knowledge across major subject areas.

3. METHODS TO ASSESS PUPIL PROGRESS

The method by which pupil progress in meeting those pupil outcomes is to be measured.

---California Education Code Section 47605 (b) (5) (C)

All students will achieve the student standards by graduation, but not all students will progress at the same rate. FPHSCS shall administer the mandated state assessments and shall also meet any required state performance standards developed. An annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within the District and across the state. Charter school students will also be assessed in each of the core academic skill areas by a combination of ongoing “authentic” assessments. These assessments will be aligned to curriculum and statewide standards pursuant to Section 60605 of the Education Code and will include but not be limited to:

- Weekly review of work
- Norm and criterion referenced tests
- Assessment portfolios
- Publisher/teacher/parent/student designed tests
- Projects and reports
- Curriculum-imbedded assessments
- Electronic recordings
- Authentic assessments
- Demonstrations
- Standardized testing to be administered as per state requirements.
- Pupil grades and transcripts of record to be prepared at the end of each semester
- High School exit exam

In addition, parents will provide daily work and test scores to the supervising teacher for assessment purposes along with an ongoing dialog regarding student progress. Mastery for special education students will be defined appropriately according to their I.E.P. The Independent Study Academic Performance Index once development will be included in methods to assess pupil progress.

4. GOVERNANCE AND ADMINISTRATION

The government structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.

---California Education Code Sections 47605 (b) (5) (D)

One of the Family Partnership Home Study School's core tenets will be to draw upon the strengths of its entire community, including students, families, faculty, staff, and community partners to collaborate in the decision making process in order to enhance and broaden the FPHSCS educational program. Participants will work together in a unique structure that includes the governing council, advisory board, student council, parent-teacher committees and community-school meetings. Through this structure, the FPHSCS will foster the intellectual, emotional, physical, and moral development of each child.

Governing Council

The FPHSCS governing structure will include a Governing Council that will promote a cooperative and positive effort among students, families, faculty, staff and community to ensure the achievement of the program goals and to develop the best possible education program for the FPHSCS. The FPHSCS will be governed pursuant to the bylaws adopted process specified in the laws.

The Governing Council will consist of seven (7) voting members: the Director, three (3) parent representatives, two (2) faculty representatives, and one (1) member from the community at large. Their respective constituencies will elect the members representing the parents and faculty. The Director will appoint the community representative.

For its first year of operation and prior to the opening of the school year, the FPHSCS Development Team will appoint the seven (7) members of the Governing Council. Parent and community representatives will be appointed from a list of interested residents who have petitioned to serve. Faculty representatives will be appointed from a list of educators who have successfully completed the selection process and have been hired to teach at FPHSCS. This original Governing council will govern the FPHSCS until the end of the school's first year of operation, and one of the Council's responsibilities will be to design a transition process for selecting council membership.

The Governing council's major roles and responsibilities will include monitoring Charter accountability and revision, establishing and approving all major educational and operational policies, approving all major contracts, approving the FPHSCS annual budget and overseeing FPHSCS fiscal affairs. And selecting and evaluating top administrative staff. The responsibilities of the Charter Governing Council will include but not limited to:

- Ensuring the implementation of the mission of the charter
- Establishing annual goals and objectives for the Charter School
- Review and report on achievements of the Charter School
- Approving amendments to the charter

These actions may include but not be limited to:

- Programs, guidelines and schedules designed to meet the evolving educational needs of the school's students, parents, teachers, and community.
- Programmatic decisions affecting day to day operations
- The annual and revised budgets
- Any purchases of the Charter School greater than five hundred dollars
- The selection of any new staff members (classified, certificated, administrative)
- The school calendar

Daily operation of the Charter School will be the responsibility of the charter school director, who will report to the Governing Council. Administrative and management functions will be the responsibility of the on-site administrator who, following appropriate consultation with certificated staff and the Charter Governing Council, will carry out the duties listed below which include but are not restricted to:

- Develop, monitor, and implement the budget
- Coordinate, manage, and administer the education program
- Make all day to day operational decisions
- Initiate all transfer of funds and expenditures
- Supervise certificated and classified staff
- Serve as chairperson to the Charter Governance council

FPHSCS will encourage the formation of advisory committees to the school's Governing Council. FPHSCS will also work with parents to develop and adopt a set of parent involvement policies and strategies. The FPHSCS will maintain in effect general liability and board errors and omissions insurance policies.

The FPHSCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

The meetings of the Governing Council shall comply with the Ralph M. Brown Act (9 Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code) shall take place at least quarterly, and shall be held at a location within Santa Barbara County.

