



2020-2021

Handbook

for

Parents and Students

(See Covid-19 Addendum for additional policies and procedures. The policies and procedures in the addendum are in effect during Covid-19 Pandemic. Only section TWO and portions of section THREE are covered in the addendum amend the handbook, all other sections in this handbook policies and procedures should be adhered to in addition to the amendments in the addendum.)

Eagle Peak Montessori School

Michelle Hammons, Executive Director

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www.eaglepeakmontessori.org

Eagle Peak Montessori School is nonsectarian in its programs, admission policies, employment practices, and all other operations. The school does not discriminate against any pupil on the basis of gender, gender identity, gender expression, race or ethnicity, nationality, religion, sexual orientation, immigration status, disability or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.

N.B.: The term "parent" is used in this handbook to represent natural and adoptive parents, stepparents, and legal guardians. This decision was made to improve the readability of the handbook and is not intended to slight the status of any person caring for children.

ACKNOWLEDGEMENTS

Eagle Peak Montessori School would like to thank those who have posted information about their schools on the Internet and have provided us with documents. We appreciate the opportunity to learn from others and to share resources in return.

Information from the following sources has been particularly valuable in preparing this handbook.

Andover School of Montessori
California Department of Education
Charter School Development Center
Douglas County Montessori Charter School
Ithaca Montessori School
John Thomas Dye School
McMinnville Montessori School
Mohr Elementary School
Montessori Center School
Montessori Community School
The Montessori Foundation and Tim Seldin
Mt. Diablo Unified School District
Tuskawilla and Twin Rivers Montessori Schools

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INTRODUCTION

Congratulations! By choosing to send your child to Eagle Peak Montessori School (referred to hereinafter as “EPMS”, “Eagle Peak” or “Eagle Peak Montessori”) you have made the choice for a multi-leveled educational experience for your child. A Montessori education provides for much more than growth in the academic area of your child’s life. We are dedicated to development of the whole child. This means that in addition to helping your child learn how to read, write and calculate, we are also teaching your child to think, make healthy choices, and become a responsible member of the community and society.

One of the core components to the Montessori education is to allow the child to develop self-discipline and independence. We need parents to support the school in this effort. Allow your child to take on a role of responsibility at home, they should be able to help prepare meals, keep their space organized and assist with needs that the entire family may have.

There are often misconceptions regarding the practice of behavioral expectations in a Montessori environment. You will often hear us refer to freedom within limits. Dr. Montessori felt very strongly that there were acceptable behaviors and unacceptable behaviors in the classroom. It is our job to help the children make the best choices when it comes to behavior and to hold our standards high with regards to behavior in the classroom. It is these limits that we help to establish in the classroom that allow the students to have the freedom to make choices for work within the classroom.

Dr. Maria Montessori was committed to creating change in society through giving the children the ability to bring it about. Following in Dr. Montessori’s footsteps, Montessori teachers have created a Peace Curriculum for the Montessori classroom. The emphasis is on helping children to learn conflict resolution. Each classroom at Eagle Peak has a Peace Table where students can go to work out minor conflicts that they may have. Teachers work with the students in dealing with larger issues. Severe behavior problems will be dealt with in a more traditional manner. However, it is our belief that when students are given the tools to deal with minor conflicts this will help to alleviate the majority of larger issues.

In keeping with our philosophy of helping our students to make better choices and become individual thinkers, there are policies regarding lunch and snacks as well as dress code. We ask that students be given healthy choices for lunch. Sodas and candy are not considered part of a healthy lunch. When you are providing snacks for birthday celebrations, please remember to bring healthy choices. We ask that you avoid bringing birthday cakes, or cupcakes. Fruit, muffins, or yogurt, etc., are excellent choices for the children to share. As for dress code(described in more detail on page 25), we ask that students avoid wearing t-shirts and sweatshirts that have inappropriate phrases, logos, or pictures that promote violent characters from television or comic books. These specific types of clothing we believe pose a distraction to the learning environment. We also ask that the children refrain from carrying lunch boxes, or backpacks with similar messages.

Eagle Peak Montessori is committed to helping your child become a true instrument for a better society. We look to our parent body to be our partners in this process.

HISTORY OF THE SCHOOL

In 1997, a group of parents, educators, and community members united to provide an opportunity for families in our community to obtain a free, public Montessori education for their children. The Development Team spent several years obtaining grants, writing the charter proposal, and negotiating with the Mt. Diablo Unified School District. The Eagle Peak Montessori School charter was granted on March 28, 2000. Eagle Peak opened its doors in September of 2000. The charter has been renewed four times with the most recent renewal in 2019. A not-for-profit public benefit corporation was formed to operate the school; it received an implementation grant and start-up loan as well as tax-exempt status from the California and federal governments.

OUR VISION

Our vision 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.

SCHOOL MISSION

The mission of the charter component of Eagle Peak Montessori School 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 and cultural 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.

SCHOOL EQUITY STATEMENT

The vision of Eagle Peak Montessori challenges us as a school community to believe that a better world can be built by helping all children develop to their fullest human potential. We state that we intend for our students to become socially aware, responsible members of the global community.

Our Mission is to provide public Montessori education in an environment that supports diversity in all its forms, including socioeconomic and cultural diversity. The Montessori Educational Philosophy profoundly respects and supports each individual's unique development. In this spirit, we seek to do the same and to respect and support the background and structure of each family.

Therefore, it is our intent that our school community will seek to become culturally competent. Cultural competency is the intent to understand and build on the culture and customs of a diverse community. Cultural competency does not imply that we are without bias, but that we seek to find our biases and work to overcome them.

We as a staff and school leadership team (Board, PTLG, CCC, CFEP) will engage in self-reflection and professional development to build our self-awareness. This will allow for our blind-spots to become clearer.

Our goal is that our community will continuously work towards and improve upon our ability to understand and support all students and families from a variety of perspectives. Through increased and ever-improving community-wide cultural competency, Eagle Peak will be able to act in the pursuit of dignity, equity, and acceptance of all community members.

SCHOOL ORGANIZATION

Governance

Eagle Peak Montessori School is governed by a Board of Directors. The Board consists of the school's Executive Director, two (2) staff representatives, six (6) parent representatives, one (1) founder/alumni member, three (3) community members, and the president of the Community Foundation for Eagle Peak. The Board is responsible for ensuring that the school is run in compliance with its charter and all applicable state and federal laws and that it remains financially viable. The Board selects the Executive Director of the school.

Board meetings are generally held at the school on the **third Tuesday of each month** at 6:30 p.m. Parents and the public are welcome and are encouraged to attend Board meetings and to address the Board on relevant topics. Items concerning personnel matters, specific students, and contract negotiations are heard in closed session.

Board of Directors membership is one way Eagle Peak parents, educators, and community members can directly participate in realizing the vision and mission of our school. If you have an interest in participating as a director or committee member, please contact the President of the Board.

BOARD OF DIRECTORS (SEE EPMS ORGANIZATION MEMBERS)

Title	Board Member	Offices and Committees	Contact Information
Executive Director/ Principal	Michelle Hammons		mhammons@eaglepeakmontessori.org
Staff Member	Sibyl Buckner		sibylb@eaglepeakmontessori.org
Staff Member	Anna-Maria White		anna-mariaw@eaglepeakmontessori.org
Founder/Alumni Member			
Parent Member	Emily Pollard	Secretary	board@eaglepeakmontessori.org
Parent Member	Rachel Smith	Treasurer	board@eaglepeakmontessori.org
Parent Member	Laura Lisy-Wagner		board@eaglepeakmontessori.org
Parent Member	Nelesh Katechia	President	board@eaglepeakmontessori.org
Parent Member	Berenice Hernandez	Vice President	board@eaglepeakmontessori.org
Parent Member			
Community Member	Kelly Griffith Mannion		board@eaglepeakmontessori.org
Community Member	Felipe Solis		board@eaglepeakmontessori.org
Community Member			
CFEP President Member	Tina Segrove	CFEP President	tina@cfep.us

FUNDRAISING**Community Foundation for Eagle Peak (CFEP)**

Charter schools do not receive funds equivalent to that of school districts or private schools. This creates a great need to do fundraising on both a school and community level. The Community Foundation for Eagle Peak was formed to help the school raise additional funding for the programs we offer as well as to help the school cover shortages in difficult budget times.

CFEP is a California non-profit public benefit corporation exempt from federal income tax under section 501(c) 3 of the Internal Revenue Code. CFEP operates under an MOU (memorandum of understanding) with the Eagle Peak Board of Directors. All fundraising efforts are conducted under the terms of this agreement. Any contributions to CFEP are tax deductible as a charitable donation. Some of the programs that CFEP has helped to fund would include Art, Music, PE, and Environmental Education.

President	Tina Segrove	925-672-7353	tina@cfep.us
Vice President	Dan Desautel	510-230-4049	Dan@cfep.us
Treasurer	Taylor Choi	415-377-6342	treasurer@cfep.us
Secretary	Debbie Yoshi		Debbie@cfep.us
Member	Sia Banahashimi		sia@cfep.us
Member	Akiko Noguchi	805-252-4824	akiko@cfep.us
Member	Needham Windham	925-300-5568	Needham@cfep.us
EPMS Board President	Nelesh Katechia		board@eaglepeakmontessori.org

Community Connection Committee(CCC)

The CCC was created in the Fall of 2016 to support Eagle Peak in addressing the recent increase in acts of intolerance and discrimination in the US. Eagle Peak Montessori's vision states clearly that our students will become "socially aware, responsible people, who live in harmony," and as a school with such a mission, the school administration decided to create a Cultural Awareness Committee. Several members of the school parent body were sought out to lead this group. The initial leadership changed the name to the Community Connection Committee in order to better communicate the purpose of the group: creating a more connected and inclusive EPMS community.

The CCC provides EPMS teachers, staff, and families access to anti bias/anti racism and inclusiveness training, discussions, and activities. The CCC, in conjunction with EPMS administration, will continue to provide our school community with opportunities to discuss how our school can become more inclusive in its practices. This includes all of the EPMS groups and boards, as well as school events and functions. The CCC disseminates information (in conjunction with school administration) through the Friday Folder on local events that promote inclusion and awareness (such as festivals, meetings, etc.), hosts a weekly multicultural music party after school, and is developing a resource library for parents to check-out books and videos on relevant CCC topics such as cross-culturalism, racism, tips on raising culturally-aware children, and more. Meetings are held every other month and are open to all EPMS parents/caregivers.

Committee	Name	E-Mail
CCC CoChairs	Adria Banihashimi Marelise Velasco Berenice Hernandez	ccc@eaglepeakmontessori.org
Teacher Representative	Annie Rodriguez	annier@eaglepeakmontessori.org

PARENT ADVISORY**Eagle Peak Parent Teacher Leadership Group (PTLG)**

The Parent Teacher Leadership Group was created in 2004 by the school administration as a vehicle for organization of volunteers, scheduling parent education, and monthly meeting opportunities for communication between the school and the parent community.

The PTLG's primary objective is to maintain the appropriate number of volunteers for each event and organizational need the school demonstrates. In addition to its primary objective, PTLG provides a venue for parents to communicate questions and concerns with administration at the monthly meetings.

Committee	Name	Phone	E-Mail
PTLG Co-Chairs	Rachel Hallquist Jennifer Womble		ptlg@eaglepeakmontessori.org

Eagle Peak Organizational Chart for Communication

Questions or Concerns about:
 Governance of the School
 Serving on the board
 .



