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APPENDICES provided as part of the Charter Renewal Application:

- A. Signed Parent and Staff Petitions for Charter Renewal**
- B. API Results**
- C. Financial and Operational MOU**
- D. Charter Facilities Agreement**
- E. Operational Budget;
Financial Forecast with Cashflow Projection**
- F. Parent Involvement Agreement**
- G. Newspaper Articles**
- H. Special Education MOU**

Supplemental Materials

Sample Student Weekly Work Plans

Parent Survey Results

Staff Qualifications Overview

Eagle Peak Montessori School (EPMS) is non-sectarian in its programs, admission policies, employment practices, and all other operations. The School does not charge tuition for the Charter Program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

1.0 The Educational Program

1.1 Mission Statement

The mission of the charter component of Eagle Peak Montessori School (EPMS) is to provide students with the opportunity to acquire an education based on an “authentic” and accredited curriculum founded on the educational philosophy of Dr. Maria Montessori. We intend to promote an educational atmosphere that encourages socioeconomic diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to equip each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21st century.

1.2 Vision Statement

The school is guided by its vision which is to create a quality learning experience supported by families, educators, and community members who believe that a better world can be built by helping all children develop to their fullest human potential. It is our belief that by learning without artificial boundaries and discovering their capacity to live in peace, children will become life-long learners and responsible citizens whose actions reflect sound character, ethical behavior, and a clear understanding of their own and others' self worth and dignity. Our students will become socially aware, responsible people, who live in harmony with nature as stewards of the earth.

Our educational and philosophical perspective profoundly respects and supports each individual's unique development and acquisition of knowledge. Our task is to provide an atmosphere of acceptance, respect, and trust so that creativity, learning, and a sense of community flourish. We are a learning community that recognizes parents, students, teachers, and administrators as integral parts of the school and we support one another in our lifelong process of learning and personal growth.

1.3 Montessori Education

The Montessori educational model is based on theory, research, and observation developed over the last 80+ years from the work of Dr. Maria Montessori, an internationally renowned Italian educator. One of the key advantages of this method of instruction and learning is its lengthy heritage and proven ability to provide quality education in tens of thousands of schools worldwide.

The basic tenet of the Montessori philosophy of education is that all children carry within themselves the person they will become. In order to maximize their physical and intellectual potential, students must develop a meaningful degree of independence and self-discipline in an ordered environment. Dr. Montessori developed what she called the “scientifically prepared environment” which already possesses a certain order and allows children to learn according to their own capacities and learning styles.

Dr. Montessori recognized that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning. The teacher prepares the environment, directs the activity, and offers the child stimulation, but it is the child who learns, who is motivated through work itself. If Montessori children are free to learn, it is because they have acquired inner discipline from their exposure to both physical and mental order. Patterns of concentration, perseverance, and thoroughness established in early childhood produce a successful learner later in life.

1.4 Educational Goals and Objectives

Consistent with the Mission and Vision Statements and the State and District objectives, the five major goals of Eagle Peak Montessori School are the following:

- Promote Academic Excellence
- Develop Attributes of Successful Learners
- Create Strong Parent Involvement and Satisfaction
- Become a Model Learning Community
- Sponsor Staff Development

1.4.1 Promote Academic Excellence

Today's rapid technological and social changes make it increasingly difficult to understand and keep pace with the modern world. This has put schools under terrific pressure to reevaluate what should be taught in an age when no one can predict the skills that our children will need when they reach maturity. In the past, when our store of knowledge was relatively fixed and limited, the most efficient education consisted of lecture, drill, and memorization. In an era of technological revolution and social change, the foundation of a good education is to learn how to learn.

Montessori education is first and foremost concerned with a child's emotional development and character more than academics for academics sake. We want to inspire children toward academic excellence and nurture the curiosity, creativity, and imagination hidden within every human being. The habit of academic excellence stems from a strong sense of self-confidence, a joyful approach to life, and pride in one's accomplishments. When held as a basic value, a passion for excellence allows children to develop their full potential and to achieve amazing things.

We believe that the vast majority of people have the intelligence and natural ability required to learn everything they need to lead full, happy, and productive lives. To achieve this success one needs to develop a strong work ethic, self-discipline, and high personal motivation.

1.4.2 Develop Attributes of Successful Learners

Eagle Peak Montessori school provides an environment where students develop deeply held values of independence, responsibility, self-respect, respect for others, and compassion; this results in a strong sense of self-confidence. The elementary program integrates character development throughout the curriculum.

Children of different ages are brought together so the classroom becomes similar to an extended family in which children live and work cooperatively. In this "mini-society" children help establish the ground rules for behavior, get practice in self-government and thus become responsible for their own behavior. The aim is for children to learn to respect the rights of others, feel responsibility toward others and gain respect for their own individuality.

To facilitate the development of independence and a sense of engagement with the community we strongly encourage participation in day-to-day classroom management, care of the environment, and decision making. We seek to help each student see the value of commitment both to our own community and to the community of humanity. Opportunities are explored that will allow children to contribute to the betterment of the world. They will begin with projects that care for the environment such as planting trees

and flowers, composting, recycling, or cleaning up litter. They progress to projects that provide direct help to the needy. Younger children can collect canned goods, clothing, and toys for the homeless or needy families. As they become ready, they are taken out into the community to pursue service projects of their own interest.

1.4.3 Create Strong Parent Involvement and Satisfaction

Achieving high academic outcomes, teaching values, and developing character cannot be accomplished without the close partnership of parents and families. It is well known that children learn more when their families and schools work closely together. At Eagle Peak Montessori School, powerful partnerships are established on behalf of the children. We welcome the active participation of parents in their child's education and provide volunteer opportunities to make use of their skills and talents. Families are expected to make a commitment of time and energy to support the school. There are many different ways in which parents and families can participate: helping in the classroom, organizing and chaperoning field trips, serving on the Governing Board or school committees, organizing and directing after-school enrichment activities, and providing clerical assistance to the teachers and other staff of the school. EPMS requires parents to fulfill 40 hours of volunteer service to the school each academic year. Parents with more than one child attending the school are expected to contribute an additional 20 hours of volunteer time for each additional child in attendance. However, no student will be removed from the program if the parents fail to meet our standards. Policies are in place addressing parent participation (see Appendix F for a copy of the Parent Involvement Agreement).