The role of the charter granting agency, with power and responsibility for renewal and revocation, will clearly include the responsibility to oversee and monitor the charter school. When occasions require clarification, the District policies that do not apply to the Charter School shall be determined and recognized by the District. The details of the working relationship between the District and FPHSCS will be delineated in a memorandum of understanding (MOU).

Family Involvement

FPHSCS is committed to the philosophy that education of its children is a cooperative process involving the best efforts of parents/guardians, students, faculty, support staff and members of the community. While there may be widespread, differing opinions of what needs to be done to improve public education, most agree that parents who actively involved in their child's education enhance the likelihood that their child will succeed in school. When everyone participates, the best program possible is built, everyone is kept informed, and children learn that their education is important.

Parents will be involved in all aspects of FPHSC's operation. They will make decisions about FPHSCS philosophy and continue to create policy in partnership with the educational staff and community based organizations. Parents may serve on committees, raise funds, work as aides, drive for field trips, serve as grade level coordinators, provide office support, help to maintain the site, and prepare student materials.

5. EMPLOYEE QUALIFICATIONS

The qualifications to be met by individual to be employed by the school.

---California Education Code 4705 (b) (5) (E)

The Family Partnership Home Study School will only recommend for employment teaching staff holding appropriate California teaching certificates, permits or other documents issued by the Commission on Teacher Credentialing (Education Code 47605). Recommendations shall include input from the Advisory Council and the teaching staff. It will be responsibility of the FPHSCS to inspect and register all credential and keep fingerprint records on all employees. The credentialed teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The Family Partnership Home Study Charter School may also contract with non-certificated specialists to lead workshops in their area of expertise under the direction of a certificated teacher.

Qualifications for clerical staff and other classified staff will include, but not be limited to, a demonstration or history of professional competence. The best-qualified applicants for positions will always be selected. Previous home education experience is desirable but not mandatory for new charter employment.

Administrative and management functions will be the responsibility of the on-site administrator who, following appropriate consultation with certificated staff and the Charter Governance Council, will carry out the duties listed below which include but are not restricted to:

- Develop, monitor, and implement the budget
- Coordinate, manage, and administer the education program
- Make all day to day operation decisions
- Initiate all transfer of funds and expenditures
- Supervise certificated and classified staff

The FPHSCS Director shall retain supervisory and oversight responsibility for the Family Partnership Home Study Charter School. The Director shall serve as chairperson to the charter Governance Council. Daily operation of the Charter School will be the responsibility of the charter school on-site administrator. The on-site administrator will report to the Director on a regular basis, on the educational program, operations and expenditures to ensure open and complete communication.

An administrator (referred to as “on-site administrator”) will manage the Charter School and be responsible for the day-to-day operation of the program. Qualifications for the position of on-site administrator will include, appropriate home study education experience, possession of a valid California teaching credential, and recommendation by the Charter Governance Council. The on-site administrator will hold an administrative credential. The on-site administrator will hold an administrative credential. Based on need as determined by Director and/or Charter Governance Council, the on-site administrator may assign duties within the scope of current collective bargained agreements.

It is the goal of the FPHSCS to have the most exemplary, competent, professional staff possible. It is recognized that the uniqueness of the program requires that employees have a certain combination of skills and qualities that will maximize success for all employees and for students and families served by the Charter School. In consultation with the Charter School Governance Council, the on-site Charter School Administrator will recommend new staff for the charter school.

The Charter School’s employment practices will be non-sectarian and non-discriminatory. All charter school employment practices will comply with applicable federal and state anti-discrimination laws.

6. HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

---California Education Code Section 47605 (b) (5) (F)

FPHSCS will comply with all applicable state and federal laws. Prior to commencing instruction the Family Partnership Home Study Charter School will adopt the Local Educational Agency's policies related to health, safety and risk-management issues including but not limited to:

- A requirement that all enrolling student and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Establishment of child abuse reporting protocols that conform to current law.
- Policy stating we do not administer prescription drugs to students and that parents assume all responsibility relating to the administration of prescription drugs and other medications.
- A policy that the school will be housed in facilities that comply with State Fire Marshal standards and adhere to Title 24 of the Uniform Building code.
- Policy stating establishing that the school functions as a drug, alcohol and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237, 45122.1, and 45125.1.

FPHSCS will require initial and ongoing tuberculosis screenings of employee candidates and employees.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. Parents shall understand that FPHSCS complies with all applicable laws concerning immunizations, health and safety, child abuse reporting, and all related issues for both employees and students.

7. RACIAL AND ETHNIC BALANCE

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district (county) to which the charter petition is submitted.