EPMS BOARD OF DIRECTORS
 board@eaglepeakmontessori.org

*Attendance/Tardy / Independent Study/Field Trip Driving:
 Office Manager- Amy Nelson
 Office Coordinator- Leslie Brown*

Questions or Concerns about:
 Daily Operations at the school
 Policies and Procedures
 Teachers and academic program
 Employment
 Any other topic you wish to bring as well.



Executive Director
 mhammons@eaglepeakmontessori.org

Questions of Concerns about:
 Fundraising
 Annual Giving



CFEP
 Community Foundation for Eagle Peak
 board@cfep.us

Questions or Concerns about:
 Volunteer Opportunities
 School Events



PTLG
 Parent Teachers Leadership Group
 ptlg@eaglepeakmontessori.org

If you feel that your question or concern was not settled then seek out the **Executive Director**.

Questions or Concerns about:
 Inclusiveness of the EPMS Community

 Opportunities for Cross-Cultural Activities

 (Concerns about individual students or classrooms should be brought to the Principal.)



CCC
 Community Connection Committee
 ccc@eaglepeakmontessori.org

If you feel that your question or concern was not settled then seek out the **Executive Director**.

OUR FACULTY AND ADMINISTRATION

Michelle Hammons, M.Ed. Executive Director. The 2020-2021 is Michelle's 18th year at EPMS. Prior to moving to California, she served as Assistant Principal of Alief Montessori Charter School in Houston, Texas, and taught in the public Montessori program in Waco, Texas. All of Michelle's teaching and administrative experience has been dedicated to working in public Montessori school environments. She also served as a field consultant for the Houston Montessori Center, observing and evaluating intern teachers at various Montessori schools. Michelle formerly served as chair of the Public Policy Committee for the American Montessori Society and served on their Board of Directors for two years. She has previously been a part time instructor in the St. Mary's College Montessori program. Michelle works a guest instructor/advisor with the Charter School Development Center.

Michelle earned her undergraduate degree in sociology from Baylor University. She returned to Baylor to earn a Post-Baccalaureate Elementary Education certification and began her teaching career in the Waco, Texas public school system at J.H. Hines Montessori Magnet for Visual and Performing Arts. She reconnected with her childhood Montessori roots while training at the Houston Montessori Center, where she received her Montessori Teaching Credential. Michelle earned a Master's in Educational Administration in 2002 from Baylor University and holds both Texas and California Administrative Credentials Executive Director. This will be her twenty sixth year as a Montessori educator.

Michelle loves to travel, write poetry, read, go to the movies and spend time with her niece Sophie and nephew Evan when possible.

Amy Nelson, Office Manager. Amy was an Eagle Peak parent for over 10 years. Her daughter Emily is an alumni of Eagle Peak graduated from Clayton Valley High School. Emily attends Seattle University. Her son Michael currently attends Diablo Valley College, having graduated from high school two years early. Amy previously worked as a Certified Cardiac Technician. Amy and her husband Brent are native to the Bay Area and currently live in Concord.

Leslie Brown, Secretary. Leslie Brown-Van Sickle is a long time parent at EPMS, starting in 2003 and ending in 2016. Her oldest son Chase, alum of Eagle Peak Montessori and Clayton Valley High School, lost his battle with cancer in 2016. Her daughter Lulu (Annaliese) is preparing for her junior year at Sonoma State. Her son Clayton is preparing for his Senior year at Clayton Valley High School. Leslie worked in the corporate world for many years. In 2016, she had the opportunity to retire and she gladly accepted. When she realized that retirement is not all TV and bon bons, Leslie happily accepted the position to work in the EPMS office. Leslie and her husband Mo live in Concord. Along with her kids, Leslie is happy to be mama to 2 cats and 3 dogs. In her spare time she fosters Boxer puppies.

Erin Jordahl, Business Manager. Erin and her husband live locally down the street from Eagle Peak. She has two children. Her daughter attends UCSD fall and her son attends Northgate High School. Erin previously worked as a licensed CPA and worked in the public accounting field. She holds her BS in business from San Diego State and her MBA from Golden Gate University.

Lower Elementary Staff:

Amy Chonis, Lower Elementary Teacher Amy completed her Montessori elementary training at St. Mary's College of California. She has been a part of the Eagle Peak community since 2012, when her children started attending. Previously, she led the Garden Program at Eagle Peak, studied permaculture and sustainable community design, worked in veterinary medicine, and holds an undergraduate degree in French Literature. She and her family call Concord home.

Jennifer Lee, M. Ed., Lower Elementary Teacher. Jennifer is in the 17th year of her teaching career with Eagle Peak. She holds a master's in education from St. Mary's College. Jennifer also holds her California State Teaching Credential and Montessori 6-12 teaching credential.

Born and raised in Seoul, Korea, Jennifer's family moved to the United States when she was 12 years old. Even as a child, Jennifer dreamed of becoming a school teacher. Jennifer is the mother of two sons, Elliot and Evan who both attend Eagle Peak.

Jennifer Williams, Lower Elementary Teacher. Jennifer has been a part of the Eagle Peak community since 2002 as a board member. She remained on the board and served as secretary until 2012.

Jennifer was born and raised in Oakland and attended Bishop O'Dowd high school. She earned her AA degree from DVC and transferred to Chico State where she earned her BA in Child Development with a minor in Psychology. It was a year into her first teaching job that she was approached to take her 3-6 Montessori training at the San Francisco/Bay Area Teacher Training Center. She completed her training in 1995 and soon after, moved to New Orleans with her husband, Spencer. She taught there for almost 3 years, then moved back to California and taught at Alice's Montessori.

After starting a family and staying at home for a few years, she started working at Myrtle Farm Montessori in 2007, where both of her children attended. She loves the Montessori Philosophy and loves EPMS. Her daughters Hannah and Emma are both alumni of Eagle Peak. Hannah will be in her junior year at Chico State and Emma will be a junior at Northgate High School. Jennifer enjoys being part of the staff and the Eagle Peak community.

When not teaching, Jennifer loves to cheer on her daughter's sports teams, travel & photography.

Manisha Sharma- Lower Elementary Teacher. Manisha completed her Masters in Political Sciences (M.A) and Bachelors of Education from India. She continued with her Montessori training and graduated with her AMS Elementary I-II credential from the Montessori Teacher Education Centre in San Leandro, CA. Manisha also holds her Preliminary California State Teaching Credential.

Manisha is originally from India and has been teaching for the past 3 years in Montessori elementary classroom and 2 years in traditional classroom setting, at different age groups.

Manisha is devoted parent to a 7 year old child. In her free time, she enjoys traveling, spending time with family, and cooking.

Maria Lopez, Lower Elementary Teacher- Maria has been a long time parent at Eagle Peak Montessori and began working as a teacher on staff in 2018. She is a mother of three children. Her oldest is a graduate of Eagle Peak and her youngest is in the Lower Elementary Program.

Maria has been teaching for 16 years, including 11 years in a Montessori classroom. She has taught children of many ages including pre-school and lower elementary.

She loves spending time at the park with my kids and visiting the local libraries. Teaching is her passion and she looks forward to teaching your children.

Sara Kagan-Real, Lower Elementary Teacher. Originally a New Yorker from Long Island, Sara moved to the East Bay in 2006 and hasn't looked back since. Sara comes to us with several years of teaching experience in a private Montessori program. She is excited about Public Charter Montessori Schools in the Bay Area and wanted to be a part of our community.

Before discovering Montessori education, Sara was a production potter in the East Bay and started an Arts Collective in Berkeley with other local artists. She is a huge fan of delicious food, cycling, swimming in her neighborhood pool, hiking in National parks, making pottery, and gardening. She resides in Oakland with her cat (Tiny Wings) and her husband Jim and daughter Amelia.

Sarah Williams, Lower Elementary Teacher.- Sarah grew up in Martinez and currently lives with her husband and their little urban garden in Oakland.

Sarah received her Bachelor of Science from UC Berkeley in environmental studies with a focus on environmental education. After graduating, she worked as a naturalist and outdoor educator before finding her way to Montessori education. She completed her California multiple subject teaching credential in August 2017, and she spent the last three years teaching upper elementary and middle school math at Golden Oak Montessori in Hayward.

While taking classes for her Montessori credential at Saint Mary's College she met several Eagle Peak teachers whose glowing accounts of their school enticed her to check it out. After visiting some classrooms and seeing the science fair and trading post in action she knew Eagle Peak was a great fit.

Sibyl Buckner, M.Ed., Lower Elementary Teacher/Curriculum Advisor. Sibyl was a founding teacher of Eagle Peak and as such this will be her 20th year with the school. She brings with her over 25 years of professional Montessori experience at both the early childhood and lower elementary levels. Sibyl was first introduced to Montessori as a child while attending a Montessori preschool in Germany. Although it was for a brief time, she still has fond memories.

Sibyl has taken Montessori training for teachers of children from birth through age nine, earning a master's degree in education from St. Mary's College. She has taught Montessori teachers and supervised interns at St. Mary's College, the Montessori Institute for Advanced Studies, and the Montessori Teacher Education Center, work that has taken her to Canada, Europe, and Asia. While Sibyl attended college, her mother opened a Montessori school. Soon after graduation, she joined her mother and together they opened three schools. Sibyl was the founder of the Das Montessori Kinderhaus Elementary School, where she taught until joining the faculty of Eagle Peak. She enjoys travel and gardening.

Upper Elementary Staff:

Anna-Maria White, Upper Elementary Teacher. Anna-Maria joined the Eagle Peak team in 2014 after teaching middle school and upper elementary students for fourteen years at a private Montessori school in Pleasanton, CA. She graduated from Humboldt State University with a degree in Child Development in 2000 and a few years later earned her Montessori teaching credentials for ages 6-9 and 9-12 from the Montessori Teacher Education Center San Francisco Bay Area program.

She lives in Pleasant Hill, CA with her husband Eric and their two children Alli and Sage .Both Alli and Sage attend Eagle Peak Montessori. As a family, they enjoy playing at the park, taking trips to their favorite rivers to go fly-fishing, cooking together, and visiting all of the wonderful museums the Bay Area has to offer. She is looking forward to the year ahead and the opportunities to spark the imaginations and passions in our students!

Denise May, Upper Elementary Teacher. Denise is also a founding teacher at Eagle Peak and this will be her 20th year with the school. She has over 25 years of Montessori experience: seven years in early childhood and sixteen years at the elementary level, and three in the adolescent program. Her elementary training was taken at the Montessori Teacher Training Center of San Francisco/Bay Area in San Leandro and her credentialing work was done through Cal State, Hayward. Denise helped found a Montessori elementary school in Pacifica.

Born, raised, and educated in San Francisco, Denise loves traveling, reading, gardening, word games, museums, art galleries, and playing tourist. Her son attended Montessori through first grade. She speaks Spanish at a conversational level.

Ellen Rutgers, Upper Elementary Teacher. We welcome Ellen for her seventh year at Eagle Peak. Ellen is originally from the Netherlands, where she taught language arts in middle school. She fell in love with the Montessori philosophy, and began teaching in a Montessori school in Amsterdam.

In the United States, Ellen worked for a global non-profit organization in Upstate New York as a department coordinator for their translation services. She missed teaching however, and decided to go back to school in the US. She attended Lesley University in Cambridge, MA, and earned her Masters Degree in both elementary education and the creative arts in learning. During her study she worked in the public schools in Greater Boston, but after she graduated in 2008, she continued with the Montessori Training (9-12) at the Center for Montessori Teacher Education in New Rochelle. For five years she taught at the Lexington Montessori School in Massachusetts. She is passionate about bringing the Montessori Curriculum to the public schools, and she is delighted to join the community at Eagle Peak Montessori School. When not teaching Ellen loves to spend time in the out-doors, to swim, and to read and write.

Jessica Hauger, Upper Elementary Teacher. Jessica is originally from San Bernardino, CA where she obtained her BA in Liberal Studies and multiple subject teaching credential from CSU San Bernardino. She moved to the East Bay in 2014 after accepting her first teaching position in Richmond. Although she has taught 4 years in traditional elementary public schools, she is not new to Montessori education. Jessica worked as an 4-6 after school/summer teacher with Arborland Montessori Children's Academy in Fullerton, CA, as well as a long term substitute 1-3 teacher with Antioch Charter Academy II in Antioch, CA.

Jessica loves to read, roller skate, sew her own dresses and skirts, and going on adventures with her husband Danny and almost 4 year old daughter Dana.

Ran Wang, Upper Elementary Teacher. Ran was born and raised in Beijing, China. She graduated with a Bachelor of Science in Food Science and Engineering degree with a minor in Elementary Chinese Teaching Credential. After working in hospitality during the 2008 Olympic Games in Beijing, Ran discovered her true passion in education. She worked as a head teacher for a private Montessori preschool for 3 years. The next step in her professional development brought her to California where she completed the Early Childhood Program at Diablo Valley College and earned her Elementary Montessori Credential (6-12) from Saint Mary's College. She is currently enrolled in Saint Mary's Master of Arts in Montessori Education with an expected completion date of December 2017. Ran comes to us from Golden Oak Montessori School of Hayward in Castro Valley. She is devoted to creating a healthy and motivating learning environment to help your children achieve their full potentials.

Ran and her husband, Mike, have two boys' ages 7 and 9, and live in Pleasant Hill. When she's off from work, Ran loves to spend time on gardening, biking, painting and traveling.

Shakira Khan, Upper Elementary Teacher. Shakira is originally from Inglewood, California. She moved to San Jose in 2003 to attend San Jose State University and majored in Child and Adolescent Development. During her last year at SJSU, she fell in love with the Montessori method due to her employment at Milpitas Montessori School. Shakira stayed at MMS for 5 years, enrolling in the Elementary Montessori graduate program at Saint Mary's College of California during her last year there. Shakira held several positions at MMS, including Elementary teacher and Interim Director. She moved on and spent a year at Pacifica Montessori School in Culver City, California in a K-6th grade classroom. She is happy to be working with the students, staff and parents at Eagle Peak.

In Shakira's spare time she likes to cook and do yoga. She travels as often as she can, especially back home to Los Angeles where her family is. You can often find her laughing and google-ing everything.

Adolescent Program Staff:

Annie Rodriguez, Adolescent Teacher. Annie's connection with Eagle Peak began over 19 years ago when her oldest son, Miguel, enrolled as a first grader, followed by Diego and then Gabriela. We were fortunate to welcome her to our staff in 2013.

Annie's passion for education and unique learning environments is definitely informed by her experience with her own children. She spent eight years as a co-oping parent at Creative Play Center and while there recreated and maintained their outdoor animal learning environments and curriculum. In the early days of Eagle Peak, Annie was the volunteer Field Trip Coordinator and then Co-Chair of PTLG for two years and most recently, the EPMS Communications Liaison. She has a strong belief in community building and will continue to strive for genuine connections between the student, teacher-staff, and parent bodies. Simultaneously while raising her family, Annie has worked as a veterinary hospital administrator, a doula and with her husband, is the owner/operator of Pegasus Bicycle Works. She brings to her teaching, a plethora of real-world experience. Annie currently holds a Montessori Secondary Certification from the CMStep(Cincinnati Montessori Secondary Teachers Education Program), as well as her California Teaching Credential.

Michael O'Donnell, Adolescent Math Teacher. Michael grew up in an Irish-Catholic family of four boys and one girl. His father, an immigrant from Ireland, worked as a custodian for the Oakland Unified School District. After high school, he attended what was then called California State University at Hayward (or CSUH). For a measly sixty-five dollars per quarter, he could take a full load of classes ... and, thereby, sit at the feet of the intellectual Masters of the Universe. The University was for him, at that time of his life, a veritable Mecca of thought and learning. Most of all, it was the place where he met Amanda Louise Symons, the wonderful woman, and thinker, and mind-mate, who eventually became his wife. Much later, almost too late, a most curious creature, his daughter Hannah, somehow entered the picture ... and has kept him on my toes ever since. For thirty years, he was a math teacher for the New Haven Unified School District (or NHUSD) in Union City. He retired two years ago, a year after his lovely wife died of cancer. Once he retired, he believed he would never step foot in a classroom full of school children again. (In fact, because of Covid-19, he still hasn't.) Since being asked to join this most unlikely team-that-feels-like-family, he has been happier than he has been since Amanda died. It is his fondest wish to learn about the remarkable educational philosophy of Doctor Montessori and to serve the educational needs of the students here at EPMS to the best of his ability. Thank you.

Sascha Paris, Adolescent Teacher. Sascha joined the Adolescent Program in 2019 after spending 27 years in the Outdoor Education field. In his varied roles as backpack and sea kayak expedition instructor, wilderness medicine instructor, outdoor program manager and new instructor preceptor, he has taught students ranging in age from 14-75 the outdoor, risk management, interpersonal and leadership skills needed to travel and lead others safely in the outdoors.

Most recently, Sascha spent 14 years at the Sierra Club as the Outdoor Activities Training Manager, designing curriculum for volunteer outings leaders and program managers to deliver around the country on topics ranging from creating and maintaining a welcoming and inclusive space, team building, conflict resolution, trip planning, group management and more.

Sascha earned his BA in Anthropology with minors in Third World Studies and African Literature, is a current Wilderness Emergency Medical Technician (W-EMT) and is currently working on his California Teaching Credential via Cal State TEACH.

In his spare time, Sascha enjoys hiking, biking and backpacking outdoors with his family, cooking new and interesting meals, building and repairing things, exploring what can be learned next.

Shazia Burke, Adolescent Program Science Teacher. Shazia comes to Eagle Peak from four years of Upper Elementary experience in the private Montessori world. Shazia completed her masters in Botany from Forman Christian University Punjab Pakistan, and then completed her Certificate in professional education from University College Plymouth London UK. She has been teaching for the past 13 years and loves teaching science. She believes a great teacher is one who creates a classroom environment that makes their students 1.) 'curious', 2.) want to 'explore' ('investigate') and 3.) allows them to 'discover'.

Specialists:

Ava Huovinen, Physical Activities Coordinator. Ava is beginning her 15th year at EPMS. She is a native of the San Francisco area. She graduated from Mt. Diablo High School, and attended Diablo Valley College, UC Davis and The United States Army Academy of Health Science in San Antonio, Texas. Her physical interests vary from ballet (8 years of Ballet at Youghaven Studio -San Francisco) to martial arts (A.A.U. California State Champion in Tae Kwon Do-2001 & 2002).

Ava's previous experience to her time at Eagle Peak include being a core teacher in the surgical nurse-technology program for Mt. Diablo Adult Education and being a Veteran of the U.S. Army where she served from 1987-1993. When not working at EPMS, or working out, Ava enjoys spending time with her husband and two children (both Eagle Peak Alums).

Allison Lloyd, Reading Instructor. Allison Lloyd has had an exciting career performing and recording music from the Medieval, Renaissance and Baroque periods. Her favorite hobby of gardening began in the fertile grounds of Bloomington, Indiana where she received an M.M. in Early Music Vocal Performance. She taught music at EPMS for eleven years using the Montessori music materials and the Orff Schulwerk approach which integrates singing, poetry, movement, dancing, creativity and the use of appropriately-sized instruments. Allison is an associate professor at St. Mary's College and teaches early childhood music and movement classes through the Montessori credential program. Through her course of studies, Allison has studied all aspects of language by studying foreign languages and their regional and historical dialects including, Spanish, German, French, Italian, Latin, British Isles English, Portuguese and Catalan. She has also been coached in singing Arabic and Turkish. Some of the skills required to express meaning while singing involves the study of decoding words (reading), phonetics, intonation, mouth and tongue placement, grammar, sentence structure, comprehension, poetry analysis, rhetoric, body language, and the varying regional dialects' effect on these categories. Allison, as Eagle Peak's reading specialist, integrates these language skills with her extensive experience with child-centered and developmentally appropriate practices via her Montessori and Orff trainings and teaching. She has explored research on non-neurotypical children for many years to understand her own children's and students' learning styles and emotions. Allison is a life-long learner and looks forward to further understanding the CA state testing system and our English Language Learning (ELL) students.

Becka Heikkila is the Environmental Educator at Eagle Peak. In her spare time she's a visual artist and enjoys making sculptural cakes and installations, practicing analogue photography as well as a variety of other art mediums. Becka loves working with kids, being in nature and beautifying the campus garden.

Jonathan Pascua, Art Instructor. Jonathan is a recent graduate of Diablo Valley College with an AA in Studio Art. He previous was the Youth Instructor at OMA in Pleasanton.

We are excited to welcome Jonathan to Eagle Peak Montessori.

Diana Strong, Music. Music has always been an essential part of Diana's life. She began studying piano at age 7, and throughout her young adulthood she avidly practiced classical repertoire and informally composed. At the same time, she grew up surrounded with traditional folk music from all over the world (especially Balkan music), because of her family's connection to a vibrant music community and our yearly music camps. In 2006 she discovered the accordion, and hasn't put it down since. Diana is an Orff trained music teacher and is a student of multicultural dance and folk music as well and is a classically trained pianist. Diana also performs around the Bay Area playing the accordion.

Becka Heikkila, Garden Teacher. In her spare time she's a visual artist and enjoys making sculptural cakes and installations, practicing analogue photography as well as a variety of other art mediums. Becka loves working with kids, being in nature and beautifying the campus garden.

Affiliations

Eagle Peak Montessori School maintains affiliations with the following professional organizations:

- ❖ The American Montessori Society (AMS)
281 Park Avenue South, 6th floor
New York, NY 10010-6102,
212.358.1250 (P)
212.358.1256 (F)
www.amshq.org

- ❖ Charter Schools Development Center
7750 College Town Drive, Suite 100
Sacramento, CA 95826
916.278.6069 (P)
916.278.4094 (F)
www.chartercenter.org
CSDC@chartercenter.org

Eagle Peak is staffed by professionals dedicated to providing an authentic Montessori program. Each teacher has received specialized training from a recognized Montessori teacher training program and either possesses or is working towards a California State Teaching Credential.

THIS SECTION IS ONLY FOR PERIODS OF TIME WHEN THE SCHOOL IS FOLLOWING THE MODEL OF FULL ATTENDANCE AND FULL IN PERSON INSTRUCTION.

FOR PROCEDURES DURING DISTANCE LEARNING OR HYBRID MODEL INSTRUCTION, PLEASE REFER TO THE “Path Back to the Peak:COVID-19 ADDENDUM”.

DAILY SCHEDULE

Please note the 1:00 p.m. dismissal time on Wednesdays. Each classroom teacher will provide additional information about the routines and schedules within the class. To remain aligned with the Mt. Diablo Unified School District's scheduling, there will be a minimum day each Wednesday to accommodate staff development programs.

8:00 - 8:15 School Arrival and Drop-off (GATES CLOSE AT 8:15am)

8:15 - 11:30 Work Period
(*Recess and Lunch are determined by grade level and will be discussed in your child's classroom*)

11:30- 12:30 Lunch/Recess for Lower Elementary Students

12:30- 1:30 Lunch/Recess for Upper Elementary Students/Adolescent Program

1:00 - 3:30 Work Period (Monday, Tuesday, Thursday, and Friday)

3:30 - 3:45 School Dismissal and Pick-up (Monday, Tuesday, Thursday, and Friday) Car pool ends at 3:45 and all remaining students are sent to child care.

ARRIVAL AND DEPARTURE OF STUDENTS

Safety is our primary concern during these busy times of day. Please use extreme care whenever you are in the driveways using the entry, exit, drive through and parking area lots of the school. **The National Highway Transportation and Safety Administration (NHTSA) states that children under the age of twelve should be escorted by an adult or responsible older child when traveling to or from school.**

Students **may not** be dropped off without parent escort, other than through the carpool lane.

"Car hop service" will be open from 8:00 until 8:15 each morning. (Greeters will help your child out of the car while you drive through the "car hop lane".)

Any parent wishing to walk their child to the classroom, may park and escort their child through the gate to the classrooms. The gate will be locked at 8:15 a.m.

Parents **must** accompany their child to the office when arriving after 8:15 a.m. and sign the Late Arrival/Early Departure log.

LOCK CAR & KEEP VALUABLES OUT OF SIGHT!**PARKING LOT PROCEDURES**

Please use the crosswalk when walking children to or from your car.

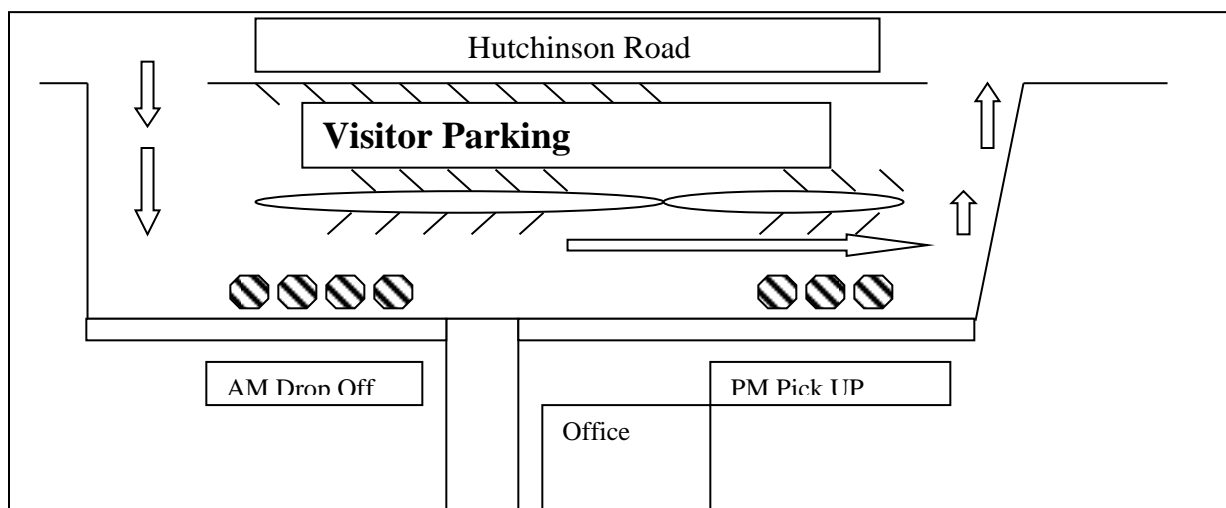
Please **ONLY** park in designated parking spaces and not along the sidewalk where the drop off and pick up takes place.

Please park only in spaces that are not marked for staff.

Please do not pass other cars when you are in the drop off or pick up lane.

Please do not drive through the area that is sectioned off by the orange cones. This is set up to protect the children.

Please wait to have your child enter your car until after you have driven past the crosswalk during the pick up time.



A. Arrival via Public Transportation or On Foot

The County Connection bus route 207 L runs from the Pleasant Hill Bart to Walnut Avenue. Route 107 runs on Walnut Avenue, which is near our facility. You can find the current schedules for these routes online (<http://www.transitinfo.org/Sched/CC/>) or by telephone (925.676.7500).

B. Carpools

We encourage those who drive to arrange carpools in order to reduce traffic and pollution. It is the responsibility of the individual families to work out equitable arrangements. Please inform the school office of your carpool membership and schedule to help facilitate efficient loading during pick-up times.

C. Early Arrivals

- ❖ Those arriving before the scheduled drop-off time will park then walk children to the Childcare Program.
- ❖ Only those registered for the morning childcare program should arrive before 8:00.
- ❖ **Children not in childcare are not supervised until 8:00 and must not be let out of cars on their own.**

D. Drop-off and Pick-up Procedures

1. Drop-off

Parents and students arriving between 8:00 and 8:15 a.m. have two options for drop-off:

- ❖ Parents can utilize the carpool lane where parent volunteers will greet your child and help them out of the car. (Students should have backpacks and lunches at hand and ready to exit promptly from the right side of the car.)
- ❖ Parents may also choose to park and walk their child to the classroom. This is not the time to engage in conversation with your child's teachers. (Please see Section 2.7.1)

Please DO NOT park in the row of spaces marked *Reserved for Staff*; these parking spaces are closer to the carpool and could potentially cause traffic flow problems.

2. Pick-up

As with drop off, parents will have two choices for pick up.

- ❖ Parents may park their car and walk to the classroom to pick up their child between 3:30 and 3:45 p.m. Any child left in the classroom at 3:45 will be sent to childcare.
 - Please wait outside of the classroom and do not enter the classroom. The teachers will monitor and send your child to you when you arrive.
- ❖ Parents may choose to utilize the carpool option. All drivers must display a sign with the name(s) of the child (ren) who will be riding in their vehicle.
- ❖ Use a standard or legal size page and write the child's first name and last initial as large and boldly as possible. Upon arrival, display your sign to the traffic supervisor. The child (ren) will be summoned from the classroom.
- ❖ Please do not arrive before 3:20 p.m. in order to avoid Northgate High School traffic congestion.
- ❖ Pull into the second driveway opening. There you will remain in a single lane; do not pass other vehicles.
- ❖ **If the line of cars has reached the end of our parking lot, please drive past the parking lot and turn around so that the line of cars is along the side of the road next to the ball fields. We cannot create traffic problems along Hutchinson by having both lanes congested in front of the school.**

E. Late Arrivals / Early Departures

Whenever students arrive after 8:15 a.m.(running late or after an appointment), parents must sign the attendance log in the office. Your child may go to class after receiving a tardy slip. Students who arrive in their classroom after 8:15 a.m. without a tardy slip will be sent to the office to obtain one.

PLEASE CALL THE SCHOOL AS SOON AS YOU KNOW YOUR CHILD WILL BE LATE.

Parents must sign the Early Dismissal log in the office if they are picking up their child (ren) earlier in the day. **Office staff will call your child to come to the office- please remain in the office and wait for your child.**

F. Release to Authorized Persons

Students may only be released to those persons authorized on the Emergency Information Card. Please make sure that all carpool drivers are listed on the form. If you occasionally wish to have your child released to an individual who is not listed on the form, written authorization must be given in advance – make sure to send a note to school. Inform the person picking up your child of the parking lot procedures.

Any person the staff member or safety volunteer does not recognize will be asked to show a photo ID before the student will be released into their care. (Please remind your representative to bring their photo ID and that this procedure is for the safety of the children.)

G. Late Departures

If you are unavoidably detained, your child will be taken to the childcare program.

ARRIVAL AND DEPARTURE OF PARENTS AND VISITORS

All adults visiting the school must sign in at the school office and wear a visitor's badge. This will help ensure that only authorized adults are on campus. Visitors should return to the office to sign out and return their badge before departing.

ABSENCES

PLEASE CALL THE SCHOOL AS SOON AS YOU KNOW YOUR CHILD WILL NOT BE PRESENT

Regular attendance at school helps your child succeed both academically and socially. Children are expected to attend school every day except in the case of illness. The school's income is reduced every time a student is absent (even if the absence is excused) **regardless of the reason.**

A. Excused Absences for Classroom-Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

- ❖ Personal illness
- ❖ Quarantine under the direction of a county or city health officer;
- ❖ Medical, dental, ophthalmologic, or chiropractic appointments;
- ❖ Attendance at funeral services for a member of the immediate family:
 - Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
- ❖ Participation in religious instruction or exercises in accordance with school policy:
 - In such instances, the student shall attend at least the minimum school day.
 - The student shall be excused for this purpose on no more than four school days per month.
- ❖ In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the Executive Director/Principal or designee shall be required for absences for:
 - Appearance in court
 - Attendance at a funeral
 - Observation of a holiday or ceremony of his/her religion
 - Attendance at religious retreats for no more than four hours during a semester
- ❖ Spending time with a member of the pupil's immediate family, who is on active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Executive Director.
- ❖ For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

- ❖ Written note from parent/guardian or parent representative delivered to the office.
- ❖ Conversation, in person or by telephone, between the office personnel and the student's parent/guardian or parent representative.
- ❖ Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated.
- ❖ Physician's verification:
 - When excusing students for confidential medical services or verifying such appointments, school staff may not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - **When a student has had 14 absences in the school year for illness verified by methods listed above, any further absences for illness must be verified by a physician.**

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

B. Unexcused Absences/Tuancy for Classroom Based Attendance

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

- ❖ **Students shall be classified as truant if absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.**
 - Such students shall be reported to the Director or designee. At that time the school may begin truancy procedures.

C. Independent Study Contracts

Students who are absent for two (2) days or longer may be eligible to work at home under adult supervision. An Independent Study Contract can be designed to allow your child to continue schoolwork while injured or during a family emergency.

Inform your teacher of anticipated absences at least three (3) days in advance so that an Independent Study Contract can be approved and supporting learning materials can be gathered for you to take home. The school will receive funding for the days absent if the contract is satisfactorily completed before returning to school.

D. Extended Absences

If your child will be absent for an extended period due to hospitalization or an injury requiring home care, please contact the Executive Director and your child's teachers.

E. Family Vacations

Family vacations can be wonderful experiences that enrich your child's education. However, *your child will be considered truant and the school's budget will suffer from absences due to vacations unless you arrange in advance for an Independent Study Contract.*

- ❖ The contracted assignments must be completed during the vacation.
- ❖ Please contact your child's teacher as far in advance as possible to arrange for family vacation absences.

COMMUNICATION

Eagle Peak encourages parents, students, and staff to share their questions, suggestions, concerns, and compliments regularly.

At Eagle Peak we are always interested in any input that parents want to share. We encourage our parents to help the school grow and improve. We are all in this together to find the best solutions.

Should you have questions or concerns about your child's program or progress, please contact the teacher first. If you have further questions, contact the Executive Director/Principal.

Questions or concerns about the school, or its policies and procedures should be addressed directly to the Executive Director/Principal. Questions about the Parent Teachers Leadership Group, service opportunities, and fundraising should be directed to the parents or board members responsible for those committees. (See introduction)

A. Contacting Faculty and Staff

1. Contact with the teaching staff

- ❖ Teachers will notify parents of their weekly office hours. These hours are available for any conversations you may need to have regarding your child.
- ❖ You may also leave a message through the school office for the teaching staff.

2. Contact with the Executive Director

- ❖ Non-emergency phone calls will be returned after 4 p.m. on the day received.
Email is an ***excellent and suggested*** method of communication with the Executive Director. You can send email to mhammons@eaglepeakmontessori.org
- ❖ The Principal will have set office hours for appointments during the school day. If you need to set an appointment, please call the school and set a time with the secretary.

B. The Friday Folder

The Friday Folder procedure helps ensure that parents do not miss any communications from the school. It is a folder that is sent home every Friday and is returned each Monday. It includes sign-up forms for childcare and lunches, classroom bulletins, field trip permission slips, school newsletters, announcements and flyers, and any special information the teacher may want to include for your family. **If you do not receive the folder from your child on Friday, please contact the school office to get a copy of any information.**

Any items submitted for the Friday Folder must be received in the office by the close of school on Wednesday for review and approval. The Friday Folder is also available on the school website. www.eaglepeakmontessori.org

C. School and Parent Education Newsletters

The school newsletter is published periodically. It contains information about past and upcoming school activities, school development plans, and reports from the Board of Directors and board committees.

D. Classroom Newsletters

Each class produces monthly newsletters that are sent home in the Friday folder. Students may contribute articles and artwork; teachers may provide information about past or upcoming activities, list items and volunteers needed, and explain their particular classroom procedures and routines.

E. Announcements, Flyers

Should we learn of activities or events that may be of interest to Eagle Peak families, announcements or flyers will be included in the Friday Folder.

F. Bulletin Board

The Friday Folder notes, school newsletter, minutes of Board meetings, and other pertinent information are posted on the bulletin board in the front office.

HEALTH AND WELLNESS**A. Hearing and Vision Screening**

Early detection and treatment of hearing and vision problems positively impacts a student's ability to be comfortable and to succeed at school. Eagle Peak has contracted with the Mt. Diablo Unified School District to provide annual hearing and vision screenings for our students.

B. Immunizations

Complete and current immunizations are required of all Eagle Peak employees and students. Immunization records must be on file in the school office prior to attending school. Required immunizations include DPT, MMR, polio, Hib, and hepatitis B. The chicken pox vaccine is required for anyone who has not previously attended a California public or private school at the kindergarten level or above. TB tests are also required.

C. Preventing Communicable Conditions

Communicable conditions are diseases or infestations that can spread from one person to another. These include measles, chicken pox, conjunctivitis (pink eye), impetigo, pin worms, and head lice.

Thorough hand washing remains one of the best ways to prevent the spread of these conditions. Students and teachers will wash their hands with soap and running water before handling food and after blowing their nose, using the restroom, handling animals, or working in the garden. Paper towels are used to dry hands after washing. Students are encouraged to cough or sneeze into their elbows, rather than their hands, to avoid spreading germs by touching shared objects with dirty hands. School bathrooms, doorknobs, and eating surfaces are sanitized daily. Students are asked to keep their jackets and sweaters in their backpacks when not being worn in order to avoid the inadvertent spread of head lice; combs, brushes, and hair fasteners should never be shared.

Staff members wear latex gloves when treating any bleeding injury. Items soiled with blood will be sterilized or disposed of in an appropriate fashion. Students will be instructed to avoid contact with the blood or bodily fluids of any other student.

Students who contract a communicable condition must be kept home. Parents should notify the school immediately. The symptoms of the condition will be communicated to all parents, but no mention of your child's name will be made. Children with communicable conditions may not return to school until the condition has been treated and is no longer communicable.

D. Illness

Children who are unwell may not enjoy participating in school activities, may take an undue amount of the teacher's attention, and may cause others to become ill. Please take a few moments to observe your child's health each morning before coming to school. **Children who are not well enough to participate in outdoor activities are not well enough to come to school. Remember to phone the school to inform us of the absence.**

Please keep your child at home if they show any of the following symptoms:

- ❖ **Fever:** 100°F or higher at any time during the previous 24 hours (without Tylenol)
- ❖ **Respiratory Symptoms:** difficulty breathing or severe coughing
- ❖ **Diarrhea:** one or more loose stools during the previous 24 hours
- ❖ **Vomiting:** one or more episode during the previous 24 hours
- ❖ **Eye/Nose Drainage:** thick mucus or pus
- ❖ **Sore Throat:** especially if fever or swollen glands in the neck are present
- ❖ **Skin Problems:** undiagnosed rash or contagious, infected sores

If your child develops symptoms of an illness or a contagious condition during school, you will be contacted and asked to remove your child as soon as possible. Please respond promptly as your child will be isolated, will not be feeling well, and will be much more comfortable at home.

Should we be unable to reach you, a contact person listed on your child's Emergency Information Card will be notified instead. Children will be more comfortable in this situation if you discuss with them in advance where they might be taken and by whom.

Children may not return to school until they are well. **It is important that they have been free of fever for a full 24 hours before returning to school.** If an antibiotic was prescribed, it must have been administered for a full 24 hours before the child may return to school. Children sent home with a fever, vomiting, or diarrhea will not be admitted to school the following day.

E. Injuries

The school office and each classroom are equipped with basic first-aid kits, and protective gloves. Cold packs are available in the office. Should your child suffer a minor injury, the wound will be cleaned with soap and water; ice or bandages will be applied as appropriate.

Should your child be injured more seriously, basic first aid will be rendered by a trained staff member. You will be contacted and asked to come to school and take your child to their health care provider or home for further evaluation and treatment. Should we be unable to reach you, a contact person listed on your child's Emergency Information Card will be notified and asked to pick your child up and provide care until you can reach them.

In case of a medical emergency, basic first aid and/or CPR will be rendered by a trained staff member and you will be contacted immediately. Should we be unable to reach you, a contact person listed on your child's Emergency Information Card will be notified. If necessary, your child will be transported to a hospital for treatment or paramedics will be summoned. Your child's original Medical Release Form will be made available to medical personnel. If you or an emergency contact person has not arrived, a staff member will accompany your child to the hospital. They will remain at the hospital until you or an emergency contact person arrives.

An accident report form will be completed by an adult who observed the injury. The original form will be given to the parents and a copy will be filed in the school office.

F. Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the office staff, as soon as possible. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

G. Medications

Should your child require the administration of prescription OR OVER THE COUNTER medications during school, an “Authorization for Administration of Medication during School Hours” form must be completed and signed by both the physician and the parent. A sample of this form is available in the back of this Handbook. You may obtain the actual form at school.

- ❖ Prescription medications must be brought to the office in the original container.
- ❖ The container must be labeled with the child’s name, date filled, name of medication, dosage, directions for administration, physician’s name, and expiration date.
- ❖ The medication and the signed Medication Release Form should be brought by the parent to the school office. Refrigeration will be provided for medications as needed.
- ❖ Students should not carry medications in their backpack or lunch box.
- ❖ The Executive Director will designate staff members to administer medications and maintain the Medicine Administration Log.
- ❖ No medication will be administered after the expiration date. Medications will be returned to parents after the doctor’s instructions have been completed.

As a public school we cannot administer non-prescription medications without a doctor’s authorization. Please do not send these medications to school with your child. If children have non- prescription medication in their possession this may be referred to as a disciplinary situation. (Please see Appendix, this also refers to prescription medication without proper authorization.)

Requirements for Administration or Assistance: Some children may need to have prescription medications immediately available for conditions such as severe asthma or allergies to stings. Please contact the Executive Director to make the appropriate arrangements. Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- **A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;**
- A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

- New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the front office to either the attendance clerk or Executive Director.

H. Safety AND EMERGENCY PREPAREDNESS

Parents, students, and staff members should feel safe and secure while at school or on school outings. The following measures are designed to make the Eagle Peak community safe for all who participate.

1. Visitors

Visitors are welcome at Eagle Peak Montessori School. At the same time, we must respect the students' needs and protect the learning environment.

We try to keep visits to a minimum until mid-October when class routines have been established and new students are less likely to be disrupted by observers.

Parents and other adults visiting the school must sign in at the school office and wear a visitor's badge.

Although parents are welcome to visit the school at any time, we ask them and other visitors to schedule classroom visits to avoid intruding excessively on the students and teachers. You will be directed to an appropriate area to visit depending upon the reason for your visit, the time of day, and activities planned.

All visitors registering with the school office, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the school office with his/her name, address, occupation, age, if less than twenty-one years old, his/her purpose for entering the school premises, present proof of identity and any other information as required by law.

The head of school or designee may revoke a visitor's registration if the head of school or designee has reasonable basis for concluding that the visitor's presence on the school's premises would likely interfere or is interfering with the peaceful conduct of school activities, is interrupting classroom activities or is disrupting the school, its students, its teachers or its other employees or volunteers.

School personnel shall report entry by immigration-enforcement officers to any on-site police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Visitors to classrooms are asked to remain in the designated observation area of the classroom and to refrain from addressing students.

- ❖ If a student approaches a visitor, it is fine to have a brief conversation. However, please do not approach the students.
- ❖ Understand that the teacher's focus must be on the students.
- ❖ Visitors will be given a clipboard and a list of activities and behaviors that may be interesting to observe. Please feel free to make notes of your observations and questions.
- ❖ Visitors should return to the office to sign out and return the badge before departing.

We ask parents and other visitors to respect our students' privacy after visiting. **Observations of and opinions about specific individuals must remain confidential.**

2. Background Checks: Please note the fingerprinting requirement for volunteers.

Eagle Peak Montessori School makes every effort to ensure that all adults who have unsupervised contact with students are highly qualified and have a history of appropriate behavior around children. The following categories of adults must complete criminal background checks as specified below:

- ❖ Each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code §44237. This includes administrators, teachers, and all other employees who have contact with children during school hours.
- ❖ Each volunteer teaching in a non-core "Specialist" role submits to a criminal background check and furnishes a criminal record summary. This includes parents and community members who volunteer to teach subjects such as performing arts.
- ❖ Each contractor complies 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. This includes contractors who perform facility maintenance and repairs.
- ❖ Each volunteer who may have supervisory or disciplinary authority over students must submit fingerprints to the State in order to determine that they have a history of appropriate behavior around children. This includes those who will be assisting students on campus or during excursions into the community. The legislature has specified that these background checks are performed at no cost for volunteers of non-profit corporations such as Eagle Peak Montessori School. It is possible that there will be a small fee charged for taking the fingerprints

3. Emergency Preparedness

All teachers are certified in Basic First Aid and CPR. Basic first aid supplies are kept in the school office and in each classroom. In addition, instructional and administrative staff members receive training in emergency response. All students and staff members must have a completed Emergency Information Card on file before attending school.

a. Fire Safety

Eagle Peak Montessori School facilities have received Fire Marshal approval. This means that there are adequate fire alarms, extinguishers, and hydrants; that there are safe exit routes; and that there is adequate access for firefighting equipment.

Fire exit procedures are taught to students at the beginning of the year. Families are encouraged to practice fire exit and earthquake procedures in their homes as well.

b. Earthquake Safety

Emergency exit routes are posted in each room.

Earthquake procedures are taught to students at the beginning of the year. These procedures include remaining calm and quiet and protecting the body from falling objects and broken glass. Earthquake procedures are reviewed periodically throughout the year.

c. Natural Disasters

It is possible that the Bay Area will experience a major natural disaster such as a fire, flood, or earthquake. Each student's Emergency Information Card must list a contact person who lives outside of the Bay Area. As phone lines may be damaged or overused during a disaster, it is sometimes easier to contact a distant person and leave a message with them about the child's whereabouts and condition. The parents can then contact this person to learn about the child's circumstances and leave information about their own condition.

If it becomes unsafe to remain on our campus, staff members will evacuate students to a site that is more suitable. Signs will be posted at the entrance to our campus to alert parents of the relocation and to notify them of our destination.

In the case of a natural disaster, parents may be unable to reach the school for quite a while. The school maintains a supply of tools, emergency blankets, solar/crank flashlights and radios, can openers, water, hand sanitizer, and plastic bags for garbage and waste removal in case an extended stay at school is necessary.

CHILDCARE

The school offers childcare for Eagle Peak students before and after school on our campus. A program description and a childcare contract are included in your child's Eagle Peak registration packet. Childcare hours begin at 7:00 a.m.; childcare closes at 6:00 p.m. in the evening.

PAYMENT FOR LUNCH, CHILDCARE, AND OTHER ITEMS

Payment for childcare, lunch, field trips and other activities may be made in cash, check or credit cards (Visa, MasterCard, American Express, and Discover accepted). You may provide credit card information for each transaction or you can keep it on file in the office for ongoing processing. Please see Office Manager, Amy Nelson, for any questions. Checks should be made out to Eagle Peak Montessori School. All **returned checks** will be charged a \$30.00 fee. The amount of the original check and the fee should be paid in cash, cashiers check or money order. Receipts will be issued for all cash payments received.

A. Timing of Payments

- ❖ It is expected that all payments will be made promptly.
- ❖ Lunch payments must be made prior to the student receiving lunch.
- ❖ Most childcare payments are pre-paid. However, if you are using "drop-in" childcare services, payment is expected within a week of childcare usage.
- ❖ If childcare fees are more than two weeks overdue, your child will be prevented from staying in childcare until the amount due is paid in full.

CLASSROOM ASSIGNMENTS

Eagle Peak teachers are all well-trained and enthusiastic about offering the highest quality of education to each student. The assignment of students to particular classes is a collaborative effort between the grade level teachers and the Executive Director. Parents are asked to complete a Parent Input form if they would like to give information that the staff may consider when making classroom assignments. The Executive Director will meet with the staff and consult these Input forms when making assignment decisions. When completing the Parent Input form, please do not request a specific classroom or teacher.

Contact the Executive Director during the school year if a new concern about your child's placement develops. Changes to classroom assignments are very rare and will be considered only in the most extreme circumstances and within the context of the impact on all the students and teachers involved.

BEHAVIOR AND DISCIPLINE

Our goal is to support students in developing the self-discipline necessary to show respect for themselves, others, and the environment. Teachers model appropriate behavior and instruct students in the proper use of equipment and supplies, grace and courtesy, and conflict resolution. Group discussions and role-playing add to students' understanding that they are responsible for the consequences of their choices.

Eagle Peak students and staff created the following Eagle Peak Virtues:

We practice integrity.

We practice gratitude.

We practice respect.

We practice peacemaking and responsible citizenship.

We practice life-long learning.

Keeping these virtues in mind, we have the following behavior/discipline procedures.

A. Eagle Peak Behavior Expectations

- ❖ Be kind.
- ❖ Respect of self and others.
- ❖ Respect (take care) of the classroom materials.
- ❖ Walk in the classroom.
- ❖ Raise your hand to speak in group lessons.
- ❖ Use a quiet, kind respectful voice or tone.
- ❖ Respect the work cycle, by not interrupting others who are working.
- ❖ Use words to resolve conflict.
- ❖ Demonstrate empathy towards peers.
- ❖ Be respectful of animals.

B. Student Discipline-Consequences

1. **Behaviors that warrant immediate removal from the classroom to the office and possible suspension:**
 - ❖ Fighting or purposely harming another individual.
 - ❖ Possessing any pharmaceutical item or paraphernalia. (legal or illegal)
 - ❖ Cruelty to any classroom animal.
 - ❖ Possession of dangerous items such as but not restricted to: guns, bullets, matches, knives, razors.
 - ❖ Verbal disrespect of an adult in the classroom.

Under certain circumstances, suspension or expulsion may be recommended. When this occurs, students, parents, and school staff have specific rights and responsibilities and must follow certain procedures.

Corporal punishment will never be inflicted upon a student of Eagle Peak Montessori School; it violates the law and our philosophy of respect.

2. Procedure for other classroom disruptions or behaviors:

- ❖ 1st Time Reminder/Warning
- ❖ 2nd Time Removal from Activity/Time Out/Removal from Classroom if warranted.
- ❖ 3rd Time Phone call to parent
(1-3 may all occur in the same day.)
- ❖ 4th Time If the behavior does not stop as a result of the first three consequences, the student will be removed from the classroom and sent to the office. A notice will be sent to the parent that the child was removed from the classroom.

Before a child is sent to the office for behaviors that do not warrant immediate removal from the classroom, there should be evidence that other solutions have been attempted. Each student arriving in the office should have with them a referral form from their classroom teacher.

3. Purposeful disrespect to other students or adult.

- ❖ Student will be removed from the situation.
- ❖ If this occurs between students, teacher will mediate the peace table with the students.
- ❖ If this occurs between a student and the teacher, the student will be brought to the office and the Administrator will mediate the situation.
- ❖ If a student is repeatedly disrespectful the teacher will notify the parents in order to begin the process of working together towards a solution.

CLOTHING: STUDENT DRESS CODE**A. General Guidelines**

Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process.

- ❖ EPMS does not allow t-shirts, backpacks, or lunch boxes with violent themes, or depictions of television, movie or cartoon characters. Musical groups may be allowed, so long as they do not contain violent or profane images or phrases. (Profane being defined as subject matter, which would be found in movies or songs with ratings over “G”.)
- ❖ Clothing that promotes negative or offensive messages including those that are in opposition to the school’s philosophy.
- ❖ Dress, accessories and jewelry which contain obscene, symbols, signs or slogans, and /or which slur or degrade on the basis of race, religion, ethnicity, gender, disability, sexual orientation, or gender identity and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn.
- ❖ Dress that contains language or symbols supporting sex, drugs, alcohol, tobacco or weapons shall not be worn.
- ❖ Clothing should be comfortable, washable, and suitable for the weather conditions and school activities.
- ❖ Shirts should extend past the waistband, including when sitting or working on the floor.
- ❖ Pants, shorts, and skirts must reach the mid-thigh of the student.
- ❖ Clothing should not allow for undergarments to be visible.
- ❖ Clothing that is very loose or long may cause children to trip, especially during games, dancing, and physical education.
- ❖ Shoes should not cause a disruption in the classroom and also be comfortable and safe for sports, gardening, and walking excursions, no flip flops, no “light up” shoes, “heellies” or zories.

LOST AND FOUND

Please label all personal belongings (backpacks, lunch boxes, water bottles) with your child’s name; you can use a permanent marker to write it on the manufacturer’s label. Misplaced items will be stored in a Lost and Found basket; check in the office if you are unable to locate any items.

Items not retrieved will be placed in the school’s emergency supplies or given to charity periodically.

MEALS AND SNACKS

Remember: EAGLE PEAK IS A PEANUT FREE CAMPUS. Please do not send any food containing peanuts to school with your child for personal or classroom consumption. Children are expected to bring nutritious meals and snacks. Soft drinks and sugary treats such as candy are not appropriate for school consumption. Please help your child make healthy choices when deciding what to bring to school with them.

A. School Meal Options

Breakfast/Morning Snack will be available for purchase each day. This will consist of cereal, milk and fruit. Two days a week the school will offer lunch for students who chose to purchase the items. You will receive a meal order approximately every six weeks. This must be completed and turned into the school office via the Friday Folder. Eagle Peak currently chooses T and Fridays to offer the lunch choice.

Students eligible for free or reduced lunch will be able to receive these items at no cost. Please contact Ms. Hammons if you believe your child is eligible. michelle@eaglepeak.org

SCHOOL SUPPLIES

- ❖ ***Backpack:*** *(PLEASE DO NOT BRING BACKPACKS WITH CARTOON CHARACTERS OR OTHER SUCH IMAGES ON THEM.)*The backpack will be used to hold sweaters and jackets that are not being worn in order to avoid the inadvertent spreading of head lice. It will be used to contain items traveling back and forth between home and school. It will also be important for carrying lunches and supplies on field trips and community excursions. Water Bottle: To keep things sanitary and secure for the students, we ask that you send your child
- ❖ ***Water bottle*** that is not disposable and can be refilled from the water fountain in the classroom
- ❖ ***In lieu of supplies, the Community Foundation for Eagle Peak asks for an optional supply donation to the CFEP in order to purchase the supplies in bulk. This allows the teachers to purchase items as needed.***

SHARING COLLECTIONS, GAMES, AND TOYS

Please check with your child's teacher regarding when it is appropriate to send personal items from home to share.

STUDENT USE OF ELECTRONIC DEVICES (NOT SCHOOL PROPERTY)

Cell phones, tablet computers (unless specifically called for with classroom permission), electronic games, music players or other such devices should not be brought to school by the elementary students.

Adolescent students may bring cell phones if they take full risk of the item being lost or damaged. The cell phones for adolescents must not be in the back pack but will be placed in a cell phone locker in the classroom.

If a school staff member finds it necessary to confiscate a device, parent/guardian will be notified promptly and the device will be returned in accordance with school rules after the administrator or designee has consulted with the student's parent/guardian. The school is not responsible for lost or stolen electronic signaling devices. Students are to make arrangements with their parents/guardians to contact the school office when attempting to reach them during the school day.

The following are inappropriate uses of electronic signaling devices: harassment, threats, intimidation, electronic forgery, cyberbullying/cyberthreats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non-instructional day. Students are not to use material or text message to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts.

Students who act in violation of this policy shall be subject to the district's progressive discipline as follows:

1. Initial violation - electronic signaling device will be confiscated by school staff and secured in a safe location. The electronic signaling device will be returned to student at the conclusion of the staff workday;
2. Second violation - electronic signaling device will be confiscated and secured in a safe location. The electronic signaling device will not be returned to the student unless and until the student's parent or guardian meets with school administrative staff for the purpose of clarifying this policy;
3. Third violation - the electronic signaling device will be confiscated and secured in a safe location. The electronic signaling device will not be returned to the student unless and until the student's parent or guardian provides written assurance that the student will no longer be allowed to possess the electronic signaling device during the instructional day;
4. Fourth violation - the electronic signaling device will be confiscated and secured in a safe location. The student will be subject to suspension;
5. Fifth violation - the electronic signaling device will be confiscated and secured in a safe location. The student will be subjected to loss of school privileges such as suspension or expulsion;

STUDENT USE OF TECHNOLOGY

Students must be instructed in the appropriate use of available technology and in their responsibilities while using the Internet. Instruction will include appropriate language, safety (not revealing personal information), security (not sharing passwords), and appropriate citation of resources gathered. Parents are ultimately responsible for setting and conveying the standards that their child should follow. Therefore, each family must decide if their child will have access to the Internet while at school. After discussing their family standards and the Student Acceptable Use Agreement, students and parents must sign the agreement before their child will be permitted to use the school's computers for Internet access. (Please refer to the Acceptable Use Agreement found in your registration materials)

BIRTHDAYS

Teachers will give information regarding classroom procedures for birthdays. Please remind the teacher a few days before your child's birthday so you can plan the celebration together.

If your child is having a birthday celebration outside of the school day, please do not send invitations through the school. Be sensitive to those who may not be invited by refraining from bringing birthday gifts to school.

Children often like to share a special snack with the class as part of the celebration. Please be sure the snack is nutritious and save cupcakes, frosting, and sugary treats for your celebration at home. **Please remember that Eagle Peak is completely Peanut Free. Check with the teacher so you can plan to accommodate any children with dietary allergies.**

NUT ALLERGIES CAN BE A LIFE THREATENING DANGER. REMEMBER THAT EAGLE PEAK IS A PEANUT FREE CAMPUS!!

Your child may wish to give the school a gift of a book or other useful item. Check to see if there is a list of desired items from which to choose. Help your child to inscribe the inside cover with their name, the date, and the occasion.

HOMEWORK

Although we do not typically assign homework in the Lower Elementary classrooms, the teachers in each classroom will provide a detailed guide that delineates any particular expectations they have regarding homework. Upper Elementary Students often have homework assignments. Again, those teachers will explain their procedures when you meet with them. Students enrolled in the Adolescent Program will have daily assignments that may require work at home. Those may include online courses.

Homework should not consume more than 10 minutes per grade level of the student. For example, if your child is in the second grade, her/his homework should not take longer than 20 minutes to complete.

FIELD TRIPS

Field trips and excursions are educationally sound and an essential element of the instructional program of Eagle Peak. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich Eagle Peak's educational program and the social development of Eagle Peak's students.

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against Eagle Peak, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times.

If you are interested in attending Field Trips with your child's class, either as a chaperone or a driver (or both), you must complete a Field Trip Training Session with the Executive Director. Dates for these trainings will be announced in the first month of school.

If you are interested in driving for a field trip you must also complete the Transportation Form available in the office. You will also be required to be fingerprinted.

Each student leaving the campus for an educational outing will wear a personal identification card. Only the school's name, address, and phone number will be visible to others. The inside of the card will contain the student's name, parent names and contact information, and authorization for emergency medical treatment.

A. Volunteer Drivers and Vehicles

Volunteers who wish to drive students on educational outings must have the following information on file in the school office prior to any outing for which they are driving:

- ❖ A copy of their **current** California (only) driver's license.
- ❖ A copy of their **current** insurance policy or insurance card showing that adequate medical and liability coverage for passengers is in effect.
- ❖ A description of their car including the license plate number
- ❖ Acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion. (That the car they are driving that day is covered by the insurance they have given the school.)
- ❖ A completed Car Safety Checklist. This list is given to drivers prior to an outing as a reminder to check the car for safety. The car is checked by a staff member or safety volunteer who then signs the form. This vehicle check **expires after 3 months** and will need to be updated for each car that is used to transport students.
- ❖ A completed Supervision Qualifications and Application form that includes criminal record information, two character references, and permission for the information to be verified. (Please understand that we ask for this information solely to protect the children in our care.)
- ❖ Complete Field Trip Training with the Executive Director.

PARENT INVOLVEMENT AGREEMENT

All Eagle Peak families make the following commitment when they submit an application for admission. It is renewed annually.

The vision of Eagle Peak Montessori School 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. Families of Eagle Peak students agree to help make this vision a reality by becoming involved in the following ways.

- ❖ As an Eagle Peak parent, I agree to help my child's potential fully develop by:
 - Ensuring the regular and punctual attendance of my child. (Being on time shows respect for the learning community as a whole.)
 - Supporting the teachers and administration in helping my child understand rules and expectations of the school and the community.
 - Developing independence in my child. Allow him/her to make choices in our home environment so that he/she is prepared to make choices in the classroom.
- ❖ As an Eagle Peak parent, I agree to develop my potential as a supportive parent by:
 - Contacting the school promptly if my child is ill. (This allows the school to take the proper measures for attendance in a timely manner.)
 - Attending all Parent/Teacher conferences and observations.
 - Remembering that a child's interpretation of a school experience may differ from what actually happened. Always listen to the child, but also get the other side of the story by making an appointment with the teacher.
- ❖ As an Eagle Peak parent, I agree to help the school community develop by:
 - Reading, supporting, and understanding the goals and Montessori philosophy of the school.
 - Completing a minimum of **40 Volunteer Hours** (20 additional hours for additional students).
 - Having a positive, supportive attitude towards the school and the teachers.
 - Responding as soon as possible to communication sent by the school that requires parent signature or response.
 - Making an appointment by note, phone, or email before contacting the teacher.
 - Discussing problems or needs with the classroom teacher with the intention of solving the problem. Should that fail, the Executive Director should be contacted.
 - Supporting fundraising activities.

A. Parent Service Contributions

Parent service contributions are essential to the smooth operation of the school. During the Registration Night you will be presented with a variety of volunteer opportunities. Each parent also completes a Volunteer Availability Form during registration. The Parent Teacher Leadership Group divides these forms according to interest and availability.

Each family is expected to complete a minimum of 20 hours of volunteer time in the fall and an additional 20 hours in the spring/summer, for a **total of 40 hours**. Families are responsible for recording their service activities and hours. There is a binder in the office with a form for your family.

(Also see Appendix B for a copy of the form). Hours will be totaled on a bi-yearly basis. The PTLG coordinators will assist you in finding ways to fulfill your agreement. However, it is ultimately each parent's responsibility to find a way to complete the hours expected. Fulfillment of volunteer hours, or the lack thereof, will not affect a student's continued enrollment or eligibility for admission.

CHANGE OF ADDRESS OR OTHER CONTACT INFORMATION

The office needs to be notified in the event that any of the following information changes for your family:

- ❖ Address/Phone number
- ❖ Emergency contact numbers
- ❖ Persons authorized to pick up students
- ❖ Carpool partners

ALL PARENT ORIENTATION

Just before school opens there will be an evening school tour and orientation for parents of all Eagle Peak students. You will be given the opportunity to view the office and classrooms and locate the children's bathrooms. Basic school procedures and routines will be explained. Please read this Handbook before the orientation so you can ask questions you may have.

OBSERVATIONS AND CONFERENCES –PLEASE SEE ADDENDUM FOR CURRENT PROCEDURE

Classroom observations are scheduled during October and April, shortly before conferences. Observations are scheduled during the morning work period for thirty minutes, but parents are welcome to observe longer or at other times by special arrangement. Our goal is to make accommodations so that every parent has an opportunity to participate in this process. Appointments for observations and conferences are made on a first-come, first-served basis. Read your Friday Folder Notes each week so that you will know when the reservation forms will be posted.

Parent conferences are scheduled in early November and early April. The conferences will be held on Wednesday, Thursday, and Friday afternoons of each of the two conference weeks. Some limited evening appointments also will be available. Please discuss with you child's teachers which evening they will be available. **The school will close at 1:00 p.m. on all conference days; childcare will be available for those who pre-register and pre-pay only.**

During the October meeting, the student's Individualized Learning Plan (ILP) will be drafted jointly by the parents, student, and teacher. The April conference will give parents, students, and teachers the opportunity to review work completed, compare actual progress with the ILP, and revise the ILP as appropriate.

Written progress reports will be provided in January and June. Additional conferences will be scheduled on an individual basis throughout the year should the need arise.

PARENT EDUCATION PROGRAM

The Parent Education coordinator for the Parent Teacher Leadership Group coordinates the Parent Education Program with support from the faculty and administration. Each month there will be a social or educational evening for parents.

These events will be held the first week of every month. Details will be announced in the Friday Folder. We will alternate between Tuesday, Wednesday and Thursday evenings in an effort to include as many parents as possible. Generally, there will be a brief presentation and plenty of time for questions and discussion. Some of the evenings include interactive sessions using classroom materials. Parents and staff will contribute their knowledge and experiences to this program.

NON-DISCRIMINATION POLICY

Eagle Peak Montessori School does not discriminate against any person or group thereof upon the basis of race, color, religion, sex, sexual orientation, gender identity, ancestry, physical handicap, marital status or national origin in the operation of the School. The School shall comply with District policies and federal and state laws, rules, and regulations pertaining to nondiscrimination of hiring and employment and as to admission of and treatment of students. The School shall at all times comply with, among other things, the Americans with Disabilities Act, Title VI, Title VII, Title IX, and Section 504.

Any person who feels they have experienced discrimination will be encouraged to immediately inform the Executive Director who will investigate the matter. Information concerning the procedures for reporting charges of discrimination and for pursuing available remedies may be obtained in the school office.

REPORTING OF SUSPECTED CHILD ABUSE

Under the California Penal Code, Eagle Peak Montessori School and all of its employees are mandated to report to the designated authorities cases of suspected child abuse. A report, both by telephone and in writing, is required of a school employee "who in his/her professional capacity or within the scope of his/her employment has knowledge of or observes a child who can reasonably be suspected of having been a victim of child abuse." For the purposes of this law, child abuse is defined as physical or sexual abuse, willful cruelty, and/or general neglect.

All employees review the law and sign an acknowledgement stating they have reviewed the law and understand their responsibilities and rights under the law. These acknowledgements are kept on file in the school office.

STUDENT RECORDS

Respect is the foundation of our school. All information about students and their families is handled in accordance with the Family Education Rights and Privacy Act (FERPA). Student records consist of cumulative records and directory information.

A. Contents of Cumulative Records

Each student has a cumulative record, often called a cum folder, which is maintained at the school of enrollment. Students receiving special education services also have records maintained by the Mt. Diablo Unified School District's special education office. These records contain student information such as attendance, evaluations, test results, health records, special program documents, et cetera.

B. Confidentiality of and Access to Cumulative Records

Only school personnel and a student's parents have access to the information in a student's cumulative record. The contents of this record will not be released to anyone else without written parental permission. A log is kept in the cumulative record documenting each release of student information.

When parents are separated or divorced, both parents generally continue to have equal rights where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody, visitation, or access to information, please bring a copy to the office for our records. Unless we have a court order which specifies otherwise, we will provide equal rights of access to both parents.

C. Reviewing or Challenging Cumulative Records

Parents who wish to review their child's school records are welcome to do so. A staff member is required to be present when the records are reviewed; they will be available to answer questions or interpret information. Some records may be with the teacher rather than in the school office. For these reasons, please submit a written request to review your child's records. The school will schedule an appointment within five days; all the records will be gathered for your perusal. Should you wish to receive copies of the records, the school may assess a fee to cover the cost of duplication.

Parents have the right to challenge the contents of any student record. Please contact the Executive Director who can provide the written guidelines for a request to have information removed from the cumulative record.

Parents who wish to review or challenge special education records should contact the Executive Director who can advise you of the necessary arrangements.

Information that does not personally identify specific students may be released to other institutions or the press without parental permission. This type of information may include school or class summary information reported by various groupings such as gender or grade level.

D. Directory Information

Directory information includes the student's name, address, and telephone number. It may be released to school-affiliated parent groups, law enforcement agencies, and governmental social service agencies when authorized by the Executive Director.

A student's record of participation in recognized school activities and sports may be released as public information. This information includes the height and weight of team members, honors and awards earned by a student, and information needed by organizations that might give awards and scholarships to students.

Directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the school receives consent as required under state law).

Parents may prefer that their child's directory information remain confidential. Similarly, parents may prefer that their child's photograph or electronic image not be published in print or on our website. These preferences are specified on registration forms annually. Please notify the school in writing should you decide to amend your preferences regarding the publication of directory information or images after the forms are submitted.

E. Other Information

To receive a comprehensive copy of the School's policies relating to student educational records, please request a copy of the policy from the Executive Director.

HEALTH AND SAFETY

A. Emergency Information Card and Medical Release

A completed Emergency Information Card must be on file before a student may attend school. It contains the contact information for parents and two local individuals who are authorized to care for your child in case you are unavailable. There is also a distant contact person in case of a natural disaster.

Should the school need to contact a parent or their representative in an emergency or during an educational outing, the Emergency Information Card will be the source of the contact information. Please inform the office immediately if any of these people changes their contact information or if you choose different emergency contacts.

The Emergency Information Card contains a medical release that gives permission for your child to receive medical treatment in the case of an emergency. Students also carry an abbreviated version of the Emergency Medical Card and Medical Release with them while participating in educational outings.

B. Medical and Dental Insurance

The State of California offers low- or no-cost medical, dental, and vision care coverage through the Healthy Families/Medi-Cal program. Parents should call 1.888.747.1222 for information about how to apply for this coverage.

SAFE EDUCATIONAL ENVIRONMENTS

Eagle Peak Montessori School is committed to creating an environment which does not expose students, employees, parents, or volunteers to unhealthful or dangerous conditions. Whether attending school or participating in an off-campus excursion, our community members deserve a healthy and safe environment. To promote these aims, the Board of Directors has approved the following policies. Please take the time to discuss the importance of these issues within your family, work cooperatively with school personnel regarding these policies, and support our goal of keeping the school free of unhealthful or dangerous conditions.

We all hope that there will never be violations of these policies. Should a violation occur, school staff will remove the offending party and notify the Executive Director. The school will confer with the transgressor (and parents, if the transgressor is a student) to discuss the situation and to plan intervention strategies. The police will be contacted when required by law or otherwise deemed necessary. Any person found to have engaged in unsafe behavior will be subject to disciplinary action which may include expulsion (for students) or discharge (for employees).

Students will not be released to any parent or authorized guardian whom a staff member observes to be or reasonably suspects is in violation of these Safe Educational Environments policies. Should this situation arise, the Executive Director will be notified immediately and applicable policies will be implemented.

A. Tobacco-, Alcohol-, and Drug-Free Environments

Eagle Peak Montessori School recognizes that our society has a problem with substance use and abuse. In order to create a secure and healthy environment for our school community, the following circumstances will not be tolerated at school or during any school function:

- ❖ Possessing or using tobacco products
- ❖ Possessing, using, or being under the influence of alcohol
- ❖ Possessing, using, or being under the influence of drugs (other than medications used as prescribed)
- ❖ Possessing drug paraphernalia (other than items prescribed by a physician)
- ❖ Selling or attempting to sell tobacco, alcohol, drugs, or drug paraphernalia

B. Weapon-Free Environments

The presence of weapons is detrimental to the healthy development of our school community. The following circumstances will not be tolerated at school or during any school function:

- ❖ Possessing firearms or firearm imitations
- ❖ Possessing knives (other than those provided for classroom activities or meal preparation)
- ❖ Using a bat, hammer, or any other object in a threatening manner
- ❖ Possessing explosives such as ammunition and fireworks
- ❖ Possessing sharp objects such as ice picks or razor blades

C. Blood and Other Bodily Fluids

It is a good health policy to assume that all bodily fluids are potentially infectious. People may carry infectious diseases before they are aware of the condition. Therefore, it shall be assumed that there may, at any time, be students or employees at the school who carry the AIDS virus, the hepatitis viruses, and any other illness. All bodily fluids from all persons shall be treated as if they may be infectious. Bodily fluids include blood, urine, vomit, tears, and saliva.

The school keeps on hand supplies for the cleaning of bodily fluids. These supplies include disposable gloves, disposable garbage bags of various sizes, disposable paper towels, liquid hand soap, household bleach, a pail and measuring cup, labels, and pens.

The use of the following simple precautions at school and at home will substantially reduce the risk of infections transmitted by blood:

- ❖ Gloves should be worn.
- ❖ Any visible debris should be removed with disposable towels which are then discarded in a garbage bag of an appropriate size.
- ❖ The general area is then decontaminated with diluted bleach and disposable towels. The recommended dilution is 1.5 ounces of bleach to each gallon of water.
- ❖ Any non-disposable items such as shoes, clothing, or utensils that were contaminated are then disinfected using the bleach solution or soap and paper towels.
- ❖ Gloves, towels, and disposable items are discarded in a garbage bag.
- ❖ All small garbage bags are placed in a larger bag which is then sealed.
- ❖ A very thorough hand washing with soap and water is followed by labeling the bag as contaminated.

Any bleeding laceration should be treated with direct pressure. If gloves are not immediately available, a towel or other barrier should be placed over the cut. Under no circumstances should the urgent care of a bleeding child be delayed because gloves or protection is not immediately available. Afterward, prompt and thorough hand washing with soap and water will afford protection.

D. Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

It is the policy of Eagle Peak Montessori School ("School") to create and maintain a learning environment where students are treated with dignity, decency and respect. It is also the policy of the School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. Education Code 234.1. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic

performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

- By phone at 925-946-0994
- By email at michelle@eaglepeak.org
- By mail at 800 Hutchinson Road, Walnut Creek, CA 94598

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Principal, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged

wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

TRANSFERRING TO A DIFFERENT SCHOOL

If you find it necessary to leave Eagle Peak Montessori School, please notify the school as soon as possible.

Transfers seem to involve several variables:

- ❖ the receptivity of the receiving school;
- ❖ the level of the child's academic and social development;
- ❖ and knowledge of the child's Montessori experiences.

Parents can assist their children in the transition to a private or traditional public school by giving the teachers and staff sufficient notice. Educators need time to communicate with receiving schools and to help prepare the children, while they are still here, for different curricula and expectations.

Given sufficient notice, valuable information regarding the student's progress that can help inform the new school can be gathered and included with the student's records. We'd like to include whatever we can to make the transition to the new school easier for the student and the new teacher. Cumulative records will be forwarded to the new school of attendance upon written request.

General Complaint Procedures

It is the policy of Eagle Peak Montessori School (EPMS) to maintain a positive and productive working and educational environment in compliance with all applicable federal and state laws and regulations. EPMS has adopted this Grievance Policy – General Complaint Policy to address issues and concerns raised against EPMS and/or EPMS employees.

EPMS employees that have complaints against other EMPS employees or supervisors, that do not involve issues of discrimination or harassment or violations of law, are encouraged to first address their concerns with the person directly and informally using conflict resolution skills without the intervention of a supervisor or other School administrator.

For complaints regarding harassment, discrimination or perceived violations of state or federal laws, please refer to EPMS' Uniform Complaint Procedures. For all other complaints, the following procedures and accompanying General Complaint Form will be appropriate.

Overall Procedures for All General Complaints

It is the policy of the EPMS Board of Directors that all grievances shall be resolved as close to their source as possible. All members of the school community, and all outside parties involved in a dispute, are encouraged to deal directly with the other parties involved and make all reasonable efforts to reach a resolution that is acceptable to all parties involved. Grievances shall only move to a higher level of authority after direct communication between those initially involved has failed to produce a resolution, or where appropriate.

Complaint Procedures –General Third-Party Complaints

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about EPMS generally, or an EPMS employee.

If appropriate, complaints should first be directed to those involved in the issue or decision that is the subject of the complaint. With student-related matters, initial conversations should be held at the classroom level with the teacher, communicating the complaint as clearly as possible, seeking to understand all perspectives, and identifying potential actions that will lead to a resolution of the issue for a cooperative resolution.

If the complaint has not been resolved through the informal process or if it would not be appropriate to engage in the informal process, the complainant shall submit a signed written complaint form and speak with the Executive Director(ED), or designee, to discuss the issue(s). The ED shall document the information involved in the complaint, inquire with other parties involved and investigate the circumstances, and provide a solution or explanation.

If a formal written complaint submitted to the ED remains unresolved after 20 school days from the date of submission, a signed written complaint form may be submitted to the EPMS Board of Directors. Two Board members shall meet with the complainant to discuss the issue(s) raised in the Complaint., Said Board members shall investigate the matter further, if necessary, following an initial review of the ED's investigation, and provide a solution or explanation. The aforementioned Board members shall report findings to the Board for review and action, if necessary.

General Requirements

Confidentiality: Information obtained from the complainants and thereafter gathered as part of the complaint process shall be maintained reasonably confidential; however, absolute confidentiality cannot be assured.

Non-Retaliation: Complainants shall not be discriminated against by EPMS staff or EPMS Board of Directors in retaliation to the filing of a complaint or participation in any complaint process.

Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate and reasonable remedial measures to ensure effective resolution of any complaint.

No Guarantee of Satisfaction: EPMS does not guarantee that every complaint will be resolved to the complainant's satisfaction.

UNIFORM COMPLAINT PROCEDURES

It is the policy of Eagle Peak Montessori School (the "School") to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach or the complaint involves harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, in its programs or activities, federal or state laws, or regulations governing educational programs, or improper student fees, failure to accommodate lactating students, noncompliance with the rights of pregnant and parenting students, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources, failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education or a complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable, or other violation of state or federal law under the following programs: compensatory education, English learner programs, Special Education Programs; Safety Planning Requirements; Physical Education: Instructional Minutes, the complainant must use the below identified complaint procedure. The School will investigate complaints and seek to resolve them in compliance with this policy.

Internal Procedures:

The Executive Director has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Unlawful discrimination or harassment may be based upon actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other category protected by law. Consequently, should the Executive Director become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that is believed to be sexually and/or otherwise unlawfully harassing or represents a violation of law as identified above, has a responsibility to report the situation immediately to the Executive Director at 800 Hutchinson Rd, 925-946-0994. Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

If the employee or student is not comfortable contacting the Executive Director or if that individual is not available, the employee or student should contact the Eagle Peak Montessori School Board of Directors' President at 925-946-0994, who has been designated to handle inquiries regarding the non-discrimination policies and other complaints identified. OCR Non-discrimination notice. A Harassment/Retaliation/Unlawful Conduct Complaint Form may be obtained from [the office manager, or Executive Director.

Anonymous Complaints: Any employee or student who believes that there has been a violation of state or federal law as articulated above, or an improper imposition of student fees, should make a written complaint to the Executive Director. Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from Board President or his/her designee. Such extension by the Executive Director or Board President or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or Board President or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The Board President shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving discrimination (other than employment discrimination) or claims of failure to comply with applicable state or federal laws or regulations, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Department of Fair Employment and Housing (the "DFEH") for investigation as required by law.

Written Decision: The Executive Director shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the School's decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director will send a copy of the written decision to the complainant.

Appeal of School's Decision

Appeal to CDE: Except for complaints regarding instructional materials and teacher vacancies or mis-assignments, a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an

issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the DFEH.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment may file a complaint directly with the DFEH. The DFEH serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the DFEH finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the DFEH may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the DFEH and a Right to Sue Notice has been issued. For more information, contact the DFEH toll free at (800) 884-1684, or email the DFEH at contact.center@dfeh.ca.gov or visit its website at www.dfeh.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the DFEH or Commission; filing a complaint with the DFEH, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES-

Copies of the EPMS Board Policy on Suspension and Expulsion are available in the school office.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Eagle Peak Montessori School ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family..
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive..
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, as well as other means of correction that were attempted before the suspension and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include

videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence.

This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

- i. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

- ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Executive Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

APPENDIX B

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2020-2021 FAMILY SERVICE CONTRIBUTION RECORD

Your contributions to Eagle Peak Montessori School are greatly appreciated! Each task, no matter how large or small, enhances the learning environment for all our students.

Please use this form to keep a log of your volunteer activities. Not only will this help the volunteer coordinator keep track of your hours, but the record of volunteer contributions will help the school in our fundraising efforts.

The official form is kept in a binder in the office. The coordinator updates your records from the binder at the end of each month; please make sure the binder is kept current. Check the school roster if you would like to contact the volunteer coordinator personally.

Student Name(s): _____

Name	Date of Service	Hours Served	Description of Activity