In addition to the active participation of families in EPMS, a primary emphasis of the program is to provide parenting classes and support groups in order to help parents recognize the uniqueness of their child and to enhance their ability to parent and be their child's primary teacher.

On a regular basis, EPMS consults with both its parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to, annual surveys (see Supplemental Materials), parent-teacher conferences and weekly staff meetings.

1.4.4 Become a Model Learning Community

Through the establishment of a highly functioning and creative Board of Directors, Eagle Peak Montessori School will serve as a model Montessori site for future teachers, educators, and policy makers. A top quality educational staff comprised of Head of School, Certified Montessori teachers, and assistants have been recruited and given the support they need to deliver quality learning experiences to students.

A fully diverse population of students is recruited: students at risk, students with special needs, gifted students, and students with diverse social backgrounds and learning styles. EPMS students are provided with a calm, warm, and nurturing environment where a sense of community, powerful friendships, and cooperative rather than competitive relationships are fostered.

Eagle Peak Montessori School forges a strong link to the community through the involvement of its Board of Directors, parents, and community volunteers in all aspects of the educational process. In addition, meaningful relationships are developed with local, state, and national agencies and organizations that work to strengthen charter school programs and educational outcomes for students (see Appendix G for newspaper articles on the accomplishments of EPMS).

1.4.5 Sponsor Staff Development

Our educational paradigm of school as a learning community views all members of the school engaged in a vibrant process of exploration, discovery and understanding. We realize that our educators play a pivotal role in modeling their natural curiosity and love of learning to our students and we know that through professional development educators increase their knowledge base, sharpen their skills and re-energize. This goal reflects our belief that our teachers play a critical role in the educational process and we want to promote their expertise and renewal.

1.5 Enrollment Plan

Table 1.5, featured on the next page, represents our estimate of student enrollment over the next five school years. The figures in the table are based on our historic experience regarding student retention. As it is an estimate, it is possible actual total enrollment numbers will be slightly higher or lower than those shown here. Generally speaking, almost all new students to the school arrive at the 1st grade level. Experience has shown it can be challenging for children to transition into a Montessori-style teaching method as they grow older and become more accustomed to the more “traditional” educational approach. Consequently, the enrollment plan calls for a constantly declining number of students from one grade to the next.

Table 1.5**5-Year Student Enrollment and Staffing Projection**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
6 th grade	2	15	14	20	20	19
5 th grade	23	22	31	30	29	29
4 th grade	23	33	32	31	31	31
3 rd grade	35	34	33	33	33	33
2 nd grade	37	35	35	35	35	35
1 st grade	39	39	39	39	39	39
Total	159	178	184	188	187	187

Assumption:

- Renewal rates of 65% for 6th grade (i.e. 65% of 5th graders return for 6th grade), and 95%, 94%, 93% and 90% for 5th, 4th, 3rd, and 2nd grades respectively.

Summary of Classes by Program Level and Staff

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Upper Elementary	2	2	3	3	3	3
Lower Elementary	3	3	3	3	3	3
Total # Classes	5	5	6	6	6	6
Total # Students	159	178	184	188	187	187
Staff:						
Teachers	9	10	11	11	11	11
Specialists	1	1	1	1	1	1
PE/Music/Art	0.5	0.6	0.7	0.8	0.8	0.8
Head of School	1	1	1	1	1	1
Adm. Assistant	1	1	1	1	1	1
Total # Staff	12.5	13.6	14.7	14.8	14.8	14.8

Assumptions:

- Two (2) certificated teachers for each lower elementary (Grades 1- 3) class. One (1) certificated teacher and one specialist for each upper elementary (Grades 4 – 6) class
- One (1) full time Administrative Assistant, who will function as school secretary/receptionist/jack-of-all-trades
- Several part-time PE, music, and art teachers combining to provide between 50% and 80% of one full-time equivalent teacher.

1.6 Curriculum

Montessori schools offer a rigorous and innovative academic program.

The core curriculum integrates studies of the physical universe, the world of nature, and the human experience. In contrast to the traditional model in which curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main concepts are presented each year. Younger students work concretely when exploring new concepts. When revisited in subsequent years, older students are able to understand and investigate familiar ideas more abstractly and in greater detail.

The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

A description of Montessori curriculum can be found in the original EPMS charter application dated January 3, 2000 in Appendices D and F. Information is also available online at www.ams.org.

1.7 Methodology

1.7.1 The Prepared Environment

Classroom design facilitates independent learning and exploration. The environment strikes the imagination, leads one to abstraction, and provides a system of information storage and retrieval. The idea is that the total environmental design conveys the essential principles of all disciplines through sequenced order and aesthetic appeal.

Montessori classrooms tend to fascinate both children and their parents. Typically, they are bright, warm, and inviting; filled with plants, animals, art, music, and books. There are curriculum centers filled with intriguing learning materials, such as fascinating mathematical models, maps, botany charts, classified nomenclature booklets, and collections of natural specimens.

Technology elements are integrated into classroom life - children learn to use calculators, computers, and multimedia devices as part of their everyday experience. Internet resources supplement research collected first hand from resources found in the community.

Students are typically found scattered around the classroom, working alone or with one or two others. They tend to become so involved in their work that visitors are immediately struck by the peaceful atmosphere. Students of different ages often work together on projects. Teachers can be seen working with an individual or small group to facilitate the learning process, stimulate interest or provide guidance for further research.