---California Education code Section 47605 (B) (5) (H)

All students who enroll in the Charter School will do so on a voluntary basis and there will be no discrimination based on ethnicity, religious belief, gender or disability. The

FPHSCS will actively seek to match the racial and ethnic backgrounds of students enrolled in the LEA. This will be accomplished through an open enrollment policy and active recruitment of under-represented minorities. The FPHSCS is committed to serving all students who desire to be home schooled. Methods of achieving racial and ethnic balance will be implemented through a multi-strategy approach. The development and distribution of promotional and informational material as part of outreach activities will be conducted in partnership with community groups at large. FPHSCS shall be non-sectarian in its programs admission policies, employment practices, and all other operations, shall not charge tuition, shall not discriminate against any pupil on the basis of ethnicity, national origin, or disability.

8. ADMISSIONS REQUIREMENTS

Admission requirement if applicable.

---California Education Code Section 47605 (b) (5) (H)

Admissions practices will be non-discriminatory and open to all students who reside in Santa Barbara county and all contiguous counties.

The FPHSCS will enroll a diverse student population from the school's jurisdiction who understand and value the school's mission and are committed to the school's operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school's instructional philosophy and will be given a copy or summary of the school's guidelines.

Admission to FPHSCS will require an initial interview and student assessment criteria. This alternative instructional strategy is not necessarily appropriate for every student because not all students possess the pre-requisites necessary for success (i.e. self discipline, diligence, motivation and the ability to learn without the support of a structured classroom.) Therefore admission to the Charter School will require parents, as primary deliverers of the education program, to attend an informational meeting before enrolling. It is essential that parents or guardians or a responsible adult designee be available to instruct, facilitate, monitor, review and hold the student accountable for his or her work on a daily basis. Therefore, parent or guardian participation and supervision of the student will be a determining factor for initial and continuing enrollment. The enrollment process will include a Family Participation Agreement signed by the parent, student, charter school teacher and any person designated by the parent to teach their child. This agreement will include goals, objectives, guidelines, participation requirements and reason for disenrollment to be followed for the time period specified in the contract. In the event that a family becomes unable or unwilling to meet the requirements for continued enrollment, a mediation process led by the Director will be conducted. If resolution is not achieved within the parameters of that process, the student may be asked to transfer to a school in the family's school district of residency offering open enrollment.

The FPHSCS will comply with all federal and state Special Education requirements to ensure that a free and appropriate education is provided to all students with exceptional needs. Special Education Students who wish to enroll in the Charter School must have an I.E.P. that clearly states participation in an independent study (home study) program is an appropriate placement for that student. (Education Code Section 51745C).

If at the beginning of a school year the number of admissible applicant exceeds capacity, there shall be a random public drawing for new student with preferences available for those already attending or those with sibling attending. Openings will be filled, as space becomes available during the school year.

FPHSCS shall comply with all laws establishing minimum and maximum age for school attendance.

Admission will not be based on ethnicity, national origin, gender or disability. Charter School programs, admission policies, employment practices, and other operations will non-sectarian.

9. FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

---California Education Code Section 47605-(b) (5) (I)

FPHSCS will contract with an independent auditor to conduct an annual audit of the School's financial affairs. The audit will verify the accuracy of School's financial statements and reporting practices. An annual independent audit shall be conducted, which shall employ generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the charter and the Charter Schools Act.

The School Governance council will review any audit exceptions or deficiencies and determine the means for resolving and such exceptions or deficiencies. Audit exceptions must be resolved to the satisfaction of the LEA's Governing Board.

Audit reports will be completed and available for review by the school members and the public and submitted to the LEA Board of Trustees by December 15th of each year. All audit exceptions and deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the LEA Board of Trustees within three (3) months of the auditor's report.

FPHSCS will comply with the provision cited in Education Code 47604.3 regarding financial reporting and accountability. Also, as outlined in the code section, FPHSCS

shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

The review for the Charter School's education program and pupil progress as described in Elements 1 – 3 will be audited on a regular basis. There will be ongoing informal evaluation by the Charter School Governance Council, using procedures already listed to evaluate student progress. The Governance Council will request an annual program review to evaluate program effectiveness, beginning after the first year of operation. The focus of the review will be to analyze to goals of the educational program against actual operations. The results of the review will be forwarded to the LEA Board of Trustees.

10. PUPIL SUSPENSION, EXPULSION, AND *DIS*-ENROLLMENT

The procedure by which pupils can be suspended or expelled.
---California Education Code Section 47605 (b) (5) (J)

While FPHSCS supports individuality and growth, it has rules to function effectively. FPHSCS must provide students, parents, school personnel and the public with a clear description of the minimum standards of behavior for all students. Ultimately, the Governance Council and Director defines appropriate student conduct and presents a range of response for use by the on-site administrator and other school personnel to address individuals who exhibit inappropriate behavior.

FPHSCS will adopt and implement a comprehensive student/parent handbook. All families will receive a copy of this handbook upon adoption and annually, thereafter.

