



2019-2020 Family Handbook

California Montessori Project
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Introduction

Montessori philosophy states a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed the role of an adult in a child's education is to provide an appropriate environment to facilitate the child's discovery of knowledge and skills.

Montessori education emphasizes self-motivation. The classroom is a carefully prepared environment which promotes individual instruction and self-paced learning. Teaching techniques and materials are designed to maximize children's learning experiences in the classroom. Teachers model for students how to appreciate and create order, and to discover concepts through the carefully demonstrated lessons which can then be practiced at will.

Dr. Montessori believed a child's spirit should be nurtured by addressing individual needs, celebrating differences, and developing their problem solving skills through modeling and teaching. Opportunities are provided for quiet individual work, as well as cooperative activities. The child's independence is promoted, allowing the child to be responsible and accountable for their choices. Community is fostered through the sharing of responsibility and collaboration in the caring of their environment and all that it contains.

The Montessori Method of education has been successful for students with diverse abilities and age ranges for over ~~100~~110 years. California Montessori Project (CMP) ~~continues to~~ has provided this teaching methodology to our students since 2001.

Mission, Vision, Core Values, and Core Beliefs

Mission

The Mission of the California Montessori Project is to provide a Quality, Tuition-Free, Montessori Education that challenges our students to reach their full potential.

This mission is achieved through the dedication and commitment of the CMP Learning Community: parents, teachers, community groups, the legislature, CMP Governing Board, Campus Advisory Committees (CAC), and, most importantly, the individual child.

Vision

The Vision of California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:

- Promoting independence
- teaching respect for one's self and others
- building confidence
- creating a sense of social responsibility, and
- empowering every student to be a global citizen

Core Values

The Core Values of the California Montessori Project are to offer a Kindergarten through Middle School program which has the environment, materials, curriculum, resources and support to enable students to become educated to high academic standards and to develop themselves to their full potential as competent, happy, productive individuals who contribute to a better society and a peaceful world.

The California Montessori Project provides a Montessori curriculum, integrated with the California Common Core State Standards, for students ranging from Kindergarten through eighth grade. ***The California Montessori Project is committed to serving the best interest of the student.*** Parental participation is encouraged and highly valued in terms of the contribution it makes to the child's education and the school community.

High academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Education of the whole child
- Creative, passionate, progressive teachers (California State Credentialed and Montessori-certified) who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework

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- Development of critical reasoning skills, ~~and~~ the encouragement of creativity, and service learning
- ~~Critical thinking, creativity, and service learning~~
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Collaboration, peer accountability and goal-setting according to developmental readiness
- Parent involvement in their child's education and collaboration through governance, parent and campus meetings
- Low student/teacher ratios
- Incorporating technological trends
- Common Core State Standards aligned with Montessori curriculum

Fundamental Values

- Comprehensive academic/social skills development using Montessori-based curriculum
- High academic standards and expectations, with emphasis on core subjects
- Quality Montessori learning materials for all students
- Participation in state-authorized Teacher-Training Program
- Responsibility, accountability, and freedom for individual student progress
- School-wide technology-based foreign language program

Core Beliefs

Dr. Maria Montessori's fundamental goal was to prepare the child for the "real world" and to recognize each student as an individual with unique personal, social, emotional, and educational needs. As we acknowledge the individual nature of each student and staff member, consistency is achieved when social, academic and professional decisions are addressed through a set of values and principles identified by CMP.

The following list of core beliefs outlines the professional attitudes and actions of CMP staff members:

- Our actions and words should always maintain the dignity and respect of both child and adult
- Adults will model appropriate and respectful behavior for students
- Students are allowed opportunities to be accountable for their decisions, as these provide valuable learning experiences and preparation for the real world
- Emphasis will be focused on maintaining safety, helping to nurture the campus climate and culture, and to establish boundaries for behavior
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

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Academic Program and Overview

Who was Maria Montessori?



Maria Montessori was a physician, research scientist, and educator from Italy in the late 1800's – early 1900's. The Montessori Philosophy of Education is based on her observations that children have a natural desire to learn. She identified specific stages of development when children are more sensitive to learning particular concepts. Trained adults prepare the environment and materials where children can learn independently. The teacher guides and serves as the link between the children and the materials which is achieved through observation and assessment. This enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively.

The Montessori Approach to Education

Montessori education provides children with a lifetime gift – the opportunity to develop their innate intellectual, physical, social and emotional potential. CMP encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing in the classrooms, and volunteering in the school.

Dr. Montessori designed purposeful learning environments and created materials to support and enhance a child's innate desire to learn. Montessori materials offer learning experiences in a clear, concrete manner and allow for the smooth transition to the abstract concept. Students are able to use multi-sensory learning modalities to master concepts: visual, auditory, tactile, and kinesthetic. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This approach allows for the development of the child's independence as they work and learn at their own pace. Over the years, the curriculum and materials have evolved to further challenge students and to educate children at higher-grade levels.

Multi-age classrooms mirror family dynamics and benefit both older and younger students. The older student gains confidence by working with and role-modeling for younger students, which provides for leadership opportunities. The younger student is exposed to higher concepts and a rich academic and language-filled environment. These interactions aid the development of responsibility, collaboration and cooperation. In a multi-age environment, children learn to appreciate the perspectives of others.

A well prepared Montessori learning environment is given careful attention. This allows and encourages the child's accessibility to all materials. Through this framework of organization, the student is able to concentrate on work allowing an increase in independence and responsibility.

CMP offers these prepared classrooms in a variety of age/grade combinations. In the early grades, students receive the foundation of the Montessori curriculum by learning and practicing the cornerstone concepts of:

- Care of Self,
- Care of Environment,
- Control of Movement, ~~and very importantly,~~
- Grace and Courtesy

Areas of the Classroom

Areas of the classroom are arranged by subject matter. Each classroom contains materials which teach specific concepts for the particular age range. The materials are arranged in a logical sequence for skill acquisition and concept building while reinforcing the development of abstract thinking.

Through observation and standardized assessments, the teacher determines the needs and levels of each student and guides them on their path of individual learning. As needed, teachers can make adjustments in individual student learning plans, both academically and behaviorally. All students work at their individual pace and must demonstrate mastery of the concept before moving on.

Planes of Development

Montessori focuses on the continuation of the student's education by introducing materials and concepts at varying levels, depending on the student's ability level and plane of development. The same Montessori material may be used at each grade level, but for a more complex concept. Students work on more advanced concepts first through the use of the concrete materials. The goal is always to bring the student from the concrete to the abstract.

During the First Plane of Development (birth - six years of life), children absorb the world around them through their senses, and the mastery of concrete experiences takes place, and in the Second Plane of Development (six - twelve years), students begin building abstractly on these early concrete experiences. The Third Plane of Development (12 - 18) is the time of adolescence and a period of reflection. The students develop their interpretive mind, social independence, and sense of justice.

These distinct planes consist of developmental characteristics and should be considered in formulating a plan for the child's education. These varying characteristics may be considered from four distinct aspects: Intellectual, Social, Emotional, and Moral.

Intellectual: Dr. Montessori identified two sensitive intellectual periods during the second and third planes: imagination and the understanding of the abstract. Imagination is the great power of this age.

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Between the ages 6 to 12, the student's need to assimilate concepts using the concrete Montessori materials, is still prevalent. However, the elementary aged child develops the ability to move more quickly from the concrete into abstraction of a concept, after repeated opportunity.

Between the ages of 6 to 18 is the period of life during which the elements of all science should be given. This time frame could be called the "sensitive period of culture." In the early years of life, the child takes in their immediate environment. After the age of six, the child becomes involved in the greater community, growing into global awareness. In Montessori education, the child is able to do this through the Montessori "Cosmic Education".

The starting point of Cosmic Education is to introduce a vision of the world as a whole. To offer culture in terms of a cosmic vision means to show the intimate and interrelated relationship between things, living nature, and humankind. It also means the ability to understand the cosmic task of each element and of each force in the cosmos, including our human society and each of us as individual members of society.

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Social: In the second and third planes, the group beyond the family, the peer group, now attracts the child. Children begin to form a society of their own peers and resist adult control. The basic moral principle in operation during these periods requires a commitment from the individual: the commitment of the individual to the peer group.

Emotional: The child aged 6 to 16 is generally less accommodating to adults. Dr. Montessori explained this developmental change in terms of Nature's logic, whose aim is to arouse in the child, not only a hunger for knowledge and understanding, but also a claim to mental independence, a desire to distinguish good and evil by one's own power, and to resist limitation by arbitrary authority.

Moral: During the second and third planes, a sensitive period of morality comes to the forefront. A concept of justice is born at this age, together with a growing understanding of the relationship between our acts and the needs of others. Children at these ages will react strongly against anything they regard as unjust or unfair.

According to Dr. Montessori, nature has equipped the children in this plane of development with the qualities of loyalty, generosity, a sense of responsibility, a strong sense of justice, admiration for what is outstanding and progressive, and distaste for trivialities. The children of this age want to become self-sufficient, prove their new independence, and help others.

One of Montessori's basic principles is the adult should understand the natural tendencies driving the child at each plane of development and cooperate with those tendencies, rather than go against nature.