1.7.2 Multi-Age Learning Communities

Montessori education places children in three-year age groupings. Generally, children ages 6-9 and 9-12 are grouped into lower and upper elementary classes respectively. This offers many advantages for learning, including the following:

- Children can progress through the curriculum at their own pace.
- The environment is highly enriched since the curriculum has to cover the entire span of interests up through the oldest and most accelerated students in the class. Remedial materials are also inherent in the structure of the program.
- Younger children are constantly stimulated by the interesting work of the older students.
- Older students serve as tutors and role models, providing leadership experiences. They benefit from helping the younger students, reinforcing their own knowledge by teaching others. They learn to empathize with the needs of children who are younger than them.
- Teachers typically work with children for 3 years and get to know them extremely well.
- The class retains a high degree of continuity since 2/3 of the class returns each year. This makes it easier to orient new children and individualize the curriculum.

By creating a bond among parents, teachers, and children, Dr. Montessori sought to create a community where individuals could learn to be empowered, where children could learn to be contributing, sharing members of the school family, where they could learn to care for younger children, learn from older people, trust one another, and find ways to be acceptably assertive rather than aggressive.

1.7.3 Individualized Learning

For education to touch a child's heart and mind she must be learning because she is curious and interested. We want learning to become its own reward with each success fueling the desire to discover even more. For this to happen the curriculum must be individualized according to the following principles:

- Individual learning styles, timetables, and capacities are respected. It is the child who must develop herself; the adult acts as a resource and a catalyst for development.
- Students are given the opportunity to choose a large degree of what to investigate and learn.
- The learner is responsible for mastering basic skills and basic core knowledge. The student follows a written study plan for the week, which is arrived at jointly by the teacher and the student.
- The student is supported in planning an individual schedule for completing work.
- Materials and activities are designed to support different learning styles and multiple intelligences identified as linguistic, mathematical, spatial, musical, kinesthetic, interpersonal, and intrapersonal.

1.7.4 Active Learning

- Students are encouraged to pursue studies in all areas of personal interest.
- Students use hands-on "experiential" learning and concrete manipulatives whenever possible as opposed to the more traditional model of lecture and rote drill exercises. Repetition is encouraged by having a variety of materials with which to practice the same concept. It is this repetition that leads to mastery of the concept.

- Students learn by trial and error and by discovery. They learn how to ask the right questions, spontaneously engage in their own research, analyze what they have found and draw their own conclusions.
- Students are encouraged not to be afraid to take risks and to learn constructively from their mistakes.
- The curriculum consists of interactive manipulative materials and teacher made materials for the core curriculum. Each activity or exercise is structured to provide purpose, procedure, closure, and opportunity for success.
- Individual interests are pursued via research including experimentation and investigation using various resources such as: computers, the Internet, audio-visual materials, libraries, museums, interviews, as well as written and telephone communication.
- Abstractions are not taught directly; instead, the necessary "keys" or components are provided so that the children can construct their own abstractions. This means that the children arrive at abstraction through their own creative thought developed during their struggle to understand. This joyful process is part of the children's inner development and creation of themselves rather than an intellectual veneer. Rather than present students with loads of right answers, Montessori educators guide children to ask the right questions, and help them to discover the answers for themselves. Learning becomes its own reward, and each success fuels a desire to discover even more.

1.7.5 Role of the Teacher

Montessori teachers think of themselves as "enlightened generalists", trained in the details of the curriculum. Montessori teachers have four principal obligations: 1) to awaken the child's spirit and imagination; 2) to encourage the child's normal desire for independence and high sense of self-esteem; 3) to help the child develop the kindness, courtesy, and self-discipline that allows him to become a full member of society, and; 4) to help the child learn how to observe, question, and explore ideas independently.

Dr. Montessori observed that children learn most effectively through direct experience and the process of investigation and discovery. Thus, the basis of the Montessori method of instruction is a combination of the prepared environment with specially selected materials, and a teaching style that emphasizes observation and guidance rather than direct teaching and providing answers.

The teacher usually presents a lesson to a small group of children at one time, and these lessons are limited to brief, efficient presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the materials.

1.8 Caring for the Special Needs Child

One of the tenets of the Montessori approach is to integrate special needs children (both gifted and challenged) into the learning environment. Contemporary "mainstreaming" is in agreement with the Montessori approach, which places emphasis on the benefits gained through involving children of different abilities and learning styles in the same environment. Anecdotal data supports the assertion that children who have early Montessori training are more likely to have their exceptional gifts and challenges identified and an environment for nurturing these gifts and challenges provided.

Montessori teachers are equipped to deal with exceptional children in the context of the classroom flow. The Montessori approach focuses on the individual learner and provides a carefully prepared environment, which allows children to learn and progress at their

own rate and according to their own capacities. As such, it makes dealing with exceptional learners something that can be addressed within the normal classroom agenda. This makes the Montessori approach ideal for dealing with the "special child" because in fact all children are special and are dealt with accordingly.

Finally, the manipulative and other materials are specially designed to support the many different learning styles and levels of students. The regular use of the materials is designed to encourage participatory learning that is multi-dimensional (visual, auditory, kinesthetic, as well as cognitive).

1.9 Meeting the Needs of English Language Learners

Eagle Peak Montessori School will provide instruction to support English Language Learners in developing the skills needed to meet state standards. EPMS plans to use the MDUSD test of English proficiency level. The possession of CLAD and BCLAD credentials will be considered when staffing decisions are made. The Montessori didactic materials allow students to work concretely with many concepts (especially geometry, arithmetic, and geography) while acquiring the English vocabulary to communicate those concepts. The on-going collaboration between students and teachers offers almost continuous opportunities to hear and to speak English. The non-competitive school environment supports the student when trying to communicate in a new language.

2.0 Measurable Pupil Outcomes

Parents who have watched their children progress through a Montessori preschool program often want their children to continue in a Montessori school through their elementary years because of the outcomes they have seen. Parents witness their youngsters becoming independent, confident, and competent learners who are developing compassion and responsibility. While the acquisition of the dispositions and traits we strive for in a quality education is the work of a lifetime, there are observable developmental milestones that can serve as indicators of progress.

The accomplishment of performance outcomes is achieved by working to develop positive character traits in students while they learn. Montessori education integrates outcomes and the learning process. Independence, for example, is a behavior which is not separate from the process by which it is attained and practiced. Similarly, academic competence is both the disposition to do things in certain ways, and the ability to recall knowledge and enact appropriate academic procedures.

Exposure to an appropriate, healthy environment as the child grows increases the likelihood the child will develop strong traits and outcomes. The early childhood years are particularly important for the acquisition of learning dispositions and character traits essential in later years.

Students at EPMS will be taught in accordance with all State of California published standards in the following areas:

- Language Arts
- Mathematics
- Science
- History/Social Science

EPMS shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605(c)(1) of the California Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

EPMS will provide the instructional support necessary for English Language Learners to attain mastery of the ELL state standards.

In addition to State of California published standards, EPMS focuses on developing several attributes (listed below) of successful learners and character traits in our students. These traits were identified by Nancy Rambush and John Stoops in “The Authentic American Montessori School”, (American Montessori Society, 1992). Montessori education is based on a three-year developmental and academic learning cycle.

All of the attributes listed below are monitored via Independent Learning Plans (ILPs) and twice-yearly conferences.

1) Cognitive Understanding and Thinking Skills

- Students demonstrate an awareness of order and sequence.
- Students demonstrate the development of observation, questioning, and critical thinking skills.
- Students evidence a variety of complex thinking processes to help resolve complex issues.

- Students are able to access, evaluate, and integrate information from a variety of resources.
- Students are able to reflect upon their learning and to transfer learning to new situations. In Montessori education the students are to think for themselves, not merely learn what other people have thought.
- Students demonstrate the ability to effectively use technology.

2) Confidence and Competence

- Students are capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons.
- Students manage the available array of information with a clear sense of purpose.
- Students demonstrate the development of concentration, patience, and persistence.

3) Independence

- Students are able to choose their own work, apply energy to that work, complete it to agreed-upon criteria, and return material used to the place it is customarily kept in such a way that another child will be able to find and use it.
- Students participate in designing their own individual learning plans.
- Students are able to locate resources to continue the self-chosen task, or are able to solicit help if necessary.

4) Autonomy

- Students are able to accept or reject inclusion in another child's work or group with equanimity.

5) Intrinsic Motivation

- Students are drawn to continue working for the apparent pleasure of so doing.
- Students, once having achieved competence, are able to move on to revel in mastery by showing others.

6) Ability to Handle External Authority

- Students are able to accept the "ground rules" of the group and abide by them.
- Students, when distant from the teacher, are able to function as if the teacher were nearby.

7) Social Responsibility

Independent and autonomous persons are also always a part of a group and must attain independence and autonomy through participation in group activity.

- Students are able to collaborate and work effectively with others in cooperative groups.
- Students are respectful of others.

8) Stewardship, Good Citizenship

All children are part of both a world political reality and a world ecological system. Both systems have their constitutions and the citizen must learn to live within the spirit of the laws of man and nature.

- Students demonstrate citizenship by planning and implementing a project in service to the school and/or the greater community.
- Students demonstrate an understanding of the natural world, and their interconnectedness to it.

9) Positive Self-Image

- Students are able to express feelings in a healthy manner.
- Students demonstrate the ability to solve conflicts effectively and fairly using skills of active listening and negotiation.
- Students demonstrate knowledge of pertinent issues of personal health.

2.1 Annual School Progress Report

The Head of EPMS will make an annual report to its Board of Directors, parents, and teachers about the status of the school's educational programs and student outcomes. This report will be given at the final EPMS Board meeting at the end of each academic year and will also be distributed in writing to all concerned parties including the MDUSD.

The report will include a statement about the achievement of academic goals and development of learning attributes by its students, the level of involvement and satisfaction of its parents, indicators of EPMS's efforts to become a model learning community and reports on and plans for staff development.

2.2 Revision of Outcomes

In order to serve our students and community, Eagle Peak Montessori School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support that mission. Eagle Peak Montessori School will submit to the district board at any time prior to the expiration of the charter a description of any changes to the above student outcomes as an amendment to the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Educational Code Section 47605(b).

2.3 Attendance Outcomes

Eagle Peak Montessori School is committed to promoting high attendance rates of its students. Montessori schools consistently show high student attendance rates. Recent research confirms a positive correlation between parent participation in school activities and student attendance and achievement. As mentioned earlier, parent involvement is an essential component of the school.

3.0 Methods to Assess Pupil Progress towards Meeting Outcomes

3.1 Elementary Assessments

Movement through EPMS is based on 1) demonstrated mastery of core academic skills and content knowledge linked to curriculum standards; and 2) development of the identified attributes of a successful learner and character traits which will serve the child throughout his or her life.

It is our philosophy that learning is developmental and all individuals may develop in different ways and at different rates. The growth and development of each learner will be continually assessed using attendance records, quantitative norm referencing, Individual Learning Plans, and various other qualitative "authentic" assessment tools.

Of paramount importance are the Individual Learning Plans (ILP), created by the learner, parent, and educator. These plans are not to be confused with Special Education Individual Education Plans (IEPs). During the process, strengths and weaknesses are identified, goals are formulated, and specific learning objectives are agreed upon. In this way the order and manner of learning new material is adjusted to the needs of each child as much as possible. The student's progress toward fulfilling his or her ILP is the primary focus of subsequent conferences, progress reports, and student self-evaluations. Appropriate measures are taken to respect the confidentiality of any student records protected under the Family Educational Rights and Privacy Act.

3.1.1 Quantitative Norm Referencing

Quantitative norm referencing utilizes standardized tests for a national reference. Students at Eagle Peak Montessori School are required to participate in the STAR (Standardized Testing and Reporting) program to assess each of the core academic areas. Students strive to meet or exceed the MDUSD standard for level of mastery.

3.1.2 Qualitative "Authentic" Assessment Tools

In addition to more formal assessment tools, several alternative tools will be used, including:

- **Portfolios of Student Work**
Twice each year, students and teachers will go through the student's completed work and make selections for their portfolios. Students prepare a self-evaluation of the selected work: what he or she accomplished, what he or she enjoyed the most, what he or she found most difficult, and what he or she would like to learn next.
- **Parent/Teacher/ Student Conferences**
Portfolios, self-assessments, and teacher's assessments of the child's progress through their ILP are reviewed and the ILP is revised to reflect new goals.
- **Written Evaluations**
Prepared once each semester, these reports include teacher evaluations of the level of academic mastery and behavior (personal development).
- **Self-Assessment**

Students reflect on both long and short-term planning of organizational and study skills as well as behavior goals.

- **Informal oral exams**
- **Demonstration of mastery by peer teaching**
- **Formal presentations of projects and reports**
- **On-going teacher observation**

A core tenet of the Montessori philosophy includes daily comprehensive observation. These observations go beyond work choices and performance. The teacher records notes on the student's level of independence, coordination, organization, and concentration.

- **Rubrics**
A rubric uses descriptors explaining what is and is not present in the work. With these descriptors, the learner knows exactly how to improve his/her score on an assignment or project.

In addition, visual and hearing diagnostic evaluations are provided every year. Treatment or assistance is provided in accordance with MDUSD policy.

3.2 Tracking and Record Keeping

On a weekly basis throughout the school year, teachers review the Weekly Work Plans (WWP) of each student. Each student develops a WWP, setting forth the goals, expectations, and assignments for the week ahead.

Each week teachers in the elementary classroom monitor the work-plan of each student. Plans are created for each child based on their independent work. Each child then makes choices from the list on the work plan to set goals, expectations and assignments for the week ahead.

Work Plans are organized into three major areas:

- Language: word study, spelling, mechanics, writing and reading.
- Mathematics: operations, memorization, geometry and math strands
- Cultural: Biology, Geography, History, Science.

Whenever possible or appropriate, WWPs will offer students choices and the opportunity to propose an alternative assignment that would still lead to the fundamental objective, but which would be more interesting to the student.

3.3 Assessments for Special Needs Students

Mastery for special needs and Limited English Proficiency students will be defined appropriately according to their Individualized Learning Plans and English proficiency levels.

Any additional services will be offered according to the EPMS-MDUSD Special Education Memorandum of Understanding (see Appendix H).

Table 3.4

STUDENT OUTCOMES, CURRICULA AND ASSESSMENT ALIGNMENT

EXIT OUTCOMES	CURRICULA	ASSESSMENT
Academic Skills Content Knowledge	CEC, CGW, CM, CR, IL, IDP, IR, SGL, TECH	FP, ILP, CC, OE, OTA, P, PT, R, SE, ST
Cognitive Understanding Critical Thinking Skills	CEC, CGW, CM, CR, IDP, SGL, TECH	FP, ILP, OE, OTA, P, PT, R, PTSC, SE
Confidence and Competence	CE, CS, CM, CR, CEC, IL, IDP, TECH, CSP	ILP, OE, OTA, P, PT, R, PTSC, SE
Independence	CE, CEC, CS, CM, CR, IDP, TECH, CSP	FP, ILP, OTA, PTSC, SE
Autonomy	CE, CGW, SGL, CSP	ILP, OTA, PT, PF, PTSC, SE
Intrinsic Motivation	CEC, CGW, CM, CR, IDP, TECH, CSP	FP, ILP, OTA, P, PT, PTSC, SE
Ability to Handle External Authority	CE, CS, CGW, CSP, IDP, SGL	ILP, OTA, PF, PTSC, SE
Social Responsibility	CE, CGW, IDP, SGL, CSP	FP, ILP, OTA, PT, PF, PTSC, SE
Stewardship, Citizenship	CE, CEC, CGW, CR, IL, IDP, SGL, TECH, CSP	FP, ILP, OTA, P, PT, PF, PTSC, SE
Positive Self-Image	CE, CS, CGW, IDP, CSP	FP, ILP, OTA, PT, PF, PTSC, SE
	CE = Care of Environment CS = Care of Self CEC = Cosmic Ed Curriculum CGW = Coop Group Work CM = Concrete Manipulative CR = Community Resources CSP = Comm. Service Project IL = Individual Lesson IDP = Interdisciplinary Project SGL = Small Group Lesson TECH = Tech Resources	FP = Formal Presentation ILP = Individual Learning Plan CC = Curriculum Checklist OE = Oral Exam OTA = Ongoing Tchr Assessmnt P = Portfolio PF = Peer Feedback PT = Peer Teaching R = Rubrics PTSC = Parent-Teacher-Stu Conf SE = Self-Evaluation ST = Standardized Test

4.0 School Governance

Eagle Peak Montessori School has constituted itself as a California Non-Profit Public Benefit Corporation pursuant to California law (Charter Schools Act 47604.a/Part 2 commencing with Section 5110 of Division 2 of Title 1 of the Corporations Code). The school is governed pursuant to the bylaws adopted by the incorporators. EPMS is not a conversion of a private school and operates pursuant to the fundamental operating principles that largely define the concept of "public" education. EPMS is ultimately responsible to the Mt. Diablo Unified School District Board and through that Board, to the State of California's Department of Education. The EPMS Board of Directors governs all operations of the school, delegating day-to-day management to the administrative staff. It is the intent of the California Legislature that an authority that grants a charter to a charter school to be operated by, or as, a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school (Charter Schools Act 47604.c).

The EPMS Board of Directors is responsible for ensuring that the school is run in compliance with its Charter, all applicable state and federal laws, and that the school remains financially viable. The EPMS Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is consistent with the missions and goals of the MDUSD and which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which Charter Schools are established. The EPMS Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Eagle Peak Montessori School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will also serve as advocate for the Charter School Movement and Montessori Education with the MDUSD, the State Board of Education, and others.

The Board of Directors consists of six parents, the Head of School, two educational staff members, three non-parent community members and one representative from the MDUSD to be appointed by the District (Charter Schools Act 47604.b), plus one Founder member. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a non-voting member who facilitates communication and mutual understanding between the charter school and district. The Board elects officers from within its own ranks.

The Head of School will be the only permanent member of the Board of Directors. Other staff members will serve two-year terms and the MDUSD representative serves a term from 1-3 years as appointed. Parent and community members will serve three-year terms. Members are eligible for re-election. A Director's "term" starts the day that member is voted onto the Board.

The Board of Directors has ultimate control and responsibility for: all policy making, hiring decisions, performance evaluations, capital expense proposals, budgeting, and fundraising. It is also responsible for short and long range facility planning. All decision making will be conducted in a collaborative, respectful, and creative manner. All meetings of the Board of Directors are in accordance with the Brown Act and are open to the public: minutes of such meetings are available upon request. Occasionally it is necessary to have closed sessions when issues of a confidential nature, such as personnel and salary, are discussed. Meetings held in a closed session and the content of those meetings are only available to members of the Board of Directors. The Board reserves the right to change the governance structure as stated in the approved By-Laws.

5.0 Employee Qualifications

The Head of School is responsible for all personnel matters at Eagle Peak Montessori School.

5.1 Compensation Schedule

Individual salaries and wages are based on a traditional pay scale, which takes into account experience, education, and merit.

5.2 Certification and Licensure

5.2.1 Core Teaching Staff

All EPMS core teachers must possess a Montessori credential as well as a California State Teaching Credential. If a teacher shows particular attributes which would benefit EPMS, then he/ she must hold either a Montessori Credential or a State Credential and be eligible for Montessori training or an Intern Credential. All teachers must possess a minimum of a California State Intern Credential prior to being offered a contract.

5.2.2 Non-Core Teaching Staff

Non-core teachers are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with children.

Eagle Peak Montessori School may employ or retain staff to provide instruction in the performing arts, including but not limited to, dance, music, and acting, which shall be understood to constitute non-core subjects.

Other Staff, Substitutes, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

5.3 Requirements for Employment

5.3.1 Head of School

- Baccalaureate degree
- Montessori Certification from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program (AMS, AMI, NCME, etc.)
- Current California First Aid and CPR certification
- Appropriate administrative experience in an early childhood and elementary education environment
- Effective communication and delegation skills
- Effective management skills

5.3.2 Montessori Core Teachers

- Baccalaureate degree
- Professional Clear or Intern California State Teaching Credential
- Montessori Certification from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program (AMS, AMI, NCME, etc.) appropriate to age level being taught
- Current California First Aid and CPR Training
- Montessori classroom teaching experience preferred

Copies of the teachers' certification documents shall be maintained on file at EPMS and are available for periodic inspection by MDUSD as required.

5.3.3 Montessori Teacher's Assistant

- High School Diploma
- 12 ECE units
- Current California First Aid and CPR Training
- Knowledge and understanding of the Montessori philosophy

5.4 Recruitment Procedures

EPMS does not expect significant difficulty recruiting Montessori certified teachers, assistants, or a Head of School. Montessori educators tend to be very dedicated individuals, committed to children, and the Montessori method of education.

There are numerous Montessori organizations, training centers, and publications available for our use in the recruitment process. Some of these are as follows:

- St. Mary's College, Moraga, CA
- American Montessori Society (AMS), New York, NY
- Center for Public School Montessorians, Minneapolis, MN
- Montessori Public School Consortium, Cleveland, OH
- North American Montessori Teachers Association, Cleveland, OH
- Montessori Life, American Montessori Society, New York, NY
- Public School Montessorian, JOLA Publications, Minneapolis, MN
- Tomorrow's Child, The Montessori Foundation, Sarasota, FL

Each prospective employee of the school will furnish the school with a criminal record summary as described in Section 44237 prior to hiring.

6.0 Health and Safety Procedures

EPMS has adopted and implemented a comprehensive set of health, safety, and risk management policies to ensure that students and staff have a safe, healthful, and secure environment in which to share the educational process.

EPMS uses the "Safe School Assessment" document drafted by the MDUSD Student Services staff in 1999 to assess school safety. The Safe School Assessment helps to evaluate multiple factors contributing to a safe school environment, ranging from focus on academic achievement to community involvement to the physical environment of school grounds.

Health, safety, and risk management policies address the following topics:

- A requirement that all enrolling students 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, floods, and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace/learning environment.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A requirement that any volunteer teaching in a non-core "Specialist" role submit to a criminal background check and furnish a criminal record summary.
- A requirement that all contractors shall comply with the provisions of Education Code §45125.1 regarding the submission of fingerprints to the California Department of Justice and the completion of criminal background investigations of the contractor and/or its employees.
- A requirement that a current Emergency Information card for each child enrolled be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.
- Annual evaluation of site safety

These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on a continual basis in the school's staff development efforts and governing board policies. A copy of the policies is available upon request.

7.0 Means to Achieve Racial/Ethnic Balance Reflective of District

EPMS recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the MDUSD. EPMS will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to strive towards a racial and ethnic balance of students that reflects the diversity within the district it serves.

- An enrollment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The organization of, and participation in, outreach meetings that will include prospective students and parents of all racial and ethnic backgrounds.
- The distribution of promotional and informational packages to a broad variety of community groups and agencies that serve various racial, ethnic and interest groups within the District. These may include Ethnic Associations (e.g. the Contra Costa Black Families Association and the Mexican-American Association) and the multi-cultural press (e.g. Japanese newspapers and the Filipino Press).
- Regularly monitor the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group. An applicant pool that reflects the diversity of the District will help ensure that the student population will as well.

8.0 Admission Policy and Enrollment Process

8.1 Admission Policy

The goal of Eagle Peak Montessori School Admission's policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in MDUSD. EPMS is nonsectarian in its programs, admission policies, employment practices, and all other operations; the charter program does not charge tuition and the school does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Our school is open to any student in the state and if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. In general, students residing within the boundaries of the Mt. Diablo Unified School District will receive preference in the enrollment process. Preference is first extended to pupils currently attending the charter school and then to the following groups, which are listed below in order of priority:

- Children of the school's founding families (not to exceed 10% of the school's total population)
- Siblings of students currently enrolled in the school
- Children of staff and governing board members (not to exceed 10% of the total student population)

In order to ensure that all students will be placed appropriately and benefit fully from the Montessori method of education, the following pre-admission procedures are enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

EPMS Admissions Procedure:

1. Parents shall attend a pre-admission Prospective Parent Meeting.
2. Parents shall attend a School Observation
3. Application to the school shall be completed and returned to the school no later than the deadline published for that school year.

[Application to the school shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.]

8.2 Enrollment Process and Guidelines

There is an open enrollment period every school year, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications is clearly stated.

The EPMS Enrollment Process is outlined on the next page.

EPMS Enrollment Process:

1. Determine class size/configuration for the upcoming school year.
2. Design attractive program informational materials.
3. Plan for one or more Prospective Parent Meetings (attendance is mandatory for admissions).
4. Issue press releases and utilize other communication strategies.
5. Actively recruit students throughout the community.
6. Mail information packets to families on interest list
7. Host Parent Prospective Meetings and record attendance.
8. Schedule School Observations (attendance is mandatory for admissions).
9. All pre-admission procedures are completed.
10. Determine the number of returning students at each level.
11. Placement of returning students into appropriate levels.
12. Determine the number of open positions remaining at each level (including all 1st grade slots).
13. Enrollment for these remaining open positions awarded as follows:
 - A. Founding families' children (not to exceed 10% of school population)
 - B. Children of staff and EPMS governing board members (not to exceed 10% of the school population)
 - C. Siblings of currently enrolled students who currently reside in the District
 - D. Children who completed the pre-admissions procedures on time, who reside within the District
 - E. Siblings of currently enrolled students, who do not reside within the District
 - F. Children who completed the pre-admissions procedures on time, who do not reside within the District
14. If there are more applicants than available slots, the students not drawn from the lottery (based on A-F above) will be placed on the wait list in the order in which they are drawn from the lottery. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.
15. Notification of acceptance or placement on wait list sent to families.
16. For children with Special Needs, after receiving notification of acceptance, the family must provide full disclosure by the parents, current teacher, and current school of any specific needs of the child.
 - a. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.
 - b. A copy of any existing Individual Education Program (IEP) for the student shall be provided
 - c. Required procedures for the transfer of program between SELPAs shall be followed
 - d. A copy of any 504 documentation.
 - e. Based on the information received, the school shall determine the appropriate placement for the child within the school. . Final enrollment will be contingent upon the evaluation of the appropriateness of the school. Parents will be notified of this determination
17. Meeting with Head of School to accept placement in school.
18. Parent Involvement Agreement is signed and returned to the school along with the proper acceptance documentation.

The wait list is maintained until April 15th of a given school year. Once on the wait list, a family will remain in that position until they are offered a spot in the school or express no further interest, until April 15th. A new application must be submitted each year. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or will lose that spot. If they decline the offer of enrollment, they may choose to be removed from the wait list or placed at the bottom of the wait list for that given year.

The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success. Therefore, upon acceptance into Eagle Peak Montessori School, the student's family will be required to sign a parent involvement agreement, which requires the parents to donate 40 hours/year of service to the school. The EPMS parent participation policy states the many ways families or their representatives can satisfy this requirement. No student will be removed from our program if his/her parents fail to satisfy the required hours of the parent involvement agreement.

9.0 Annual Financial Audit

Eagle Peak Montessori School will participate in an annual, independent financial audit of the school's operations, in compliance with accepted accounting principles applicable to non-profit entities. The School will hire an outside, third party to perform the audit. It will satisfy the requirements of all state and District regulations.

The governing board's Finance Committee reviews a copy of the audit. This Committee and the Head of School address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the District and any other interested funding sources.

EPMS will transmit a copy of its annual, independent report to the County Office of Education, State Controller and the State Department of Education by December 15 of each year.

10.0 Pupil Suspension and Expulsion

10.1 Discipline Philosophy and Policy

Montessori philosophy recognizes the importance of an orderly and safe environment as a cornerstone to the learning experience for children. Personal and community values such as sharing, kindness, cleanliness, and personal responsibility are an integral part of the Montessori experience. As these values are continually modeled and reinforced, children need less and less correction over time.

However, if a student persistently has difficulty accepting the school's rules of conduct or engages in dangerous behavior, we will work closely with parents, the student, and the Head of School (principal) to find appropriate solutions.

In addition to the basic Montessori rules of conduct, we abide by all relevant state and federal laws and act in accordance with all Mount Diablo Unified School District requirements. Please see the MDUSD Policy 5144, effective 2004, for more details.

10.2 Pupil Suspension and Expulsion

EPMS will incorporate and bind itself to comply with federal due process requirements for suspension and expulsion of regular and special education students as per the California Education Code provisions found at 48900 et seq. In our efforts to protect the rights of special education students and to provide appropriate due process in all disciplinary situations, EPMS will follow US Code Title 20, when applicable, in disciplining special education students.

11.0 Retirement System

Classified staff at Eagle Peak Montessori School will participate in the federal social security system. Certified staff will participate in the State Teachers Retirement System and/or Public Employees Retirement System. These benefits reflect the School's desire to retain a highly qualified staff.

12.0 Attendance Alternatives

EPMS is not a conversion of an existing District elementary school. Therefore, students who elect not to attend Eagle Peak Montessori School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of MDUSD or county of residence.

13.0 Description of Employee Rights

Permanent employees of the MDUSD hired to teach at Eagle Peak Montessori School may request an unpaid leave of absence. This leave of absence shall be in accordance with Article 19 of the Contractual Agreement adopted between MDUSD and MDEA/CTA/NEA dated July 1, 2001 through June 30, 2004. The contract defines this type of leave of absence in section 19.2.6:

“The District shall grant to unit members an unpaid opportunity leave, upon request, for a full semester or a full school year.”

The Contract further defines the leave of absence under section 19.16.1:

“Leaves of absence without pay in which the unit member retains paid fringe benefits only until the end of a pay period, depending on when the leave is to commence. If the leave is to commence before the fifteenth of the calendar month, paid fringe benefits continue to the end of that calendar month. If the leave is to commence on or after the fifteenth of the calendar month, the paid fringe benefits continue until the end of the succeeding month. A unit member may elect to continue fringe benefit coverage while on unpaid leave as provided in Article 16, §16.6 of this Agreement.”

This leave of absence may be extended to a second year pursuant to section 19.1.2:

“A one (1) year unpaid leave shall be extended for a second year provided that the Personnel Services Office receives a request to extend the leave for a full second year no later than April 15 of the school year preceding that for which the extension is sought. With agreement of the Personnel Services Office, a unit member may be granted a leave extension requested after April 15. Except as provided by statute, the maximum allowable unpaid leave of absence is two (2) consecutive school years.”

District Employees requesting Opportunity Leave shall adhere to section 19.2.11 of the Contract, which states:

“A unit member requesting educational Improvement or Opportunity Leave shall submit that request in writing no later than April 15 for leaves commencing the following school year. If the leave requested is to commence in the spring semester, the written request shall be submitted no later than December 15. With agreement of the Director of Certificated Personnel, a unit member may be granted such leave requested after April 15 or December 15. Once requested the leave must be taken unless otherwise agreed by the unit member and the District.”

Employees on Opportunity Leave from MDUSD who are employed by EPMS agree to abide by all personnel policies and bylaws of EPMS during their term of employment.

14.0 Dispute Resolution Process, Oversight, Term, and Renewal

14.1 Dispute Resolution

It is the intent of the District and the school that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation wherever possible.

Complaints regarding the operation of the school which do not involve District liability or issues of student health or safety will be forwarded to the school for processing according to procedures adopted by the school, prior to being addressed by the District. The school's procedures shall include reasonably expeditious time lines and a full opportunity for parents of any students directly affected to express their concerns.

If a dispute arises between the District and the school, the District Superintendent and/or his/her designee shall meet with the Head of the school and/or his/her designee to attempt to resolve the matter. If resolution cannot be reached on the administrative level, the dispute shall be submitted to a mutually agreed-to mediator, and costs of mediation shall be shared equally between the parties. Mediation shall not be used in matters concerning District liability or student health and/or safety unless both parties agree to mediate.

If the governing board of the District believes it has cause to revoke this charter, the District agrees to notify the school and grant the school reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter, unless the governing board has made a written determination that a severe and imminent threat to the health or safety of pupils exists.

14.2 Oversight, Term and Renewal

The MDUSD may inspect or observe any part of the EPMS at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the MDUSD without the mutual consent of the governing board of EPMS.

Eagle Peak Montessori School (EPMS) and Mt. Diablo Unified School District (MDUSD) agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

Pursuant to California Education Code 47607 (a), EPMS is requesting that the charter be granted for a renewal term of five years. MDUSD agrees to receive and review the annual fiscal and programmatic audit and performance report as specified in the charter agreement. Within two months of the receipt of this annual review, MDUSD must notify the governing board of EPMS as to whether it considers the school making satisfactory progress relative to the goals specified in its Charter. This annual notification will include the specific reasons for MDUSD's conclusions.

The term of this charter shall begin on XXX, 2005 and expire five (5) years thereafter.

Any amendments to this charter shall be made by the mutual agreement of the governing boards of EPMS and MDUSD. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines in Education Code 47605. The terms of this contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by both MDUSD and the governing board of EPMS. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

All official communications between EPMS and MDUSD shall be in writing and shall either be hand delivered, sent by telecopy or facsimile, sent by U.S. Mail, postage prepaid, and addressed to those set forth on the signature page hereof (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective either when personally delivered, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Michelle Hammons, Head of School
Eagle Peak Montessori School
800 Hutchinson Road
Walnut Creek, CA 94598

Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA. 94519
Mrs. Janet Gatti

15.0 Education Employment Relations Act

For purposes of the Education Employment Relations Act (Collective Bargaining) (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code) Eagle Peak Montessori School employees will be employees of Eagle Peak and not our sponsoring school district, Mt. Diablo Unified School District. Our decision reflects our core values of belief in the efficacy of the Montessori Method, mutual respect and the desire to build an inclusive learning community for our students and adults. Our governance model also reflects a collaborative approach to decision making. Our goal is to find dedicated and talented employees whose personal and professional aspirations compliment the mission and values of Eagle Peak Montessori School.

16.0 Close Out Procedures

In the event that EPMS closes, the assets and liabilities of the school will be disposed of by the school's governing board to another charter school, non-profit, or other appropriate entity. The governing board will attend to enumerating and disposing of the assets and liabilities, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The pupil records of the school will be maintained by EPMS. Upon matriculation, at the end of each school semester, and upon graduation, parents or guardians of the students will be provided with a printed or electronic transcript of their student's academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records.

The school's governing board may also provide for the transfer of such records to the Mount Diablo Unified School District, or other qualified entity, if available at the time the school closes. School resources allowing, former charter school staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.