Students may be suspended or expelled from FPHSCS for non-compliance with the terms of the student-parent-school Family Participation Agreement, or any material violation of any of the conditions, standards or procedures set forth in the Charter School petition, the school handbook, or of the school's policies and procedures. Students, who do not demonstrate adequate appropriate progress toward the student standards, will be subject to suspension and or/expulsion hearings. Procedures for the suspension or expulsion of a student enrolled in the FPHSCS shall comply with the local School District Board of Education policy.

Procedures for dis-enrolling Charter School students will be implemented pursuant to the written agreement signed by the parent, student and charter school teacher or school rules distributed to all parents during each enrollment. All students who are asked to leave the program will receive sufficient notification, have an opportunity to be heard and allowed due process as indicated in Education Code Section 51747 (In the event of a

disenrollment or of an expulsion, the school administration will notify the student's district of residence of the action taken.

Prior to expulsion hearings, the school administration shall notify the student and parent(s), in writing, of any expellable violation and give the student a reasonable opportunity to cure the violation, unless the school administration determines that the violation constitutes a severe and imminent threat to the health any safety of others in the school. If the parent contests an expulsion, a written appeal may be made directly to the Director and Governance Council, whose decision shall be final. All discipline matters will be conducted in compliance with constitutional due process.

11. RETIREMENT SYSTEMS FOR STAFF

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System of federal social security.

---California Education Code Section 47605 (b) (5) (K)

All employees leaving the District to work at FPHSCS shall enjoy the same employee benefits as all other employees of FPHSCS with similar job classifications. Employees of FPHSCS shall participate in State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and/or Social Security depending upon eligibility with corresponding agency.

12. ATTENDANCE ALTERNATIVE

The public school attendance alternative for pupil residing within the school district (county) who choose not to attend charter schools.

---California Education Code Section 47605 (b) (5) (L)

Charter School enrollment will be voluntary and tuition free. No student will be required to enroll in the Charter School. Parents and students who choose not to attend the charter school may attend a public school within their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

13. EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district employment at a charter.

---California education Code Section 47605 (b) (5) (M)

Charter Staff will be employees of the Family Partnership Home Study School. Persons employed by FPHSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at FPHSCS and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment.

14. DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

---California Education code Section 47605 (b) (5) (N)

Any dispute between FPHSCS and/or the District (collectively “the Parties”) shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the parties, which does not constitute a severe and imminent threat to the health and safety of pupils. The parties will first attempt to resolve disputes between FPHSCS and the District by discussion and agreement between the District Superintendent or designee, a representative of the Charter School Governing Board, and a representative of FPHSCS. If the parties are unable to reach an agreement, the dispute may be referred to nonbinding mediation before a single neutral mediator unless the governing boards of FPHSCS and the District jointly agree to bind. A request for mediation shall be in writing and must be received by the parties no later than fourteen (14) calendar days from the date the parties last met to discuss the dispute and attempted to reach agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the charter and/or the MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation, unless extended by mutual agreement for the convenience of the parties and /or mediator. The costs of mediation shall be borne equally by all the parties. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting dispute resolution procedure.

15. LABOR RELATIONS (COLLECTIVE BARGAINING)

The Family Partnership Home Study School shall be deemed the exclusive public school employer of employees for the purposes of the Education Employment Relations Act (Government Code Section 3540, et seq). FPHSCS certificated and classified employees do not have collective bargaining units. The negotiated agreement by the FPHSCS Governance Council and the certificated and classified staff shall govern. Terms and

conditions of employment will be negotiated by the FPHSCS and the charter school employees and incorporated herein. Any and all proposed changes to this charter that impact terms and conditions of employment shall be negotiated by the employees and FPHSCS as defined by the Education Employment Relations Act (EERA).

The FPHSCS will adopt and implement a comprehensive Employee Policy Manual that will be distributed to all employees upon adoption and annually thereafter.

16. CHARTER SCHOOL CLOSURE AND DISPOSITION OF ASSETS

In the event that FPHSCS decides to cease operations, the following procedures will ensure:

- The School governance Board shall adopt resolutions electing to dissolve the School and any nonprofit corporation that may exist.
- The School Governing boards shall set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of distribution of assets, and dissolution.
- A final audit will occur and financial statements for the School's three most recent accounting periods will be made available.
- All assets shall be accounted for and determined by the School Governing Board to be distributed to the District or to another public agency.
- All student records will be transferred to the District and/or temporary "closedown" headquarters for the Charter School.

The governing board will designate a School employee(s) to remain on the payroll of the School beyond the School closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters directly related to the closedown procedures.

The District Board of Trustees may revoke the Charter if it finds that FPHSCS did any of the following: