



2024-2025

Eagle Peak

Montessori School
Community Handbook

Eagle Peak Montessori School

Michelle Hammons, Executive Director

800 Hutchinson Road
Walnut Creek, CA 94598

(925) 946-0994 (P)

(925) 946-9409 (F)

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/guardian” 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

LAND ACKNOWLEDGEMENT

Eagle Peak Montessori School acknowledges that we currently occupy land which is Ohlone land. The Ohlone people are still here and are still active. The Ohlone people are made of several tribes. The land we are on specifically is that of The Confederated Villages of Lisjan. As they say, the land did not belong to them, they created reciprocal relationships with the plants and animals they shared this space with.

These words are shared for the Boston Public Schools Land Acknowledgement:

“We acknowledge the sacred land where we work, live, learn, teach, and build community, has been a place where people have lived for over tens of thousands of years. We recognize that invaders have repeatedly violated the sovereignty, territory, and water of the original inhabitants of the land for over 400 years. We extend our respect to the citizens of these Nations who live here today, and their ancestors and all indigenous people. We also affirm that this acknowledgment is insufficient. It does not undo the harm that has been done and continues to be perpetuated against indigenous people, their land and water. We also acknowledge they are still here.”

On Indigenous Peoples Day of 2021, the City of Albany recognized the local tribe and celebrated the raising of the Confederated Villages of Lisjan flag at City Hall. The event was a part of passing the Rematriation Resolution and a larger commitment to recognizing the Villages of Lisjan and local Indigenous histories, shifting city signage to accurately represent original people, shifting school curriculums, opening access to land, and working towards reconciling harm.

I encourage you to know the current activities of Indigenous People where you live and to bring books and acknowledgement into your classrooms that discuss more than history but bring to life the current culture of the people's whose land we are on.

ADDITIONAL APPRECIATION

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.

California Department of Education
Charter School Development Center
Mt. Diablo Unified School District

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EAGLE PEAK STAFF CONTACT

Executive Director	Michelle Hammons	mhammons@eaglepeakmontessori.org
Office Manager: Registration Attendance Lunch	Amy Nelson	anelson@eaglepeakmontessori.org
Office Coordinator: Lottery Other office administrative questions	Leslie Brown	lbrown@eaglepeakmontessori.org
Business Manager	Erin Jordahl	ejordahl@eaglepeakmontessori.org
Technology	Jason Hink	techsupport@eaglepeakmontessori.org jasonh@eaglepeakmontessori.org
Lower Elementary Staff	Sibyl Buckner Meg Gibson Jennifer Williams Maria Lopez Jennifer Lee Amy Chionis	Room301@eaglepeakmontessori.org Room301@eaglepeakmontessori.org Room302@eaglepeakmontessori.org Room302@eaglepeakmontessori.org Room401@eaglepeakmontessori.org Room401@eaglepeakmontessori.org
Upper Elementary Staff	Adrienne Jilbert Shakira Khan Jamie Brennan Rachel Smith Molly Riffel Manisha Sharma	Room601@eaglepeakmontessori.org Room601@eaglepeakmontessori.org Room201@eaglepeakmontessori.org Room201@eaglepeakmontessori.org Room202@eaglepeakmontessori.org Room202@eaglepeakmontessori.org
Adolescent Program	Annie Rodriguez Sascha Paris Maha Haddad Kisha Powell	annier@eaglepeakmontessori.org saschap@eaglepeakmontessori.org
Specialists/Classroom Assistants	Jonathan Pascua (ART) Ava Huovinen (PE Coordinator) Diana Strong (MUSIC/READING) Kimberly Evje (Reading)	art@eaglepeakmontessori.org pecoordinator@eaglepeakmontessori.org Dianas@eaglepeakmontessori.org kimberlye@eaglepeakmontessori.org

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. Birthday celebrations are a special time of recognizing students in their classroom. We ask that in lieu of a snack, that your child consider donating a copy of their favorite book to the classroom.

Eagle Peak does have a dress code(described in more detail on page 25). A portion of that dress code asks that students avoid wearing t-shirts and sweatshirts that have inappropriate phrases, logos, or pictures that promote violent characters from television, video games, 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 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 racial diversity, socioeconomic diversity, cultural diversity, gender identity, sexual orientation, and ability 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, our school community is on a continuous path towards culturally competency. 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 are all a work in progress, and must remain open to continued growth and understanding in ourselves and others.

We as a staff and school leadership team (Board, EPMS STAFF, 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
President (Parent Member)	Berenice Hernandez	Executive Committee	board@eaglepeakmontessori.org
Vice President (Parent Member)	Jennifer Womble	Executive Committee	board@eaglepeakmontessori.org
Treasurer (Parent Member)	Katie Brennan	Executive Committee	board@eaglepeakmontessori.org
Secretary (Parent Member)	Rebecca Liskin	Executive Committee	board@eaglepeakmontessori.org
Executive Director/ Principal	Michelle Hammons	Executive Committee	mhammons@eaglepeakmontessori.org
Staff Member	Sibyl Buckner		board@eaglepeakmontessori.org
Staff Member			
Founder/Alumni Member			
Parent Member	Jason Dietrich		board@eaglepeakmontessori.org
Community Member	Kelly Griffith Mannion		board@eaglepeakmontessori.org
Community Member	Madeline Carson		board@eaglepeakmontessori.org
Community Member			
CFEP President Member	Laura Desautels	CFEP President	board@eaglepeakmontessori.org

PARENT GROUPS WHICH SUPPORT EAGLE PEAK MONTESSORI SCHOOL

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.

Position	Name	Contact
President	Laura Desautels	Laura@cfep.us
Vice President		
Treasurer	Dan Desautels	dan@cfep.us
Secretary	Megan Daoudi	megan@cfep.us
Member	Sia Banahashemi	sia@cfep.us
Member	Carianne DiMicoli	
EPMS Board President	Berenice Hernandez	board@eaglepeakmontessori.org

Diversity,Equity,Inclusion

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 CoChair	Adria Banihashimi	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	E-Mail
PTLG Co-Chairs	Erica Collins	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.A., Ed.D. Executive Director. Michelle joined the Eagle Peak Montessori community in July 2003. This was the third year of the school's operation. Prior to moving to California, she served as Assistant Principal of Alief Montessori Charter School in Houston, Texas, and taught for six years 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 the American Montessori Society's 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. In the fall of 2020, Michelle embarked on the path for her Doctorate in Educational Leadership with an emphasis on Social Justice and Equity. She completed this program in 2023.

When time allows, Michelle loves to travel, read, go to the movies, and spend time with family.

"An education capable of saving humanity is no small undertaking; it involves the personal development of humankind, the enhancement of each person's value as an individual, and the preparation of young people to understand the times in which they live."

~ Dr. Maria Montessori, Education and Peace

Amy Nelson, Office Manager. Amy has been a part of the office administration for the past 17 years. Both of Amy's children attended Eagle Peak. Her daughter is starting her 3rd year of medical school and her son is attending Contra Costa Community College Paramedic Program and is studying to be an Paramedic . Prior to staying at home once her children were born, Amy worked as a cardiac technician. Amy lives in Concord with her husband Brent.

Leslie Brown, Office Coordinator. Leslie Brown-Van Sickle has been working at Eagle Peak Montessori since 2017. However, prior to working for Eagle Peak her children attended the school. Her eldest son started at Eagle Peak in 2003 and her youngest son progressed from Eagle Peak in 2016. She and her husband, Mo, live in Concord.

"The bravest thing you can be is yourself"

Erin Jordahl, Business Manager. Erin and her husband live locally down the street from Eagle Peak. She has two children. Her daughter graduated from UCSD and is pursuing graphic design and her son is attending UCLA. 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 Chionis, M.Ed. Lower Elementary Teacher Amy has been with Eagle Peak on staff for the past six years. She comes to Montessori through her children's experience at Eagle Peak Montessori. Amy and her husband Jeff have two teenage children who have both attended Eagle Peak Montessori.

"If you want to go fast, go alone, if you want to go far, go together."-African proverb.

Jennifer Lee, M. Ed., Lower Elementary Teacher. Jennifer is in the 20th 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 lives with her husband Jang, and two sons, Elliot and Evan. She also has a dog named Pepper. In her spare time, Jennifer enjoys spending time with her family, traveling to new places, visiting friends and families in Korea, and walking Pepper while listening to good music.

"The child is both a hope and a promise for mankind."- Dr. Maria Montessori.

Jennifer Williams, Lower Elementary Teacher. Has a B.A. Child Development/Minor in Psychology from Chico State. She began teaching preschool in 1992, then received her Montessori Certification in 1995. She taught preschool in New Orleans, Alice's Montessori and Myrtle Farm Montessori.

Jennifer has been teaching at Eagle Peak since 2013, and received her CA Teaching Credential. She served on the EPMS Board as Secretary for about 10 years.

Jennifer has been married since 1995, has two daughters who are alumni of Eagle Peak, and a yellow Lab named Ty. Their oldest just received her Teaching Credential in History and their youngest will be a sophomore at the University of Oregon. She is a Giants and Ducks fan, enjoys travel, yoga, and photography.

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 Upper Elementary Program.

Maria has been teaching for 17 years, including 12 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.

Meg Gibson, MA. Lower Elementary Assistant and Reading Support Meg came to Eagle Peak in 2021 after having been an elementary school librarian, museum curator and oral historian. Meg will complete her Montessori elementary training in December 2023 from Gulf Coast Montessori. She has been a part of the Eagle Peak community since 2019, when her younger son started 1st grade.

She holds a BA in Anthropology and Art History and a MA in Museum Anthropology. She grew up in Texas but now calls Walnut Creek home, where she lives with her husband and two sons, one dog, three cats and five chickens. When she is not at school she enjoys exploring California's natural beauty.

Sibyl Buckner, M.Ed., Lower Elementary Teacher/Curriculum Advisor. Sibyl was a founding teacher of Eagle Peak and as such this will be her 21st 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:

Adrienne Jilbert, Upper Elementary Teacher. This is Adrienne's second year at Eagle Peak Montessori School. Adrienne's love of learning began in a Montessori preschool and grew throughout her years in a Montessori elementary school. Adrienne values very highly the gifts her teachers gave her and finds joy in sharing those gifts with her students here at Eagle Peak. She earned her BA and completed the Teacher Credential Program at California State University. Adrienne spends her summers working for the National Park Service as a Park Ranger. Adrienne has always found joy in teaching. The depth of this feeling is not easily expressed in words, however, it is articulated beautifully by Dr. Maria Montessori:

"It is the teacher who feels she has been lifted to a height she never knew before. The child has made her grow until she is brought within his sphere."

Jamie Brennan, Upper Elementary Teacher. Jamie started her teaching career in the 2021-2022 school year at Eagle Peak Montessori. She grew up in Walnut Creek and returned here to raise her family. She and her husband Kevin have 3 daughters aged 9, 12, and 14 and are all about sports and the outdoors. She and her husband are both coaches and their daughters play soccer, softball, basketball, and dance. When they are not out on the field, they love hiking, fishing, and going to the beach. She is looking forward to another amazing year at Eagle Peak!

Molly Riffel, Upper Elementary Teacher. This will be Molly's third year on the teaching staff at Eagle Peak. She was introduced to Montessori as a senior in high school, volunteering at our local Montessori Children's House. Later, she began working as an assistant teacher in their elementary school. While earning my California Teaching Credential, my research project led me further down the Montessori education. After earning my credential, she began teaching in traditional schools and saw how that system was not serving all children.

Molly earned my Bachelors in Child Development and California teaching credential from California State University San Marcos.

Molly was born and raised in San Diego. She and her husband are going on 20 years of marriage. They have 2 daughters together, Riley and Abigail who both attend EPMS. They moved to the Bay Area in 2015, where they fell in love with the community and found Eagle Peak. They love softball, bike riding, camping, and going to the beach. She and her husband traveled around the country on a baseball road trip in 2007, going to 20 stadiums and Cooperstown, New York for the Baseball Hall of Fame induction ceremony for Tony Gwynn and Cal Ripken Jr.

"The needs of mankind are universal. Our means of meeting them create the richness and diversity of the planet. The Montessori child should come to relish the texture of that diversity." Dr. Maria Montessori.

Shakira Khan, Upper Elementary Teacher. Shakira Khan has been at Eagle Peak since 2015. After she was introduced to the Montessori method during her last year in college, she realized that the philosophy matched her personal values and principles. She's been in Montessori education ever since. Shakira loves to travel and spend time with her siblings and niblings. You can often find her laughing and making others laugh.

Shakira holds a BA in Child and Adolescent Development, a Lower and Upper Elementary Montessori credential, and a California Multiple Subject credential.

Manisha Sharma, MA. Lower Elementary Teacher. Manisha has been teaching at Eagle Peak for five years. Prior to Eagle Peak Montessori she taught for five years at other Montessori schools. She 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. She is a devoted parent to her two children, an 11 year old son and 2 year old daughter. In her free time, she enjoys spending time with family, and cooking.

Rachel Smith, B.S, PhD.

After an inspirational experience called the "Montessori Silent Journey" at her children's preschool, she left my first career in the Life Sciences to begin her own Montessori teaching journey.

Rachel is a parent to two current EPMS students, and loves to travel. With her family divided between Maryland, New Zealand and Australia, there is always an excuse to get out and about. One of her favorite things to do locally is picnic or hike. She is still a biologist at heart, and gets excited about cool rocks, fossils and new scientific discoveries.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education." —Martin Luther King Jr.

Adolescent Program Staff

Annie Rodriguez, BA Adolescent Guide/AP Curriculum Coordinator. Annie's passion for education and unique learning environments is informed by her experience with her own children. She came to Eagle Peak as a Montessori parent in 2003 and served extensively as a parent volunteer as her three children made their way through the Lower and Upper Elementary programs. In 2013, Annie was a founding teacher of Eagle Peak's Adolescent Program (AP) and now serves as an Adolescent Guide and the AP Curriculum Coordinator.

Annie brings a plethora of real-world experience to her teaching. While raising her family, she worked as a veterinary hospital nurse and administrator, a doula, and with her partner, is the owner/operator of Pegasus Bicycle Works. Annie holds a BA in Art History from UC Santa Cruz, a Montessori Secondary I-II Certification from CMStep (Cincinnati Montessori Secondary Teachers Education Program), as well as her California Multi-Subject Teaching Credential. Additionally, she has participated in extensive professional development opportunities focused on anti-bias/anti-racist education, Social Studies and Civics, English Language Arts, and Social-Emotional Learning. In her spare time, Annie enjoys photography, spending time with her family, including a lively band of dogs, cats, chickens, pigeons, and even a tortoise.

It is a strong belief in community and social justice that drives the work Annie does with adolescent learners.

"Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person..."- Eleanor Roosevelt

Maha Haddad, Adolescent Guide

Maha Haddad was born in Damascus, Syria and raised in Algeria. As an avid lover of engineering, it was only natural for her to study and graduate with a Bachelor's degree in Civil Engineering with a structural emphasis. Maha spent her early career days designing desalination and liquefied natural gas plans. After moving to the US, she decided to shift her career and focus on teaching mathematics. Maha has been teaching mathematics for 3 years. She discovered a passion for teaching when she had kids and started to teach them. On her free time, she enjoys baking and cooking Middle Eastern food and exploring new hiking trails.

"You never fail until you stop trying" (Albert Einstein)

Sascha Paris, Adolescent Guide. 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.

Lakisha Powell, Teachers Aide

Lakisha (Kisha) came to Eagle Peak in 2023. She worked in an elementary school in San Francisco, CA before joining the Eagle Peak Adolescent Program working with 7th and 8th graders. Kisha has always loved working with children since a young age. She is a proud mother of her daughter Damari who just graduated high school. Kisha in her spare time loves to watch movies, read a good book, and spend time with her family.

Specialists:

Ava Huovinen, Physical Activities Coordinator. Ava received an AA Degree from DVC & attended UC Davis. She is currently completing her bachelors degree in Kinesiology at San Francisco State University.

Her journey at Eagle Peak began in 2001 when she signed up as a parent- volunteer to teach PE classes. Her knowledge in physical fitness, and natural talent to motivate children were quickly noticed, leading to an offer to join our faculty.

Ava also served in our military & is a proud US veteran . Outside of teaching, she loves spending time with her husband, John, children, Johnny and Annelise, and their beloved dog, Tyr. She loves to play chess, and enjoys camping. She is also training part time for her black belt in Taekwondo.

With Ava's passion for Physical Education and her commitment to supporting young learners, your child is in very capable hands at Eagle Peak Montessori School.

"Be the reason someone believes in the goodness of people"
~ Karen Samolsohn

Jonathan Pascua, Art Instructor. Jonathan has been teaching art at Eagle Peak for the past four years. He is a proud member of the Concord Art Association. Jonathan is a DVC and San Francisco State University alumni. He focuses on Studio Arts and is a mixed media artist who loves exploring different types of art within different cultures. His most significant interest is exploring Disney, Pixas, and Anime animations and seeing how each studio has different styles. His biggest goal is to bring life and artistic expression into any space he is currently in. He is happy to be a part of Eagle Peak and loves seeing different levels of creativity.

Diana Strong, Music/Reading Support. 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.

Jason Hink, Technology Specialist. Jason has spent his professional life involved with education and technology. He began as a classroom assistant and instructor at Diablo Valley Montessori School in Lafayette and Brighton Elementary in Pacheco while attending college, before settling into a career as an IT operations technician and systems administrator. He returned to campus with the Contra Costa County Office of Education before finding his way to us.

Jason joined Eagle Peak in 2011 as site technician and Childcare Director, and has two nephews who graduated from EPMS.

Kimberly Evje, Reading Support. Kimberly has been part of the EPMS community for the past 11 years. The first eight as a parent and the last three as an employee. This year Kimberly will be working with students on extra reading support.

Kimberly was introduced to Montessori through her son's preschool. She also enrolled in Montessori training for Early Childhood. She is currently pursuing her degree in Early Childhood Education.

Kimberly and her husband Nandi have one son, Dante. She also has 4 beautiful cats names Ashton Von Bigglesworth, D'artagnan, Onyx, and Sable. She loves to camp, cook, read, and spend time with her family. They look forward to spending time hitting the road in their new RV.

“The mind is not a vessel to be filled but a fire to be kindled.” Plutarch

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
817 14th Street, #300
Sacramento, CA 95814
916.538-6612 (P)
www.chartercenter.org
CSDC@chartercenter.org

- ❖ Embracing Equity
2028 East Ben White Boulevard #240-4701
Austin, TX 78741
www.embracingequity.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.

EAGLE PEAK MONTESSORI SCHOOL 2024-2025

School Hrs: Exam 8:30am-3:00pm AP 8:30am-3:15pm; Wed. (All): 1:15pm-6:15pm

Non-Instructional Days and Holidays

Labor Day	Sept. 2
Fall Break	October 11-14
Indigenous People Day	October 14
Day After Halloween	November 1
Veteran's Day	November 11
Thanksgiving Break	Nov. 25-29
Winter Break	Dec. 23-Jan 10
Marin L. King, Jr. Day	Jan. 20
President's Day	Feb. 14-17
Cesar Chavez Day	Mar. 31
Spring Break	Apr. 7-11
Memorial Day	May 26
Additional Early Dismissal Days	Aug. 15, 16; Mar. 21; June 3
Teacher Work Days	Aug. 8, 9, 12, 13; Jan. 10; Jun. 4, 5

Jul-24							Aug-24							Sep-24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6								1	2	3	4	5	6	7
8	9	10	11	12	13	14	4	5	6	7	8	9	10	8	9	10	11	12	13	14
15	16	17	18	19	20	21	11	12	13	14	15	16	17	15	16	17	18	19	20	21
22	23	24	25	26	27		18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

October 24							November 24							December 24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5									1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

School Activities

Bridge Program	Aug 5-7
Orientation-Lower Elementary	Aug 12
Orientation-Upper Elem/Adol. Prog.	Aug. 13
FIRST DAY OF SCHOOL	Aug. 14
Parent Observation	Oct. 15-21
Parent Teacher Partnership Mtgs.	Oct. 25-31
Report Cards SENT	Mar. 24-28
LAST DAY	Jan. 24
	June 3

January 25							February 25							March 25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	2	3	4	5	6	7	8	2	3	4	5	6	7	8
8	9	10	11	12	13	14	9	10	11	12	13	14	15	9	10	11	12	13	14	15
15	16	17	18	19	20	21	16	17	18	19	20	21	22	16	17	18	19	20	21	22
22	23	24	25	26	27	28	23	24	25	26	27	28	23	24	25	26	27	28	29	
29	30	31					30	31					30	31						

Parent Teacher Leadership Group (PTLG) Activities

Back-to-School Clean Up Day	TBA
International Day	December 19
Annual Auction	TBA
Start and End of Year Picnic	TBA
Crab Feed	Jan. 31
8th Grade Graduation	June 3

April 25							May 25							June 25						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
														1	2	3	4	5	6	7
1	2	3	4	5	6	7	4	5	6	7	8	9	10	8	9	10	11	12	13	14
8	9	10	11	12	13	14	11	12	13	14	15	16	17	15	16	17	18	19	20	21
15	16	17	18	19	20	21	18	19	20	21	22	23	24	22	23	24	25	26	27	28
22	23	24	25	26	27	28	25	26	27	28	29	30	31	29	30					
29	30	31																		

Holidays/ No School	Testing	Early Dismiss - 1:15 pm	Bridge	Teacher Work Days/ No Students
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Daily Schedule

Please note the 1:15 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.

8:15 - 8:30 School Arrival and Drop-off (GATES CLOSE AT 8:30am)

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

One hour Lunch/Recess for Elementary Students will be announced with updated information from your child's teacher. Each grade level has a combined hour for lunch/recess.

1:30 - 2:50 Work Period (Monday, Tuesday, Thursday, and Friday)

3:00 - 3:15 **Grades 1-6, School Dismissal** and Pick-up (Monday, Tuesday, Thursday, and Friday)

3:15 3:30 **Adolescent Program DISMISSAL** hours vary from elementary times.

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 8:15 until 8:30 each morning. (Greeters will help your child out of the car while you drive through the "car hop lane".)

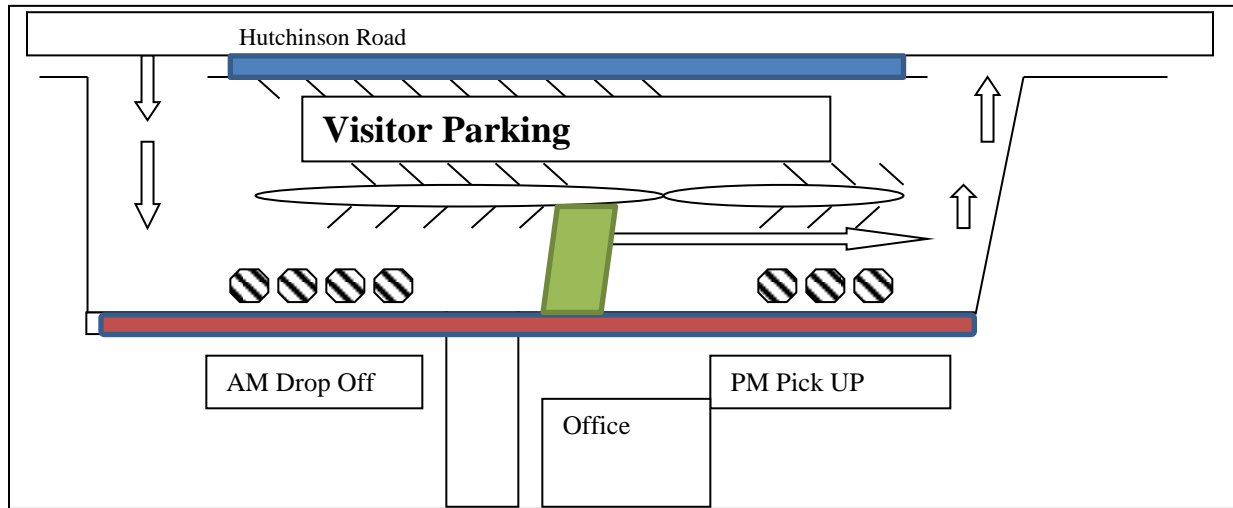
Any parent wishing to walk their child to the classroom, may park and escort their child through the gate to the classrooms. The gate will be locked at 8:30 a.m.

Parents **must** accompany their child to the office when arriving after 8:30 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.
- ❖ If you need to drop your child off at school prior to 8:10, you must utilize the childcare program.
- ❖ **Children not in childcare are not supervised until 8:15 and must not be let out of cars on their own.**
- ❖ **We cannot allow children to congregate prior to 8:10 am outside of the gate.**

D. Drop-off and Pick-up Procedures

1. Drop-off

Parents and students arriving between 8:15 and 8:30 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

- ❖ Parents have the choice to utilize the carhop 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 2:45 p.m.(for Elementary dismissal) or 3:15 (for Adolescent Program dismissal) 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 8:30 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 8:30 a.m. without a tardy slip will be sent to the office to obtain one. If your child has been at the doctor or dentist please provide a note from the provider.

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 Student Data Enrollment Form. 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 either an email to admin@eaglepeakmontessori.org or 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.)

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

- ❖ Personal illness, including an absence for the benefit of the pupil's mental or behavioral health;
- ❖ 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 Principal/Administrative Director 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 days during a semester
- ❖ Spending time with a member of the pupil's immediate family, who is an 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 Principal.
- ❖ For the purposes of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- ❖ For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

- ❖ Other reason authorized at the discretion of a school administrator.

Students absent for the reasons deemed “excused” shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonable equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

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. The employee shall record the following:
 - Name of student
 - Name of parent/guardian or parent representative
 - Name of verifying employee
 - Date or dates of absence
 - Reason for absence
- ❖ 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.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7-12 informing them that school authorities may excuse any student from school-obtain confidential medical services without the consent of the student's parent/guardian.

Students in grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-12 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

Unexcused Absences/Truancy for Classroom Based Attendance

The Executive Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student.

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

1. 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.

The parent/guardian of a student classified as a truant shall be notified of the following:

- a. The student is truant;
 - b. The parent/guardian is obligated to compel the student to attend school;
 - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
 - d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
 - e. Alternative educational programs are available through the School;
 - f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code section 48264 if found away from home and absent from school without a valid excuse;
 - g. The student may be subject to suspension, restriction or delay of his/her driving privilege; and
 - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
2. Upon his/her first truancy, a student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.
 3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from the school. If the student transfers from that school, the record may be forwarded to the school receiving the student's school records. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.
 4. Upon his/her third truancy within the same school year, the student will be classified as a habitual truant and may be referred to, and required to attend, an attendance review board or a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.
 5. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following:

- a. Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
- b. Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable.
- c. Attendance of a court-approved truancy prevention program.
- d. Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

Reports

The Director, or designee, shall gather and transmit to the Board the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.

Independent Study Contracts

Short Term Independent Study will be provided for families requesting work while students are out for illness for between 2 and 15 days. If it is unavoidable to travel during the school year, you can request an Independent Study packet as well. **Once a student has accumulated 15 days of Independent Study within one academic year, they will not be provided with additional Independent Study days unless they are receiving medical treatments, or inpatient treatment for mental health care, or substance abuse. Students receiving independent study under these circumstances are exempt from tiered reengagement, live interaction, and synchronous instruction.**

Eagle Peak Montessori School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully.

These policies apply to all pupils participating in independent study at the **Eagle Peak Montessori School**. 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.

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, FIVE SCHOOL DAYS.
- For pupils in grades four through eight, **FIVE SCHOOL DAYS**.
- For students in grades nine through twelve, FIVE SCHOOL DAYS.

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **10 school days**.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete **3** missed assignments during any period of Independent Study for **3 days or more** or fails to make satisfactory progress (as defined below) the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program.

Family Vacations

When taken during school time, family vacations can cause a disruption in the student's academic experience. We request that you plan your vacations and optional travel for school holidays. *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.* However, if your trip extends past 14 days, any days exceeding 14 will be considered unexcused and become truancy after 3 additional days.

- ❖ The contracted assignments must be completed within 5 days after returning from the vacation.
- ❖ Please contact your child's teacher as far in advance as possible to arrange for family vacation absences.

Extended Absences

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

COMMUNICATIONS

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 organizational chart page 6.)

A. Contacting Faculty and Staff

1. Contact with the teaching staff

- ❖ Email is the preferred first communication. Please allow 24 hours for responses from a teacher Monday-Thursday. Teachers do not respond to email on the weekend but will respond on Monday.
- ❖ 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. You should receive a reply within 24 hours unless school is not in session (weekend, holiday breaks, etc...).

B. The Friday Folder Packet

We have updated the process for our weekly communication. There remains a physical folder which goes home with your child each week. This folder will include communication from the classrooms, and/or items that are not sent via email. It includes sign-up forms for childcare and lunches, classroom bulletins, field trip permission slips, 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.** The folder is sent home on Friday and should return to school with your child on Monday.

Eagle Peak Montessori's weekly newsletter is also distributed through email to all families. You will receive and email from: **Eagle Peak Montessori** eaglepeak1@users.smore.com. This is a newsletter format which allows automatic translation into other languages. Hard copies of the weekly newsletter, in both English and Spanish, will be available in the school office by Friday Afternoon each week. We will be sending home a hard copy of the Friday Folder. If you need the Friday Folder to be translated, please make the office aware and we will do our best to accommodate.

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 during the summer. 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 or via email. 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. Website

The Friday Folder notes, school newsletter, minutes of Board meetings, and other pertinent information are posted on the school website.

G. Meal Orders

The ability to order the free meals will be communicated through the Friday Folder.

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 feeling ill 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 in the office, will not be feeling well, and will be much more comfortable at home. This also reduces potential exposure for others. Picking your child up or having them picked up, within 30 minutes of a call is part of your parent agreement.

Should we be unable to reach you, a contact person listed on your child's Enrollment Data Form 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 without the use of fever reducing medication 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.

WELLNESS PROTOCOL

For 2024-2025 masks will be optional for both students and adults except as stated below. Masks will be available from the school when needed as required below.

Health/Wellness Occurrence	Protocol
<p>Exhibiting symptoms such as: coughing, runny nose, congestion, nausea, or headache.</p> <p>*This does not apply if student has a letter on file from Primary Care Doctor regarding seasonal allergies.</p>	<ul style="list-style-type: none"> • Student is sent home. • Permitted to return to campus next day if: No fever without any over the counter medication to prevent it. Wears mask indoors while symptomatic.
<p>Student/Staff Exposed to COVID-19 outside of school but not from a family member inside the house:</p>	<ul style="list-style-type: none"> • Recommended to take covid test, and again after 5 days or if symptoms develop. (For symptoms see above protocol.)
<p>Exposure in the home to positive case.</p>	<ul style="list-style-type: none"> • May attend school if symptom free. • Will wear mask when indoors for 5 days. • Recommended to take covid test, and again after 5 days or if symptoms develop. (For symptoms see above protocol.)
<p>Staff/student tests Positive for Covid.</p>	<ul style="list-style-type: none"> • Person may return to school after they have been fever free for 24 hours without using over the counter fever reducing medication and symptoms are improving. • Person will wear a mask upon return to campus for 5 calendar days.

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 Office Manager (Amy) or the Office Coordinator (Leslie).

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School Director.

Authorized Personnel A designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication Medication for administration to students shall be maintained in the office of in a locked cabinet. It shall be clearly marked for easy identification. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where

possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Executive Director, the Office Manager or other designated School employees.

Medication Record The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Specialized Physical Health Care Services for Individuals with Exceptional Needs:

Authorized Personnel: For all students who have an exceptional need which requires medical support, this will be provided through an Individual Educational Program (IEP) which is a function of Special Education and therefore provided through MDUSD.

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. TB Tests and Vaccination for Volunteers

All volunteers and visitors on campus must attest to a self- health assessment conducted prior to arriving on campus. All Volunteers on campus during the school day must be fingerprinted and TB tested as well as vaccinated against Covid-19.

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 all 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, in order to mitigate the spread of the coronavirus, we are limiting the opportunities for visitation or on campus events.

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. Please see the School's Comprehensive School Safety Plan for more information (posted on the school website).

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.

d. Additional Emergency Response Training

Staff will receive training on additional emergency situations.

CHILDCARE

The school partners with Dianne Adair Childcare to provide childcare programs on campus. Please see the Diane Adair website for more information and costs of the program.

<https://www.dianneadair.org>

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 and email to parent.
- ❖ 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**

In Montessori classrooms, even in preprimary (ages 3-6), we call the activities in a classroom that students interact with “work” or “jobs”. In order to create an environment that respects the classrooms as workspace, both students and teachers are asked to dress in a manner appropriate for a workplace. Clothing should be comfortable and allow students and teachers to work on both the floor and at desks without being too restrictive or too loose. The following are the expectations for attire at school:

- ❖ T-shirts, backpacks, or lunch boxes should not include violent themes, or depictions of television, movie, cartoon, or other licensed 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.
- ❖ Pants, shorts, and skirts must reach the mid-thigh of the wearer. Shorts are suggested for under skirts/ dresses for elementary students.
- ❖ Clothing should not allow for undergarments to be visible. (Ex: shoulder straps show be at least two fingers in width, shirts should not have openings on the side that extend past the armpit, shirts and tops should cover the waist, shirts should not be racer back or leave openings where undergarments show)
- ❖ Clothing that is very loose or long may cause children to trip, especially during games, dancing, and physical education.
- ❖ Headbands should not be more than 1 inch in height. (This is in regards to headbands that have cat ear shapes or unicorn horns on top.)
- ❖ Shoes should not cause a disruption in the classroom and also be comfortable and safe for sports, gardening, and walking excursions, no flip flops(for elementary children), 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

Commencing in school year 2022–23, *Education Code (EC) 49501.5* requires charter schools serving students in grades transitional kindergarten through grade 12 (TK–12) to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. For the purposes of this offering, Eagle Peak Montessori has partnered with MDUSD for these meals.

Breakfast served at Eagle Peak Montessori will differ from the menu option found online. Please see the menu EPMS sends out for the breakfast meals.

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*** 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, any device with texting capabilities, or other such devices should not be brought to school by the elementary students. This includes smart watches or devices used to track steps that are capable of texting or connecting to the internet.

If an elementary student must have a device with them, they will need to lock the device in the office during school hours.

Although Adolescent students may bring cell phones 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. Adolescent Program students will also be required to put any smart devices in the locked drawer as well.

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 item with their class for their birthday.

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.

HOMEWORK CLUB

For the Adolescent Program, there is a homework club provided three days a week. This allows the students extra time after school to work on assignments. The Upper Elementary Students will have the opportunity for similar time after school if they are behind on work or working on their 6th grade project.

You must communicate with your child's teacher if your child will be attending this time.

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.

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 your coverage includes: Bodily Injury \$100,000/person; Total each accident \$300,000; Property Damage Liability \$25,000 each accident; Medical \$5000/individual; Uninsured Motorist \$100,000; and total each accident \$300,000.
- ❖ 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. 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.)
- ❖ An up to date copy of your covid- 19 vaccination card.
- ❖ Complete Field Trip Training with the Executive Director.

2024-2025 Parent/Guardian Partnership Agreement

We are excited to be in community with you for the 2024-2025 school year.

By enrolling at Eagle Peak and completing the enrollment paperwork for your child, you are indicating your understanding and agreement that as a parent, you are choosing to be a part of the Eagle Peak Montessori School community. It also indicates that you will adhere to the school's expectations, policies, and protocols as put forth by Eagle Peak Montessori School and the Eagle Peak Montessori Board of Directors. You have a choice each year to continue as a part of the community and as such adhering to said expectations.

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 the school community develop by...

Please initial all.

- Reading Parent Handbook and School Communications (Friday Folder, Classroom Newsletters) etc.
- Starting with assuming positive intent and respect/kindness.
- Proceeding with kindness in interactions with all members of the Eagle Peak Community.
- 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 as my primary educational partner with the intention of solving the problem. Should that fail, the Executive Director should be contacted.
- Supporting fundraising activities.

As an Eagle Peak parent, I agree to help my child(s) potential fully develop by...

Please initial all.

- 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 them to make choices in our home environment so that he/she is prepared to make choices in the classroom.
- Doing our best to schedule optional travel on school breaks.

**As an Eagle Peak parent, I agree to develop my potential as a supportive parent by...
Please initial all.**

- 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 there are often different interpretations of school experience and they may differ from what actually happened. Always listen to your child and also get the other side of the story by making an appointment with the teacher.

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

Prior to the first day of school, there will be an orientation night held. This event gives parents the opportunity to meet the leaders of the various school organizations, ask questions, and meet their child's teachers. Currently, there is a general meeting held at the Little Theater at Northgate High School and then everyone returns to the Eagle Peak Montessori campus for the remainder of the event.

OBSERVATIONS AND PARTNERSHIP MEETINGS-

PARENT/TEACHER PARTNERSHIP MEETINGS FOR THE 2024-2025 SCHOOL YEAR WILL BE HELD VIA ZOOM.

Classroom observations are scheduled during October and April, shortly before partnership meetings. Observations are scheduled during the morning work period for 10 minutes. 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 Sign Up forms will be posted.

Parent-Teacher Partnership Meetings are scheduled in late October/early November and early April. These will be held via zoom during the afternoon of the weeks indicated on the school calendar. Some limited later appointments also will be available. Please discuss with you child's teachers which day they will be available for later times. **The school will close at 1:15 p.m. on all conference days; childcare will be available for those who are registered in the program.**

During the October meeting, the student's Individualized Learning Plan (ILP) will be drafted jointly by the parents, student, and teacher. The April meeting 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 meetings will be scheduled on an individual basis throughout the year should the need arise. Teachers have one hour a week of office hours. Please email them **prior** to the day, if you would like to meet them during their office hour.

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.

Details will be announced in the Friday Folder. 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, or harass, any person or group thereof upon the basis of race, color, religious creed (including religious dress and grooming practices), sex, sexual orientation, gender, gender identity, immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status or national origin (including language use restrictions) or any other legally protected category 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 or harassment is 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 Form and Medical Release

A completed Enrollment Data Form 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 all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the School, and all acts of the governing board of the School, including enacting policies and procedures that govern the School.

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. 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 basic 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.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

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 Executive Director by any of the following methods:

- By phone at 925-946-0994
- By email at mhammons@eaglepeakmontessori.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 Executive Director, 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 Executive Director and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director 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 Executive Director 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.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the school site. It may be prominently and conspicuously displayed in public areas at the school site that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

TRANSFERRING TO A DIFFERENT SCHOOL

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

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 and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. The School will investigate complaints and seek to resolve them in compliance with this policy:

- Unlawful harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, including any actual or perceived characteristics or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in its programs or activities funded directly by the state or receiving any financial assistance from the state, federal or state laws, or regulations governing educational programs;
- Improper student fees;
- Failure to accommodate lactating students;
- Noncompliance with the rights of pregnant and parenting students;
- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning educational materials.
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education.
- Failure to comply with statutes related to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students.
- A complaint about the School's safety plan;
- 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;
- A complaint that the board of directors of the School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of the Education Code sections 51204 and 60040, unless the study of the role and contributions violates sections 51501 or 62244.

- A complaint that the board of directors of the School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction that would subject a pupil to unlawful discrimination.
- Other violation of state or federal law under the following programs **Safety Planning Requirements, Physical Education: Instructional Minutes;**

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 Business 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 Investigation Report, which Investigation Report 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 Investigation Report to the California Department of Education, except when the School has used its local uniform complaint procedures to address a complaint not described in 5 C.C.R. section 4610(b); 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 that are not described in 5 C.C.R. section 4610(b), a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 30 days of receiving the Investigation Report. The complainant shall specify the basis for the appeal, including at least one of the following: 1) the School failed to follow its complaint procedures; and/or 2) relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 3) the material findings of fact in the Investigation Report are not supported by substantial evidence; and/or 4) the legal conclusion in the Investigation Report is inconsistent with the law; and/or 5) in a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School's Investigation 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 Investigation Report 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. The amended Investigation Report shall inform the appellant of the right to separately appeal the amended Investigation Report with respect to the complaint allegation(s) that was not addressed in the original report.

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 Civil Rights Department.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment may file a complaint directly with the California Civil Rights Department (CRD). The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD 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 CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.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 CRD 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 CRD or Commission; filing a complaint with the CRD, 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.

Title IX Notice of Nondiscrimination

Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment;

Inquiries about the application of Title IX and its implementing regulations may be referred to the Charter School's Title IX Coordinator, the Office for Civil Rights, or both;

The Charter School's Title IX Coordinator is Michelle Hammons), 800 Hutchinson Rd. Walnut Creek, CA mhammons@eaglepeakmontessori.org. 925-946-0994

The Charter School's nondiscrimination policy may be found front page of the Community Handbook as well as posted in the school office and teacher's lounge, and the Charter School's grievance procedures may be found on page ____ of the Community Handbook.;

Information about conduct that may constitute sex discrimination under Title IX may be obtained from the Charter School's Title IX Coordinator, identified above, or may be found in the Charter School's nondiscrimination policy. A complaint of sex discrimination under Title IX and its implementing regulations may be made by sending an email, phone call or written communication to the Charter School's Title IX Coordinator.

PUPIL SUSPENSION AND EXPULSION POLICY

Introduction

This Pupil Suspension and Expulsion Policy (the “Policy”) for **Eagle Peak Montessori School** (“School”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Executive Director 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 this Policy is available on request at the Executive Director’s office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the 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 reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) 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. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable federal and state laws when imposing any form of discipline on a student

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identified as an individual with disabilities or for whom the 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.

Suspension

A. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level;
- Referral to a certificated employee designated by the Executive Director to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Executive Director or designee.

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

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

B. Authority

The Executive Director or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Executive Director or his/her designee may extend a student's suspension pending final decision by the Board of Directors of the School [or a formal committee thereof] on a recommendation for expulsion. Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of **Eagle Peak Montessori School**. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School

C. Grounds

The **Executive Director** may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific

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misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- 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 student had obtained written permission to possess the item from an authorized certificated school employee, with the **Executive Directors** or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 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 the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- 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
 - A pupil enrolled in kindergarten or in grades 1 through 3 shall not be suspended for any of the acts enumerated in the previous bullet, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - Commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance. [EC 48901.1]
- Knowingly received stolen school property or private property
- 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

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- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- 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
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “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. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s) person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual

recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

- Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose 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 \$1,000.00, 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 charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed vandalism/malicious mischief
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- 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
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school. **[Note: This basis is required under the Safe Place to Learn Act.]**
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the

“Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five business days, document the actions taken in response to the referral identified above and place that documentation in the student’s record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

D. Procedures Required to Suspend

Step One

The Executive Director shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student’s attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the **Executive Director** and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him/her, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will 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, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefor and it may state the date and time when the student may return to school..

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student’s right to return to school for the purpose of a conference.

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

Step Three

The Executive Director determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The **Executive Director** fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The **Executive Director** determines whether the offense warrants a police report. **Executive Director** will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When **Executive Director** releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the **Executive Director** shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The **Executive Director** may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The **Executive Director** shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify Mt. Diablo Unified School District's Special Education Director, of the need for the manifestation determination meeting. The manifestation

determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) 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 under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

E. Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the **Executive Director** within **two** of days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The **Executive Director** will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the **governing board of the charter school** within **two days of receiving the response from the Executive Director** days of the date of the School level written response and should direct it to the **President of the Board** for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

II. Expulsion

A. Definition

Expulsion means involuntary disenrollment from the charter school.

B. Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The **Executive Director** shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Executive Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the **Executive Director** or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the

acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

D. Procedures to Expel a Student

Step One

Executive Director investigates the incident and determines whether the offense results in a suspension. If so, the **Executive Director** follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of **Executive Director**, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within two school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with **Executive Director** or his/her designee. The **[Executive Directors]** may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the **Executive Director** or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;

APPENDIX A

- 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; **Education Code section 48915.1 provides disclosure requirements for students expelled.**
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; **If the revelation of the name of a student witness or requiring that the student testify could subject the student to risk, statements and reports of such students may be relied on in lieu of live testimony and student's names do not have to be revealed.**
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The **Executive Director** shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a **Executive Director**; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before **the Board of Directors of Eagle Peak Montessori**. 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 a complete written transcription of the proceedings can be made.

While the 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 Board of Directors of Eagle Peak Montessori** to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by **the Board of Directors of Eagle Peak Montessori** that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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.

Step Six

The decision of the **Executive Director or body making recommendation** shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the **Executive Director** shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the **the Board of Directors of Eagle Peak Montessori** decides not to recommend expulsion, the pupil shall be

reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The **Executive Director** or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the **[Executive Director or the Board of Directors of Eagle Peak Montessori's findings of fact,** to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- 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 within the charter school

Within 30 days of the decision to expel, the **Executive Director** shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for **Mt. Diablo Unified School District's** review upon request.

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

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the **Executive Director** and the pupil and parent/guardian 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 Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

On-Campus Agreement

Enrollment at Eagle Peak and completing the enrollment paperwork for your child indicates your understanding and agreement as a parent that you are choosing to be a part of the Eagle Peak Montessori School community and that you will adhere to the School’s expectations, policies, and protocols as put forth by the Eagle Peak Montessori School and the Eagle Peak Montessori Board of Directors. You have a choice each year to continue as a part of the community and as such adhering to said expectations. We are excited to be in community with you for the 2024 2025 school year.

As an Eagle Peak parent, I agree to help the school community develop by...*Please check off all

Initial	On Campus Agreement
	I will conduct myself civilly while interacting with staff, students and other parents. I understand that hostility expressed either verbally or physically will not be tolerated. Any persons exhibiting said behavior will be removed from campus.
	I will ensure that my child arrives on campus at the scheduled times each day.
	I will ensure that my child is picked up at the scheduled time each day.
	I understand that my child needs to bring a full water bottle each day with their name on the bottle.
	I will ensure that there is an individual whose identity is known to the school, who can pick up my child if for any reason I cannot.
	I have read and support the school wellness protocol for 2023-2024.
	I will not send my child to campus if they are exhibiting the following symptoms (unless a medical form their doctor is on file stating that these symptoms are not connected with a contagious illness but are due to allergies or other medical conditions): fever, chills, fatigue, muscle or body aches, headaches, loss of smell or taste, sore throat, congestion, runny nose, nausea, vomiting or diarrhea.
	I will ensure that my child can be picked up within 30 minutes if they become symptomatic while at school.
	I will have a signed letter from my child’s doctor on file if my child suffers from allergies that mimic COVID symptoms.
	I agree to have my child tested for COVID-19 as requested through the school due to exposure, illness, or any other reasons the school requests a test to be administered. School will provide these tests if requested.
	We understand for the safety of our child and others, students will be asked to wear a mask if they are exhibiting symptoms of illness such as cough, runny nose, congestions, etc.(Unless a doctor’s note is on file indicating allergies)
	If I am experiencing symptoms of COVID, cold or flu, I will avoid being on campus. If I must be on campus with symptoms I will protect others by wearing a mask.

Parent Signature:

Date _____