Basic Academic Areas of CMP's Montessori Educational Program

Montessori education offers a wide variety of academic study which supports the development of the whole child. One of the components of the Montessori approach is to provide daily, uninterrupted work time for the students to allow for a deep level of concentration.

At CMP, breaking the academic day into two distinct parts provides these periods of work time: core academics (language arts, math, and geometry) are most often presented in the morning, and cultural subjects, such as history, geography, and science are usually presented in the afternoon. Practical Life lessons are practiced daily (care of self, care of environment, control of movement, grace and courtesy), and subjects traditionally referred to as cultural in nature (fine art, performing art, world languages, etc.) are interwoven throughout the week.

Core Subjects

English Language Arts are essential for all areas of learning. Children learn phonetically through the use of tactile materials such as sandpaper letters, through auditory repetition, and visual identification. They then progress into reading and working independently with various materials. Reading and language are integral parts of all lessons.

Writing is integrated in academic experiences across all planes of development. Handwriting, printing, and cursive are developed as the child is ready.

Math (number recognition, counting, addition and subtraction) are stressed as the prerequisite for accomplishing the more-advanced math that follows: fractions, long multiplication and division, powers of numbers, systems of numeration, squaring, and cubing.

Geometry is studied as it assists in the development of a creative capacity in the child. This progression flows naturally from the 3-6-year-old experience with sensorial materials.

Cultural Subjects

Subjects such as history, geography, and science are referred to as cultural lessons and are studied as interrelated aspects of the same world.

History begins with the concept of time and evolves each year through a study of the Fundamental Needs of Humans, the Timeline of Life, and Stages in the Progress of Civilization. Upper levels focus on Ancient Civilizations, California, US, and World History.

Geography continues from the preschool period with completed work in maps. Successive work includes a study of landforms and their classified nomenclature in conjunction with the study of the earth as our home.

Science encompasses units of study in areas such as Biology, Astronomy, and Chemistry in the later grades, and is presented in a way which allows the student to explore and observe the world. Biology is initially presented to younger students through dual studies divided between Botany and

Zoology; beginning with Botanical and Zoological Classified Nomenclature. These units of study continue with experiments on vital functions of the plant kingdom and a comparative study of the vital functions of the different phyla and classes of the animal kingdom, progressing into a study of human functions and structure, and culminating in the later years with family life studies and family life education. Upper levels focus on Earth, Physical, and Life Sciences.

Research and Projects

Within the Montessori curriculum, opportunities for study and projects on various levels of thinking are essential. Critical and creative-thinking skills are an integral link to the philosophy and curriculum. Furthering a child's study and understanding of concepts is accomplished by applying their learning in research projects and presentations.

Physical Education

CMP provides Physical Education through all grade levels.

Technology

CMP offers an on-line supplemental program appropriate to all program levels and is threaded throughout all curricular areas.

Homework

CMP acknowledges that homework is a valuable way to extend the classroom lessons, giving students more time to practice and review concepts they are learning. Homework benefits the student by developing good study skills, discipline, and responsibility. It also provides parents the opportunity to be involved in and stay current with their child's education.

Homework assignments may consist of weekly math computations, spelling practice, reading, research projects, and practical life assignments. Homework relates to classroom instruction, reinforces and extends learning, promotes immediate recall of basic skills, and matches the student's needs and academic level. CMP teachers have developed their own homework practices which are shared with parents at the beginning of each school year.

When there is no assigned homework, students are encouraged to read.

Plagiarism and Cheating

CMP stresses character development through monthly assemblies and classroom discussions. Honesty is one of the values that is emphasized. Plagiarism and cheating, as forms of dishonesty, are explained to students starting in the lower elementary grades.

“Plagiarism is defined as: taking someone else’s words or ideas as if they were your own; as well as a piece of writing that has been copied from someone else and is presented as being your own work” (www.freedictionarydefinitions.com).

Consequences for acts of plagiarism and/or cheating are based on a student’s grade level and their ability to understand.. By the upper grades, students will be required to re-do the work, and will receive a reduced grade on the assignment.

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CMP Climate and Culture

CMP believes staff and families need to be committed to:

- Montessori methodology
- Making safety a priority
- Pro-active and positive affirmation
- Uniqueness of each child
- Respect for established classroom and campus expectations
- An atmosphere in which students feel safe to express their differing viewpoints
- Peaceful conflict resolution
- Working and collaborating as a team, trusting the process for the child's success
- Personal responsibility and accountability
- Clear and timely communication, assuming best intentions
- Respect for self and others

CMP's Expected Student Learner Outcomes (ESLOs):

- Students make safe, respectful, and responsible choices for themselves and empower others to do so, as well.
- Students are Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, and think critically.
- Students are ambassadors of grace and courtesy who celebrate the diversity in our global community.
- Students are agents of change who have a strong sense of community, are socially responsible, are connected to their environment, and are advocates for themselves and others.

Normalization

Dr. Montessori used the terms “normal” and “normalization” to describe a unique process she observed in child development. When children are allowed freedom in an environment suited to their needs, they blossom. After a period of intense concentration, working with materials which fully engage their interests, children appear to be refreshed and contented. Through continued concentrated work at their own academic level, children grow in inner discipline and peace. This progression of self-development and harmony is what Dr. Montessori referred to as the “normalization process”. Dr. Montessori cited “normalization” as “the single most important result of our work” (“The Absorbent Mind”, by Dr. Maria Montessori, 1949).

During the normalization process in a Montessori classroom, students form strong bonds and build their ‘community’. The characteristics of normalization include:

- Love of Work: refers to the ability to choose work freely and feel a sense of accomplishment
- Concentration: appears as individual children in a group becoming absorbed in their work through completion of an activity
- Self-discipline: refers to persevering and completing cycles of activity
- Sociability: refers to patience in getting the materials one needs, respect for the work of others, help and sympathy of others, and harmonious working relationships among member of the community

At the beginning of each school year, teachers and other staff members refer to the Period of Normalization. This process may take between six to ten weeks and is unique to each classroom. In order for this process to occur, it is important the classroom routine be maintained without interruption. Parents will be invited into the classroom once normalization has been determined.

The Montessori Classroom Environment

Kindergarten Program: (culmination of ages 3 to 6)

Kindergarten is the culmination of the early childhood program, which addresses the needs of the child during the first Plane of Development. Within the Kindergarten class, students transition from parallel play to an attitude of cooperative play. During this stage of development, children gravitate toward a desire to work with their peers. The Kindergarten classroom allows these concepts to develop naturally through the role modeling of the teachers, as well as the integration of age levels and interests.

In the Kindergarten environment, the students explore Montessori materials. In mathematics, the Golden Bead Material is used to introduce the decimal system and progresses into the four mathematical operations (addition, subtraction, multiplication and division) in a concrete fashion. The Sensorial area concentrates more on geometry that eventually ties in with concepts in math. Language and reading materials guide the child toward recognition of the alphabet both by letter name and phonetically. “Sight words,” those words in the English language not phonetically pronounced, are introduced gradually.

Upon mastery of the above foundational tasks, pre-reading and reading skills are integrated with the use of small primer books designed to allow the child to read successfully at their own level. Writing extensions are now integrated to strengthen the interest in reading. Manuscript handwriting is incorporated in all areas of the classroom, both in prewriting or tracing activities, culminating in the creation of their own stories.

The Practical Life area of the classroom enables children to extend their concentration, coordination, and independence into a stronger sense of order for the future. In Kindergarten, the cultural lessons explore the areas of zoology, botany, geography, history, art and music. Within each area, specific units of study are presented. Physical Education is also explored within a group process, both indoors and out.

Lower Elementary Program: First through Third Grade Levels (ages 6 to 9)

The California Montessori Project focuses on the aspects of the Cosmic Curriculum of the Montessori philosophy. Work continuously increases self-direction and independence of the lower elementary child. In achieving these goals, students gain a strong sense of self and develop self-responsibility. In order to provide an appropriate learning environment, the child must be encouraged and given opportunities for reflective thinking, problem solving, and critical evaluation. The Montessori environment provides opportunities for creative expression and critical thinking skills. Teaching strategies may vary to accommodate the needs of each individual student.

CMP integrates the expectations of the California Common Core State Standards for this age and developmental stage and has paid careful attention to aligning these state standards to the

Montessori curriculum. Physical Education is based on California standards and occurs within the school week.

Upper Elementary Program: Fourth through Sixth Grade Levels (ages 9 to 12)

The philosophy of Montessori education is to encourage the student to classify, analyze, and evaluate information based on the introduction of any given academic subject matter from an impressionistic viewpoint. The goal for the student is to take information and apply it to real life experiences. These experiences then create opportunities for critical thinking and logical analysis.

The upper elementary curriculum continues to be specifically designed with the elementary child in mind. Core subjects of language arts, mathematics, and geometry are integrated throughout the cultural subjects (including but not limited to: history, geography, and science) as they remain the base for further knowledge and deeper exploration. Students continue to enhance their technology and research skills in preparation for future academic and professional applications. Physical Education is a regular component of the curriculum, as well.

Middle School Program: Seventh and Eighth Grade Levels (ages 12 and older)

A strong part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

In addition to continuing the acquisition of core academic information, Montessori middle school students extend their grasp of abstract interpretive concepts. Students use a form of Socratic discussion to interpret core data in terms of the social and environmental issues of the world, past and present.

Classes are taught in cycles of 6-week durations. Each cycle emphasizes a specific part of the curriculum and provides students with the opportunity for in-depth study, exploration, and research. During the last week of each cycle, the students participate in an “immersion experience” in which they spend time away from the classroom participating in applicable hands-on learning in the real world (known as field lab trips).

Class structure is based on collaborative learning and research based projects. The middle school program guides each student to develop their own abilities to become effective young adults. Technology based multi-media is also integrated throughout this period of learning.

Materials in the Montessori Classroom

CMP utilizes the American Montessori Society’s recommended materials list when selecting Montessori instructional materials. In addition, CMP has developed a process for carefully reviewing and selecting all of the other instructional materials. The review process is very important to ensure consistency throughout our program.

For the younger students in the Montessori classroom, learning materials are arranged on low, open shelves. The materials are beautiful and inviting, increasing the child's interest in using them. During specified periods of uninterrupted work time, children may choose from the materials which have been demonstrated to them to complete their work.

Each lesson in a Montessori classroom isolates one specific quality. In this way, the concept which the child is to discover is presented more clearly. Moreover, the materials are self-correcting. When a piece does not fit, or is left over, the child easily perceives the error, thus reducing the need for adult correction. The child is able to solve problems independently; building self-confidence and analytical thinking skills, and earning the satisfaction which comes from accomplishment.

For the older students, instructional materials are appropriate to their level of learning, and a higher level of independent work takes place. New concepts are introduced using the Montessori materials, and as understanding takes place, the students move to abstract work with the concept. Many of the same Montessori materials introduced in the lower grades are utilized once again in the upper elementary classroom, but are used for more complex curriculum.

Movies Shown in Class

Occasionally educational movies will be shown at school. These movies have been reviewed by staff and are shown specifically for their educational content in conjunction with the relative curriculum. "G" rated non-educational movies may be shown on occasion. Appropriate PG and PG-13 movies will require prior parental permission. No other ratings will be permitted.

Field Trips

Field trips are an essential component of the Montessori curriculum. Students are given the opportunity to utilize knowledge gained in the classroom and apply it through experiences in the greater community. Field trips are age appropriate and are linked to the curriculum as much as possible. See Appendix 1 for CMPs Field Trip Policies and Procedures.

The Faculty of California Montessori Project

The Montessori teacher observes and participates in all classroom activities. The goal of each staff member is to assure that each student's needs are being met from the perspectives of safety, physical and emotional well-being, and academic excellence.

The style of teaching in a Montessori "prepared environment" is quite different from that of the teacher in a traditional classroom, who usually imparts the same lesson to all the children at the same time. In a Montessori "prepared environment," the teacher's role is more of a guide or facilitator of the many different concurrent learning projects. To do this effectively requires special training to observe each child for signs of readiness, and to select the appropriate material to introduce at the appropriate time.

CMP is committed to the preservation and implementation of Montessori methodology, principles, and curriculum within its educational program. One of the requirements of the California Montessori Project is for all teachers to have both their Montessori and California credentials. In all classrooms, teaching assistants are part of the classroom community. CMP teaching assistants have knowledge and/or background in early childhood education as well as previous successful experience working with children. The lead teacher and TA work closely together for the success of the students.

CMP promotes and teaches the concepts and skills of positive discipline through verbal reasoning and conflict resolution. CMP believes by role modeling these aspects of growth within a consistent program, students will develop a sense of responsibility and a desire to work and learn in a cooperative manner with others.

As a learning environment, CMP is committed to providing faculty with a highly professional environment where they are safe to grow, continue their own professional development, and to nurture their own personal love of learning. CMP has designed a comprehensive teacher support program and regularly offers a variety of staff development opportunities throughout the school year.

As a Montessori teacher, preparation of self is equally important to preparation of the environment. All CMP teachers are provided with morning and afternoon preparation time to allow them an opportunity to feel well organized prior to greeting their first student of the day. Staff are encouraged to take a few minutes each morning for self-reflection to allow for proper mental preparation before class begins. Please be respectful of these preparation times by keeping interruptions before school to a minimum. Teachers are always willing to schedule in advance a convenient time to meet with parents to answer questions or address concerns. Parents are also encouraged to send in written notes or communicate through teachers' emails, to which the teacher should respond within one or two days.

Montessori Assessments, ~~Progress Reports~~, Report Cards, and Testing

Assessments, Progress Reports and Report Cards

Assessment in the Montessori classroom is the hourly, daily, and weekly appraisal of student progress. Early in their educational career, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly, and monthly goals. Teachers maintain written records of the work presented and mastered, and each student has an individualized “work plan” which is used to guide them through the lessons and academic work required for that week.

At any given time, a Montessori teacher knows where a child is academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work, issues and concerns are addressed as they emerge.

CMP teachers conduct Montessori Assessments for placement in Montessori math, geometry, and language materials. Pretests and post-tests are conducted to assess student mastery of concepts. Reading assessments are conducted for appropriate reading levels, and additional assessment tools are utilized to determine areas where a student may need reinforcement, as well as to demonstrate a student’s academic advancement in any subject area.

In our program, parents are alerted to any concerns throughout the year. Additionally, CMP provides formal documentation of the student’s progress three times each year. While parents are most familiar with the traditional “A-B-C-D” report card, CMP’s grade reporting (Kindergarten through Sixth) has been carefully designed to give parents and students a progressive account of the student’s academic mastery. As a result, letter grades have been replaced with assessments which give a view of the child as a whole. Mastery of concepts at a child’s ability level is balanced with information pertaining to the state grade level standards. A student’s goal is to attain proficiency/mastery in all subject areas, yet we recognize some students may require more time to reach this goal. Effort put forth in their ability level is also a necessary element in determining a child’s progress. Conversely, a student whose abilities are above grade level will be challenged academically, and the assessments will reflect that advanced work.

In the CMP Middle School Program, letter grades are introduced in order to prepare students for high school. Further information can be found in the CMP Middle School Handbook.

Annual State Testing

As a public school, CMP administers annual state testing assessments in the spring for all students in grades third through eighth. The Smarter Balanced Assessments are part of the new standardized testing system called the California Assessment of Student Performance and Progress (CAASPP). The Smarter Balanced Assessments are comprised of two components: computer adaptive tests and performance tasks in English language arts and mathematics. Fifth and eighth graders are required to take a state science assessment. Fifth and seventh graders are required to take a Physical Fitness Test.

The process and results of these state measurements are used as one of many indicators of an individual student's progress from year to year.

Testing materials are processed by state specified agencies, and individual student reports are first sent to the school and then sent home to parents soon after receipt.

Student Health and Safety

Health

Immunization Records and Health Exams

The California Department of Health and Department of Social Services requires all students to receive polio, measles, diphtheria, pertussis, tetanus, rubella and tuberculosis immunizations. Kindergarten are also required to have hepatitis B and chicken pox (varicella). Seventh and eighth graders are required to have an additional pertussis vaccination.

Effective January 1, 2020:

- A child who has submitted a medical exemption before January 1, 2020, may continue to enroll in school until the child enrolls in the next “grade span.” Grade spans are defined as follows:
 - Birth to Preschool
 - Transitional Kindergarten/Kindergarten to Sixth Grade
 - Seventh to Twelfth Grade
- When a child completes one grade span and seeks to enroll in the next, parents must submit a new medical exemption.
- The California Department of Public Health will create a monitoring system that includes review of schools whose overall immunization rates are less than 95 percent; schools that do not provide annual reports of vaccination rates; and physicians who submit more than five medical exemptions in one year, starting January 1, 2020.

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Effective January 1, 2021:

- Schools may no longer accept any type of written statement from a licensed physician. Instead, physicians must complete a standardized exemption form that contains specified information, and they must submit those forms electronically, both to the school and also the California Immunization Registry. Unless a standardized medical exemption form is on file, schools may not admit students who are not fully immunized on the basis of a medical exemption.
- Exemptions based on temporary medical conditions will continue to be valid for only one year. Exemptions based on permanent medical conditions will be valid for only one grade span. When a child with a permanent medical condition completes one grade span and seeks to enroll in the next, physicians must complete a new exemption form.

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Students who do not have proof of immunizations will not be allowed to attend school until the immunization requirement is met.

If you have specific questions about the required immunizations and your child's needs, please consult with your medical provider. If you have additional questions regarding the new law, please visit the California Department of Public Health website at <http://www.shotsforschool.org>

~~Effective July 1, 2016, SB277 no longer allows Personal Belief exemptions for immunizations.~~

~~As a public school, the California Montessori Project is required by law to have a copy of the student's immunization record and a signed Physician's Form on file prior to the first day of school. These records will be kept in the student's cumulative academic file.~~

~~A physician's statement of health (Report of Health Examination for School Entry) is also required prior to the child's initial enrollment in a California public school. This physician's report form is included in the annual enrollment packet and only needs to be filed once.~~

~~Families who need assistance with the cost of these enrollment requirements may inquire with their county health department for dates of immunization and exam clinics in their area. Information on county health programs is included in the enrollment folder.~~

The following is a summary of health guidelines which the school abides by:

1. California Montessori Project allows students to attend school when they have minor allergies.
2. Any contagious illnesses and/or a fever of 100°F or higher require the student to be absent from school. The child must remain fever-free, without medication, for twenty-four hours prior to returning to school. For certain contagious illnesses, the school may require a doctor's note to indicate the child is no longer contagious and may return to school.
3. **Please call the school each day your child will be absent.** If it appears your child may have a lengthy illness, please notify the school office as soon as possible, and obtain a doctor's note to be kept with the attendance records.
4. **Please contact the office as soon as possible if your child is diagnosed with any communicable diseases.** These include, but are not limited to, chicken pox, strep infections, influenza, fifth's disease, or conjunctivitis (pink eye). The school will notify the other parents to be aware of symptoms related to these diseases. This is the most effective method of preventing/limiting a potential outbreak of illness.
5. Please note CMP has a no nit policy for head lice. Your child will be sent home in the event lice or nits (eggs) are found. Instructions will be given to you for treatment of the lice as well as procedures to follow to clear the home of any infestation. Your child may return to school only if there are no lice (alive or dead) or nits (eggs) present. Before being admitted back to class, please bring your child into the school office for a re-check.
6. In the best interest of the child, and of all CMP students and staff, if health issues or symptoms of communicable illness or infection are observed in a student, the student's parents will be notified immediately and will be asked to pick up their child. In this instance, the student may not return to school until a medical practitioner has treated such symptoms or until the student has been symptom free for at least twenty-four hours.

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Medications Administered at School

CMP staff do not administer over-the-counter medications to students, nor may students bring medicines to school.

If your child needs to take over-the-counter (OTC) medications, a parent/guardian must come to the school to administer it to their child.

CMP staff may administer OTC medications if there is a written note from the child's doctor giving specific dosages, directions, length of time, and use of the OTC Medication. The OTC medication must be sent in its original container with the child's name clearly labeled on it.

For safety reasons, children may NOT carry over-the-counter medications with them, such as throat lozenges, cough drops, cortisone cream, and the like.

When any prescribed medication needs to be given to a child, the school must have written permission and instructions from the parent **and** the child's doctor before school staff can administer the medication. A *Permission to Administer Medication* form may be obtained from the school office. The prescription medication must be in the original container with the child's name and directions clearly labeled.

Notify your child's teacher and school office, in writing, if your child is taking medication only at home. This will enable the teacher to act accordingly in case of allergic reactions or other side effects at school. Should either of these events occur at school, parents will be notified immediately.

All medications must be collected from the office by the end of the school year unless the student is enrolled in Club Montessori for the summer intersession.

Nutritional Health

A daily balanced diet is essential to every child's physical, mental, emotional, and physiological needs. ~~If a child comes to school hungry or improperly nourished, the child will have difficulty concentrating on their schoolwork.~~ Please make every effort to provide your child with healthy and nutritionally balanced meals comprised of fresh fruits and vegetables, and protein for the best possible day!

Breakfast is essential. Be sure your child begins each morning with a ~~healthy and nutritionally~~ balanced meal to provide the brain energy needed for the activities of the day. If your child is unable to eat breakfast at home, you are welcome to pack a breakfast for them to eat at school prior to the start of class time. ~~A good suggestion might be cereal and fruit in a sealed container, or fruit juice, in a sealed cup, and toast, etc. Some of the major food companies are now making "milk and cereal bars" which are relatively low in sugar and high in protein. Read labels, be creative, and your child will eat with more interest!~~

Snacks and **Lunch** are the parents' responsibility, ~~although~~ ~~Some~~ campuses may offer optional lunch programs. ~~Every CMP campus offers either a lunch or breakfast program, so inquire at your campus office.~~ Please plan to send a bag or lunch box with your child each day, and make sure to label all containers to be taken home with your child's name.

When preparing your child's lunch and snacks, please make every effort to send items which your child can eat easily, can open and/or close ~~relatively easily and~~ independently. Lunch must be something which can be eaten without heating. ~~Please note that soda and candy are items for home, so please do not include these in your child's lunch.~~

~~Please avoid sending junk food and highly processed food items. These food choices are usually loaded with refined sugar or fat and offer little or no nutritional value. During school, students need "brain food". Stick to items that are as close as possible to their natural state: fresh fruits and vegetables, whole grains, seeds, nuts, dairy products and proteins. Limit juices and juice drinks. Even 100% juice, consumed in excess provides too much sugar for a young child's dietary health and results in an afternoon "low" as the child's blood sugar attempts to balance back out. Instead, opt for a bottle of water or milk that can be kept fresh with a cold pack or in a thermos.~~

~~Soda and high sugar foods will be sent back home. We believe monitoring the intake of these types of highly processed, non nutritive foods will provide the child with a better ability to concentrate. If you think that these types of foods are appropriate, please save them for the home environment.~~

Food Allergy Practices

CMPs Food Allergy Practices is a collaborative partnership between the school campus and families which will help parent/guardians and their children to make the transition between the safety of their home environment onto the school campus. Each partner has a vital responsibility to ensure a safe and healthy learning environment.

Responsibilities of Students with Food Allergies:

- Do not trade or share food.
- Wash hands before and after eating.
- Sit in designated eating areas which are restricted from food allergens.
- Learn to recognize the symptoms of an allergic attack.
- Say "No thank you" when offered food which did not come from home.

Responsibilities of the Parents/Guardians of a Student with Food Allergies:

- Inform campus administration of your child's allergies prior to beginning of the school year – or as soon as possible after a diagnosis.
- Complete an Individualized Health Care Plan for Allergies, which can be obtained in your campus office, with your child's physician.
- Fill out Administration of Medication Form, which can be obtained in your campus office.

- Provide updated medication and appropriate number of emergency kits.
- Provide a list of alternatives for snacks and lunches.
- Work collaboratively with campus administration to educate the school community with respect to food allergies.
- Be willing to provide “safe snacks” to be kept in the classroom so there is always something for your child to choose from during an unplanned event.
- Be willing to go on your child’s field trips and/or campus events if possible and if requested.

Responsibilities of CMP:

- Support a proactive process when informed of a student with a food allergy by making sure the Individualized Health Care Plan is implemented.
- Notify the classroom community when a student has a food allergy.
- When community snacks are offered to classes which have student(s) with a food allergy, ask parents to completely refrain from the identified food or products produced in factories where the identified food is processed. If an item is questionable, it is not served.
- Establish eating areas which are restricted from food to which the student is allergic.
- Wash eating tables after every use with appropriate cleanser to remove all possible residues of food and oils.
- Encourage general practice for all students to wash their hands before and after eating.
- Provide appropriate training for staff in administration of medication.
- Provide all staff with Individualized Health Care Plan of students with food allergies.
- Provide opportunities for the campus community with education and awareness of food allergies.

Responsibilities of Parent/Guardians of Students **without** Food Allergies:

- Be aware of your child’s classroom community.
- Respect your child’s classmates by looking for opportunities to provide appropriate snacks and lunches.

Responsibilities of Students **without** Food Allergies:

- Be a good citizen by respecting your classmates and celebrating our differences.
- Do not trade or share food.
- Refrain from sitting in designated eating areas when your lunch/snack contains the restricted food.
- Wash hands before and after eating.

Safety

Posting on Social Networks

CMP wishes to remind parents to never post photos of, or information about, other students without parent permission.

California Safety Laws

As of January 1, 2012, if your child is age 8 or younger and is less than 57" (4'9"), your child is required by California State law to be transported in an ***approved child safety restraint seat***. Please take the time to ensure the safety of each child in your car, as well as your own, by buckling up.

Various agencies offer car seat safety clinics to check for the proper installation of child safety seats in your vehicle. Approved safety seats are often available at these events at a reduced cost or free of charge. In contrast, the Highway Patrol fines individuals for each unbelted individual in the car. If you have financial difficulty complying with these requirements, contact your local Highway Patrol office. There are funds available to assist families in meeting this requirement.

No CMP employee shall knowingly allow a child to be transported without the proper safety requirements. In these cases, the child shall remain at the school until the parent or adult transporting the child has returned with the proper safety seat in place (this includes field trips). An adult who knowingly transports a child without the appropriate safety restraints in place may be subject to charges of child endangerment and may be reported to Child Protective Services.

For those students who may ride their ***bicycles*** to and from school, ***helmets are required***. Please discuss this with your child along with other pertinent safety topics. Be safe, not sorry!!

Safety Operations Plan

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of "safe school plans." In keeping with this task, California Montessori Project (CMP) developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan to help guide the CMP school administrators with their safety and response plans. Each of these plans will address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

CMP's mission for the *Safety Operations Plan* is to provide a *Comprehensive Safety Plan* and a *Site Emergency Response Plan* for ensuring a safe, healthy and productive learning environment for all stakeholders.

CMP's Safe School Vision

1. CMP will provide a safe, orderly and secure environment for learning.

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2. CMP will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. CMP will solicit the participation and views of stakeholders to promote a safe and healthy environment.
4. CMP will develop a plan to work cooperatively and collaboratively with parents, students, staff, administrators and community agencies to provide a safe and orderly school and neighborhood.
5. CMP will provide training opportunities to staff and students which will promote preparedness in the event of an emergency.

The Safety Operations Plan, which can be found on the [CMP Web Site](#), includes, but is not limited to, policies such as Suicide Prevention, Sexual Harassment and Discrimination, and Child Abuse Reporting.

Registration and Enrollment

As a public charter school, CMP is a school of choice, and eligibility for enrollment is based on California residency, not on district of residence boundaries.

As a public school, CMP follows state requirements for Transitional Kindergarten, Kindergarten and First Grade admission. Transitional Kindergarten children must turn five on or after September 2nd and before December 2nd. Kindergarten children must be 5 years old on or before September 1st of the year they enter school.

First grade children must be 6 years old on or before September 1st of the year they are to be designated as a first grade student.

In California, Kindergarten is not compulsory (mandatory), though it does help prepare children for elementary school. CMP does not administer kindergarten readiness assessments prior to enrollment. All assessments are conducted by the teacher, at the time the student begins, to establish the creation of the student's individual learning plan. If you have questions about your child's readiness for Kindergarten, please contact the school to which you are interested in enrolling.

As a public charter school, we implement an open enrollment policy. Families will find that students who are self-motivated, have the ability and capability to work independently, and who are responsible and accountable for their own actions, are a good match for Montessori methodology. We encourage those who enroll to understand and value CMP's mission and commit to CMP's instructional and operational philosophy. As a California public school, admission to qualified applicants is determined by lottery at the end of the open enrollment period.

See Appendix 2 for the Student Admissions Policy and Procedures.

Re-enrollment

Each spring, families will be given a re-enrollment packet for the upcoming school year. These must be returned by the due date to ensure a place for your child. Late re-enrollment packets may result in the parent/guardian having to put an application back into the general lottery.

Classroom Placements

Students are assigned classes based on a number of factors. Grade level balance, student needs, and class enrollment numbers are all considered. Although students are often with a teacher for two to three years, at times a student may need to be moved to a different class for various reasons.

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Although it is understandable that parents wish to make requests for a particular teacher, due to the factors that go into the decisions, as well as the number of students at a campus, it is not feasible to honor parent requests.

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Education for Homeless Children

California Montessori Project (CMP) will ensure homeless students will have equal access to the same free and appropriate public education provided to all other students enrolled within our network. CMP will provide homeless students the same challenging academic standards and will not segregate on the basis of the student's homeless status nor will homeless students be stigmatized in any way. See Appendix 3 for CMPs Education for Homeless Children Policy.

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Calendar

CMP utilizes a trimester school calendar which adheres to the number of instructional days required by the state. The school calendar is established and approved on an annual basis by the CMP Governing Board of Directors and is subject to change.

[A calendar is provided in the enrollment/re-enrollment packets and can be located on the CMP district website under the Parent Resources tab.](#)

School Hours and Extended Day Programs

CMP adheres to, and exceeds, the state's required number of instructional minutes for the school year. Due to school traffic requirements, some campuses may have variations in the actual school drop off and pick up times, and these will be communicated to families by each campus. and and may also be found on the CMP calendar. Generally, the school day is from 8:30 to 3:00, with upper elementary and middle school classes extended by an additional 15 to 30 minutes. CMP's Transitional Kindergarten and Kindergarten program is a modified full-day program.

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CMP offers professional development for staff during early release days as noted on the calendar. Generally, an early release school day ends at noon but may vary at each campus. Please refer to your campus calendar for specific dismissal times and closure days.

CMP offers an optional fee-based extended care and intersession program (Club Montessori) to provide year-round care options for our CMP families including ERP- Early Release days. Informational brochures are available from the campus office and on CMP's website.

Guidelines for Arrivals & Departures

Due to traffic and facility configurations, each CMP campus has its own drop off and pick up procedures. These procedures will be available at your school campus prior to the start of school and during “Back to School” Orientation events.

In general, parents should plan to drop off their child(ren) at the designated location. Likewise, parents should plan to pick up their students at the end of the day in the same designated location to alleviate traffic and campus congestion.

If you have a need to come on to the campus during the school day, please be sure to park in the designated parent/guest parking areas. Parking in staff areas, even if only for “a second” can create parking problems for the entire staff.

As explained in the Academic Overview, students are provided with uninterrupted units of time to support their ability to concentrate on the lessons of the day. **For the benefit of the students, CMP seeks to limit classroom interruptions and asks that parents refrain from entering the classroom after the start of the school day and before school has been released.** Forgotten homework, lunches, etc., are to be delivered to the school office where they will be given to the teacher or delivered to the student at the appropriate time.

For safety reasons, all parents/guests coming onto the campus during the school day must sign in through the school office and obtain a visitor/volunteer badge. At the completion of your visit, you will need to check back out at the school office and return the visitor/volunteer badge. In the event of a school emergency, this is the most effective way to keep track of who is on the campus grounds at any given time.

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For a detailed description regarding absences, tardies and early departures, please refer to the Attendance Policy in Appendix 4. For purposes of this section, students arriving at school late or departing early must be cleared through the school office. When late to school, parents should plan to:

- Accompany their child/ren into the school office
- Sign them in using the designated office logbook
- Assist each child in obtaining a tardy slip from an office staff member
- Keep disruption to a minimum, by not entering the classroom.

If your child is frequently tardy to school, per CMP’s attendance policy you will receive a letter and a meeting will be scheduled to discuss a plan of action that will correct this problem. Children arriving late are often self-conscious and feel uncomfortable entering the room. It also affects their ability to settle into the business of learning when they are in this emotional state. The class often takes care of a variety of business during this time and/or begins quiet journaling activities at this time. Students arriving late create an unwelcome disruption to the rest of the class. Please support your child to be on time. This is a life skill which will be of great benefit as the child gets older.

In the Montessori classroom, a great amount of learning happens at all times of the day, including the afternoon hours. Afternoon lessons are filled with all the cultural activities of history, science, art, etc., and incorporate practice of core academic subject material, as well. CMP stresses the importance of the afternoon curriculum. Parents need to understand and respect the need for the student to attend school for the entire day. When an early pickup from school is necessary and unavoidable, parents should plan to:

- Contact the school office or the teacher in advance of the early pick up so that staff can assist the child and the class to prepare for the interruption and transition.
- At the time of pickup, parent/guardian must check in at the school office and sign the student out in the designated office log book.
- The office staff will contact your child's classroom and have them come to the office for pick-up.

Safety of our students is a priority at all times. If there is an occasion where someone other than the parent/guardian is picking up your child from school, please contact the office by telephone or with a written note. The transportation authorization portion of the student's emergency card must have this person's name listed, or the parent must provide a written, signed request before the student will be allowed to depart with this person.

Due to custodial agreements, and for every child's safety, it is vital we have the appropriate, complete, and most up-to-date information regarding who is authorized to transport your child/ren.

If your child will be attending Club Montessori, parents must park and escort their child into the designated Club Montessori classroom and sign their child in for the day. Likewise, parents must park and walk to pick up and sign out their child from Club Montessori.

If you have not notified the school, or picked up your child within 15 minutes after the end of the school day, the school will be utilizing the emergency contact card to reach an authorized person for student pick-up.

Separation: Kindergarten/First Grade Students and Parents

Sometimes it is difficult for both parent and young child to adjust during the first few days of school. If you anticipate tears or other expressions, may we offer a few suggestions ?

- ***Please bring your child by the campus for a visit prior to the first day of school.*** Providing a visual reference to the place where the child will be spending their day can sometimes make a world of difference! Campuses will arrange a campus-wide visitation day one to two days prior to the first day of school.
- Make sure your child knows when school is over and who is picking them up. This reinforces the abstract concept that you WILL be returning to pick them up at the end of the day.

- Express your own happiness about school. Give the child something to focus on during your absence (i.e. “I’m really looking forward to hearing the names of your new friends ... can you try to remember some of them for me?” “I bet the teacher is going to read a story today. Can you listen really carefully so you can tell me all about it?”)
- Encourage a hug and kiss, etc. and **promptly** leave. ***Try to avoid power struggles by sticking around!*** The child will usually engage in an activity within five minutes of your departure.
 - ***You are invited to call us to assure yourself your child is doing all right.***

Parent Communications at CMP

CMP highly values communication to all stakeholders. Parents can access information about what is happening at their child's classroom and school through a number of avenues.

The following is a list of CMP approved modes of communication:

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CMP Email and Phone: CMP employees will use district phones and emails (a cacmp.org, or a cacmp.net account) to communicate with parents. We discourage our staff from using personal phones and/or personal email accounts for professional communication. Text messaging or instant messaging students and parents from personal phones or accounts are not a CMP approved method of communication. (An exception may be given during overnight fieldtrips to directly contact CMP staff on a cell phone in lieu of calling the CMP Administration Office.)

ParentSquare: All CMP schools utilize ParentSquare as an all-encompassing communication platform. This tool allows us to send emails, text messages, voice dialer messages and emergency alerts to our CMP families and staff. It also gives parents the opportunity to have one-on-one conversations with teachers with the direct messaging feature. Other features also include: community posts, conference & meeting sign-ups, volunteer opportunities, school activity reminders, Club M sign-ups, field trip updates, newsletters & campus updates, sync calendar events to your device, and more!

School and District Websites: Each CMP campus has a website. Please check your school website for campus specific information and updates. You can access a list of campus websites on the district page at cacmp.org.

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Aeries Parent Portal Accounts: All Parents have been given access this year to view Portal accounts which allow parents/guardians to access class(es) summary, attendance data, immunizations, Student Score Reports (SSRs) from state tests (grades 3-8), as well as English Language Proficiency Assessments for California (ELPAC) tests (all grades as applicable), and grades/assignment tracking (middle school only). Please note state testing data will be available for viewing in the near future.

*Please note CMP **does not** host any social media accounts at this time. Any social media pages referencing CMP are hosted by parent groups and are not approved as official CMP communications. Please remember CMP logos are owned by CMP and we ask that any unofficial communication refrain from using CMP logos. Any unauthorized use of CMP logos does not imply any affiliation or endorsement by CMP.

Parent-Teacher Conferences

CMP identifies parents and teachers as two integral parts of the student's academic success team. As such, CMP encourages parents and teachers to stay in close communication regarding student progress. In addition to informal discussions and communications throughout the year, CMP offers

three opportunities each school year for parents and teachers to meet individually to discuss the child's progress. Parents/guardians may request an additional meeting at any time throughout the year.

Campus Newsletters and Updates

Campuses will publish newsletters and updates on a regular basis which include information regarding special projects and events, holiday activities, field trips, fundraising, and various other informational items of interest to our CMP families. Campus newsletters are posted on the web site and will be sent home with your student upon request. Look for these updates to keep informed of important school information.

Class Newsletters and Updates

Each teacher composes their own lessons and newsletter information. This information will be published at regular intervals and is another way for you to stay informed about your child's education. We encourage you to share this newsletter with your child.

Parents are Vital to Every Child's Success

CMP recognizes that parents are vital to every child's academic success. The following are offered to assist you in developing a plan of support for your child:

- Schedule an appointment to visit your child's school; you are a welcomed visitor!
- Make sure your child gets enough sleep, eats a healthy breakfast every day, brings a healthy lunch and snacks for school, wears appropriate clothing for the weather, and arrives at school on time and ready to learn.
- Read to your child every day, or encourage your child to read independently.
- Insist your child treat themselves, other students, teachers and staff with respect, and obey home and school rules.
- Call your child's teacher or the school office, write a note, or email the teacher at the classroom email address when you have a question, a compliment, or a concern.
- Volunteer your time. There are often volunteer tasks which can be done at home.
- Join the standing committees developed to support your child's school.
- Attend Campus Advisory Council and/or Governing Board meetings at your child's school.
- Attend parent-teacher conferences to discuss your child's progress and any challenges they may be encountering.
- Carefully review your child's report cards, school newsletters, and other information from school.

- Participate in school activities. Encourage your child to do the same. These activities and events have been planned to provide families with the opportunity to participate in the school community and enhance relationships between students, parents, and school staff.

School Evaluations

CMP regularly conducts surveys of both parents and staff regarding their experience at the school. We invite you to provide us with feedback to help us continually improve. The results of these surveys will be shared with appropriate stakeholders. Many of our best ideas have come from parents and staff.

Parent Communications and Disputes

Do you have a Compliment or a Concern?

CMP has confidence in the competency and professionalism of its staff. CMP encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and concerns about any part of the school program or any employee of CMP. CMP utilizes this information to effect improvement and positive change in our program whenever possible.

CMP utilizes a communication style which both validates and assumes best intentions. CMP first discusses what is working, and then what needs improvement. CMP finds this style of communication is easier heard and received. Additionally, we model this communication style for the students because CMP believes it helps people achieve positive outcomes.

If you would like to share a compliment, feel free to connect with that person directly, call the Principal, send a note, and/or speak

directly to the person you are complimenting.

Similarly, should you have a concern, please speak with the individual first. Should the concern not be resolved, refer to the Governing Board approved Parent Communications and Dispute Resolution process (appendix 5).

To Express a Concern

To express a concern, please refer to the Parent Communications and Dispute Resolution process in Appendix 5, which was approved by the CMP Governing Board.

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Family/School Community Partnership, Parent Participation & Parent Education

The California Montessori Project strives to partner with parents and guardians to best serve the needs of the children. This is accomplished through parent education and orientation, frequent and positive communication between staff and families, and regular parent involvement.

Parent Education and Orientation

CMP provides a variety of parent education opportunities and events throughout the year. Within the first few weeks of school, an orientation Back-to-School Night will take place. This is a very important evening to provide parents with information about the curriculum, classroom schedule, field trips, and other pertinent policies.

Within the first month or two of school, a parent information evening will be scheduled which focuses on preparing parents for their volunteer duties both in the classrooms and on field trips. This is especially important for new families, but does vary in content each year to encourage all parents to attend.

Later in the year, teachers may schedule curriculum informational evenings, as well as Watch Me Work evenings when children demonstrate to their parents the special materials they use each day in class.

Information about these events will be provided in the campus calendars and weekly newsletters. At times, CMP will also arrange for educational professionals to provide workshops or presentations for families and teachers. Parent participation hours will be credited for attendance at any of these Montessori classes and functions.

Parent Participation is a CMP Priority

CMP recognizes the importance of family involvement in the school. Parent support is greatly appreciated by the teachers and staff, and is important to your child and their classmates. Please refer to the Governing Board approved Parent Participation policy under appendix for details.

CMP recognizes that parents are the most important educators in their children's lives. Studies show that children whose parents are involved in their education perform better in school than children whose parents are not involved. This is why we encourage parents to be active with their children's school at all grade levels.

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CMP encourages and welcomes parents to work with their school Campus Advisory Council (CAC) and standing committees. These committees have been formed to support the students, school and staff. Information on how to sign up for these committees is available in the campus newsletters and from the office staff.

While parent participation is not required for student attendance at CMP, all enrolled families are encouraged to contribute at least 40 hours of service to the school (70 hours for two or more enrolled children) for the purpose of participating in their child's educational experience and campus community.

A variety of service opportunities exist and include: working in the classroom with our Montessori staff, providing office help, chaperoning field trips, and serving on campus committees to enhance the learning community. There are opportunities for work to be done at home and/or outside of school hours for working parents, as well. Preparing classroom materials, adopting a classroom pet or plant during school closures, attending parent education nights, fundraising, school events, and campus beautification days provide enough additional opportunities to assure a comfortable level of participation. CMP is grateful for the contribution volunteers make on behalf of the school and in the lives of all of our students.

Parents can offer Special Units of Study: an Important Part of our Montessori Curriculum

If parents, relatives, or family friends have special talents or training, please let us know so we may schedule some time for you to participate in the appropriate curriculum unit. Students often enjoy the opportunity to share their special adults with their classmates.

Student Safety: Livescan Fingerprinting and TB tests

Student safety is a priority at CMP. In an effort to provide the highest level of safety for our students, all CMP staff, contractors and vendors, and volunteers who interact with students are required to successfully complete an electronic fingerprinting process known as a "livescan" report through the Department of Justice. Under California Health and Safety Code 121545, volunteers who are in contact with students are required to have a tuberculosis clearance. These two requirements must be on file with the school office prior to commencing work at any CMP campus.

The livescan report by the Department of Justice (DOJ) looks for the same things all our employees are checked for — convictions for drug crimes, sexual crimes, violent felonies and DUI crimes. Livescan reports can be initiated at your local police station or directly at the Department of Justice and usually take 3 to 5 days to generate a report to the school.

Tuberculosis is an airborne disease, which means it can be passed from one person to another simply by sharing the same air. TB clearances can be obtained through your medical doctor or through the county department of health. For those with a positive TB test, a chest x-ray is required prior to clearance.

~~Because the Department of Justice does not have a process for cross-reporting, all parents must obtain a live scan clearance specifically for CMP regardless of whether the parent has previously received clearance through an employer or another organization.~~

~~A clear live scan report and TB test result must be on file with the school office PRIOR TO the first time a parent volunteers in any role where he/she is in direct contact with students. This includes participation in school-sponsored field trips.~~

~~Working from home or serving on parent committees does not require these clearances.~~

Parent Participation on Field Trips

Parent/guardian participation plays a key role in the success of field trips, and parents are asked to drive students and assist with chaperoning. All adults attending field trips must fulfill screenings to ensure the safety of the children. ~~Please note any adult without these clearances may not attend the field trip, including other adult family members.~~ Please refer to the field trip policy (Appendix 1) for specific documents that are required to be on file at the school campus for approval to chaperone and/or drive on field trips.

The California Montessori Project Welcomes Parents to observe our Classrooms and Daily Activities

Any time you would like to observe the daily activity at our school, please feel free to schedule a time with your child's teacher. While it is standard practice to advocate an "Open Door Policy", we also want to limit the amount of potential interruptions and distractions each day. Contacting your child's teacher to schedule an observation in advance will help alleviate scheduling conflicts. We ask that parents refrain from visiting/observing classrooms during the normalization period.

Parent observation is a time for you to observe your child's class and make any notes regarding questions that may arise. Observers should be quiet and courteous guests during the entire observation period. Observers must refrain from student interaction and must save discussions with the teacher until the teacher is relieved of their student supervision duties. Additionally, parents should remain aware of the length of the observation period and keep it to a reasonable length of time, usually 60 minutes, or less. Parents who prefer to interact with the class should plan to complete the requirements for parent participation in the classroom and should submit a request to the teacher to provide such service.

While observing, parents must adhere to policies regarding student confidentiality. Parents shall not talk about any student to another student, parent or other third party. Breach of this policy is

~~a breach of confidentiality and will jeopardize the parent's opportunities for further classroom observation or participation.~~

~~Policies for observations have been developed to assure a positive experience for all parties. Observers who choose to ignore these policies will be asked to end their observation immediately.~~

Child Custody

~~CMP follows child custody decisions made by the courts. In order to do this, the family must provide copies of all relative legal documents to the school. It is not CMP's responsibility to obtain these documents. School staff cannot modify or make exception to any judge's ruling regarding the custody of a child. If a child custody arrangement has changed, a parent or guardian must provide copies of the applicable legal documents to the school. If any dispute arises at school regarding visitation or child custody, CMP staff will call the local authorities to resolve the situation. CMP requests that separating and divorced parents place their child's well-being as their number one consideration. When divorce occurs, families are still co-parenting and the child's welfare must come first. CMP wishes to support families as much as possible in achieving positive implementation of this goal.~~

Thank you for not Smoking

~~CMP is a tobacco free environment. Smoking and use of any tobacco products are prohibited at all times at school campuses and surrounding areas, including outdoor areas. Smoking is also prohibited during school functions and field trips off site, regardless if smoking is permitted in that particular environment. Thank you for your cooperation.~~

Behavior and Discipline

The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong community. Adults serve as models in the way they address the children. Lessons in “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant, and related consequences, are utilized.

The CMP staff utilizes positive discipline methods. The classroom curriculum includes Peace Education, with an emphasis on personal peace and acceptance of others’ differences. Conflict resolution tools, such as a Peace area, classroom meetings, or Peer Mediation techniques, assist the children in learning these important life skills.

A positive discipline approach is practiced at each site. Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Data is collected to determine if further training is necessary. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents contacted. Some behavior may require immediate action.

Physical violence will result in immediate action. Parents will receive a written notification (Incident Report), and a phone call. Students disrupting their classroom may be relocated to do work in another room or in the office. Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

Communicating with parents is an important element in building a team of staff and families. Phone calls and written notes or reports sent home are ways the school can keep parents informed about how their child is doing in the school environment. When necessary, parent/teacher conferences and meetings with the administrator will be scheduled to assist teachers and parents in finding the most beneficial ways to support a student’s success at school.

When behavior which is unacceptable occurs, the following steps will be taken:

1. For minor incidents, staff will provide opportunities for re-direction and a chance to “try again.”
2. Repeated offenses may initiate a progressive system of meetings starting with a conference between the parents/guardians and teachers.

3. Should the behavior(s) continue, a meeting may be scheduled with a campus administrator, the teacher(s), and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In this process, the team identifies concerns, works together on solutions, and creates an action plan. It is customary for follow-up meetings to take place to discuss progress or the need for additional interventions.
4. Serious incidents may lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing, and a suspension warning may be issued.
5. It may be deemed appropriate for the student to be placed in an alternate setting on campus for the school day (another classroom or in the school office).
6. Serious or repeated infractions may result in one or more days of suspension from school.
7. With incidents involving multiple students, please allow the school the opportunity to handle the situation to ensure accurate information is compiled and to maintain student confidentiality. Please remember student confidentiality, and that parents should never talk about any student to another student, parent or other third party.

Refer to Appendix 6 for *CMP's focus on A Peaceful School Environment (a proactive approach to prevent bullying in our schools)*; Appendix 7 for *CMP Student Discipline procedures*; and Appendix 8 for *CMPs Suspension and Expulsion Procedures*.

Instructional Use of the Internet

Instructional Use of the Internet: School Use of Internet Services is a Privilege

CMP recognizes the necessity for students to be computer literate, and computers are provided in each classroom for student use. Before students may use the Internet at school, they must have parental permission on file and meet with their teachers to review school policies regarding Internet use, which include the consequences for not following these policies. Students wishing to use the Internet will need to sign CMP's *Information Technology Responsible Use Agreement* and abide by these policies. The policy statement details what is expected of anyone using the Internet, email services, designing a webpage, researching, or using education programs online. Content filters are installed by CMP to limit exposure to undesirable Internet sites.

School Use of Internet Guidelines:

- Use of the Internet, aside from classroom curriculum and state testing, is a privilege
- Those under 18 may not reveal their last names, addresses, or phone numbers
- The user acknowledges that email has no guarantee of privacy and all content on school computers is subject to periodic review
- Messages related to or supporting illegal activities will be reported to authorities, and messages are subject to the same restrictions as any material prepared for distribution
- Transmission or reception of copyrighted material; material protected by trade secret; product advertisement or political lobbying; material that is obscene, libelous, slanderous, gang-related, incites students and/or staff to create a clear and present danger by promoting unlawful acts on school grounds, violation of school regulations, or disrupts orderly operation of school are prohibited and will result in termination of the user's Internet privileges. Additionally, the user will be subject to all applicable consequences
- Acts of vandalism, such as knowingly downloading or uploading computer viruses, will result in termination of the user's Internet privileges and will subject the user to all applicable consequences, including but not limited to financial restitution from the family to repair/replace damaged equipment and resources

The *Technology Use Agreement* signed by students, parents, and teachers may be found in Appendix 9 of this handbook, or viewed on the [CMP website](#).

Dress Code

Montessori education is concerned with the inner development of the child's social, emotional, and physical well-being. As such, we seek to limit undue focus of attention on external appearances. After much discussion about the relative values of a dress code and individual freedom, CMP has adopted the following middle path Dress Code. We believe your child will be happiest when dressed in casual, comfortable clothing.

In general, students are expected to wear appropriate clothing, which is clean, fits properly, is not distracting, and does not prevent them from participating in any school activity. All clothing should be neat and in good condition, free of commercialism or distracting media messages. We define commercialism as characters, symbols, or slogans referring to products, companies, movies, video games, television shows, etc. Distracting media messages include, but are not limited to, movie and television characters, derogatory comments or slogans, gruesome or violent pictures and/or obscenities. This type of attire may be a source of distraction, cause some children to focus on externals, and may cause distress for those who are unable to afford rapidly passing fads. We believe by limiting commercialized and distracting media on our campuses, children will feel more comfortable and able to focus on exploring their learning environment.

Individual campus policies vary slightly based upon Campus Advisory Council recommendations. Please check with your local CMP campus office for specific dress guidelines.

Personal Items at School

Lost or Stolen Items

CMP assumes no responsibility for lost or stolen items.

Toys and Sharing

Participating in sharing at group time enables children to feel important and special. It also facilitates verbal expression. Good suggestions for sharing may be seashells, rocks, library or special books, pictures or treasures from a trip. Please consult with your child's teacher regarding sharing practices for a particular class. Read the weekly updates and monthly newsletters to discover sharing suggestions relating to the units of study for the month. We do ask that toys be kept at home, or left in the car, as they often create distractions and possible power struggles between other students when they are brought to school.

Extra Changes of Clothes

Students are encouraged to bring an appropriate change of clothes to store in their cubbies or lockers for emergency use; most especially kindergarteners. Teachers will communicate with parents as the clothes are used and need to be re-stocked. Please remember to label all items with the student's name and sent to school in a plastic bag or other disposable/re-usable carrier.

Other Personal Items at School

Toys, trading cards, electronic games and other personal items unrelated to the student's daily schoolwork should be left at home. These items tend to create disruptions at school and will be held by the teacher.

Students are discouraged from bringing cell phones and other items of value to school. Cell phones, pagers, iPods, and the like, are to remain off and out-of-sight during school hours and may only be used once the student has left the school grounds. In the event parents require their child to have such items, contact the teacher or principal to discuss your child's personal circumstances. If approved, these items are to remain in the student's backpack or locker until the end of the school day. **If the student uses such items during school hours, the item will be confiscated and only returned to the parent. Permission may be granted by the teacher or administrator to use a cell phone during school hours for a specific situation only. CMP is not responsible for loss or damage of such items. eReaders are permitted at school following a meeting with**

the parent/s, student, and the Dean of Students to review and sign the appropriate use of these items at school. Teachers will keep eReaders on a secure location in the classroom.

Promotion/Retention

Montessori instruction accommodates the varying interests and academic development of individual students. Students will progress each year by completing the Montessori and State Standard curriculum necessary to support their success at the next grade level.

When considering promotion (accelerating a student an additional grade level), the child's social and emotional growth is to be taken into consideration. Parents, teachers, and the principal will determine if this is the best course of action for the student by using criteria such as intellectual maturity, academic achievement, including standardized testing, physical, social, psychological, and emotional considerations. Retention (remaining at the same grade level for a second year) is an action which may be taken to assist a student to be more successful in their learning.

Reference Appendix 10 for more detailed information regarding CMPs *Student Policy for Promotion/Retention*.

Special Occasions and Events

Birthdays

Children love to share their birthdays. Each teacher has developed her/his own practice for acknowledging birthdays. This information will be provided during parent orientation for your child's class. If you would like to share a special treat in honor of your child's birthday, please consult with your child's teacher ahead of time with respect to her/his celebration practice. This event is usually incorporated into the cultural history unit during group time experience.

If your child has allergies and cannot partake in these snacks, please ensure the campus office has been notified and refer to the Food and Allergy Practices in the Student Health and Safety Section.

School Holidays and Vacation Periods

Please see the CMP school calendar for a schedule of days off and intersession services throughout the year. Please plan ahead and schedule your family vacations during school intersessions and summer break.

Religious Holidays

The Supreme Court has ruled that public schools may not sponsor religious practices (Engel v. Vitale, 1962; Abington v. Schempp, 1963) but may teach about religion. While avoiding a definitive ruling on religious holidays in public schools, the Supreme Court let stand a lower federal court decision stating that recognition of holidays may be constitutional if the purpose is to provide secular instruction about religious traditions rather than to promote the particular religion involved (Florey v. Sioux Falls School District, 8th Cir., 1980).

Montessori classrooms are rich in cultural lessons and materials; therefore, CMP takes into account the role of religion in history and cultures. This serves as part of the academic studies to learn about the traditions of particular religions within a pluralistic society.

Teaching about religious holidays will be conducted when natural opportunities arise during the course of the year as students study different cultures and communities. Teachers are alerted to the distinction between teaching about religious holiday celebrations, which is permissible, versus religious practices. We desire to foster understanding and mutual respect for differences in belief and culture. Please understand, CMP neither promotes nor inhibits religion.

Students may be excused from classroom discussions or activities related to particular holidays. CMP acknowledges that some holidays considered by many people to be secular (for example,

Halloween and Valentine’s Day) are viewed by others to have religious overtones. Excusal from the requested activity will be granted for classroom parties and similar non-academic activities.

In addition, some parents and students may choose to make requests for excusals from discussions of certain holidays even when treated from an academic perspective. Such requests may be granted as needed on a limited, specific discussion, in order to strike a balance between the student’s religious freedom and the school’s interest in providing a well-rounded education.

Students may be allowed a reasonable number of excused absences, without penalties, to observe religious events within their traditions. Students may be asked to complete makeup assignments or examinations in conjunction with such absences.

Student Freedom of Speech/Expression

Free inquiry and exchange of ideas are essential parts of a democratic education. Students attending the California Montessori Project (“School”) have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Governing Board (“Board”) respects students’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

See Appendix 11 for the Student Freedom of Speech/Expression: Publication Code Policy and Freedom of Expression Procedures for on, and off, campus expression.

Special Education and Services

CMP desires to meet the needs of all of our students. California law requires public schools, including charter schools, to provide a free and appropriate public education to all students, including those with exceptional needs. Although most students' needs are met through the traditional Montessori curriculum, occasionally supplemental services are needed. CMP may arrange for outside agencies or a neighboring school district to provide these services if they are not available at the CMP campus. If your child has special needs, please talk with their teacher and the principal so they may be addressed.

Section 504 Accommodations

California law requires schools to provide a free, appropriate education to qualified disabled persons. When a student qualifies under Section 504, an accommodation plan is designed to meet the student's special needs.

CMP is committed to providing students with a highly professional environment where they are safe to grow and learn, and which nurtures a love of learning. CMP honors each student's learning style and developmental level. [See Appendix !\[\]\(d3fb9f94af8b26d1c844efa9a98805b0_img.jpg\) for Identification, Evaluation ...](#)

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School Records and Student Privacy

Through the Family Educational Rights and Privacy Act (FERPA), your child's school record is accessible to you through a request to the Principal. If you believe there is an inaccuracy in your student's educational record, there is a process to request an amendment. For further information, please contact your campus principal. These records are confidential and not available to unauthorized parties.

Appendices

Appendix 1: Field Trip Policies and Procedures

California Montessori Project Field Trip Policies and Procedures

Governing Board Approved 6/11/2018

Field trips are an essential component of the Montessori curriculum. Students are given the opportunity to utilize knowledge gained in the classroom and apply it through experiences in the greater community. Field trips are age appropriate and are linked to the curriculum as much as possible. It is not unusual for an elementary or middle school class to attend a field trip approximately once every six weeks.

Field Trip Participation, Costs and Payment Options:

All students are to have equal access to the field trips as a part of the curriculum. CMP realizes the more costly field trips may be a financial burden for some families. Therefore, the Campus Advisory Council has authorized fundraising efforts to offset field trip costs.

Because these funds are limited, we ask parents to help out with the field trip costs by contributing the cost per student listed on the permission form by doing one or more of the following:

- 1) Pay the full cost per student at the time it is due.
- 2) Divide the total amount into smaller amounts, making several payments until the full cost per student is paid.
- 3) Participate in classroom/campus fundraising.

All students have access to field trips regardless of ability to pay; however, a teacher may need to cancel a field trip if there are not enough funds generated by parental contributions and fundraising. If you would like to participate in fundraising efforts, please contact campus administration.

Student behavior may be a factor in deciding if a child is to participate in a field trip. Parents will be contacted in advance to discuss any issues and to determine other options.

Parents who do not wish for their child to attend a particular trip should discuss their reasons with the teacher, as the purpose of the field trip is to expand on the students' academic experience. Any child not participating in a field trip must attend school that day. The teacher will arrange for your child to do their work in another classroom.

Permission Forms:

Due dates for permission slips are to be strictly enforced, and a child will not be permitted to attend the outing without a signed form. Parent/guardians are required to provide an appropriate car seat if their child is eight (8) years of age or younger, and/or smaller than 4'9" according to California State law.

The educational experience of the field trip is always to be emphasized over a commercial one. However, in some instances, bringing spending money will be appropriate and will be stated as such on the permission/ information sheet.

Parent Participation on Field Trips:

Parent/guardian participation plays a key role in the success of field trips. Fundraising is encouraged to help offset the cost of some trips, and parents are asked to drive students and assist with chaperoning. All adults chaperoning and/or driving on field trips must meet the age requirements and fulfill screenings to ensure the safety of the children.

Please note:

- The age requirements for drivers and chaperones are:
 - 21 to chaperone CMP field trips
 - 25 to drive students on CMP field trips
- Car Seats: Per California State Law, no driver shall transport a student without an appropriate car seat if that student is eight (8) years of age or younger, and/or smaller than 4'9"
- K-6th grade children will be properly secured in rear seat in an appropriate child passenger restraint system, per California State Law, Vehicle Code 27360

Please note that any adult without these clearances may not attend the field trip, and they must be on file in the campus office:

- Cleared LiveScan finger print report from the Department of Justice for the California Montessori Project (to be completed only once)
- Cleared TB test result [or signed waiver from a medical professional](#) (required every four years)
- Attendance at the Parent Education session: "7 Habits of Highly Effective Volunteers"

Parents driving students on field trips, including their own child(ren), are required to provide the following:

- Proof of Insurance: due at the beginning of each school year or at time of renewal for all drivers, including parents driving their own child. When driving other children a

\$100,000/\$300,000 liability per person/occurrence is required. (Note: many insurance companies will charge a minimal fee for increasing the liability amount for one day). A parent driving only their child must show proof of insurance meeting the California legal liability limits of 15,000/30,000.

- Copy of valid Driver's License: due at the beginning of each school year for all drivers.
- Copy of Vehicle Registration: due at the beginning of each school year for all drivers.
- Driver's History Report: due at the beginning of each school year for all drivers, including those who will only be driving their child. Reports indicating past violations will be sent to CMP Central Administration for review and for a decision on parent driver eligibility. (Note: On-line DMV and i Insurance company reports are not certified and do not meet CMP requirements.) Please refer to the driver history reports:

- ~~Form H-6 – DMV 10 Year Driver History Report: due once when requesting to drive on a CMP field trip, or upon request. You may obtain this report by:~~
 - * ~~Visiting your local DMV office (make an Appointment for faster service)~~
 - * ~~Paying the fee~~
- ~~Form K-4 – DMV 3 Year Driver History Report: due in subsequent years after submitting Form H-6, or upon request when requesting to drive on CMP field trips. A certified on-line copy is to be sent to CMP within 30 days of receipt. A 3 year history report may also be obtained from a local DMV office.~~
 - * ~~Visiting your local DMV office~~
 - ~~Please note a fee will be required by DMV. Paying the fee~~
- ~~INF 1125 – If going into a local field office is not convenient for you or you are out of state, you may request your record by mail by completing the INF 1125 form available on the DMV website. This form produces a DMV 3 Year Driver History Report which is accepted in subsequent years after submitting Form H-6, or upon request.~~

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Drivers will be given a Field Trip Packet with student information, directions and other pertinent information for the trip, and a list of all field trip policies and procedures. **We ask that drivers read this packet carefully to avoid any misunderstandings.** Note: Student information is confidential and should only be accessed only in the event of an emergency. These forms are to be returned to the campus office at the end of the field trip.

Teachers are responsible for oversight of the entire group and for facilitating the excursion.

Adults participating in the field trip are asked to assist wherever needed and are expected to chaperone the group of students they have driven, as well as be aware of safety concerns for all students. Drivers must drive directly to and from the field trip destination. Stops for food, gasoline (except in the instance of a long distance trip), and other activities outside of the trip itinerary are not permitted. Personal errands are not permitted at any time.

CMP policy states that only movies rated “G” may be shown without parental permission. Parents with DVD players in their vehicles are therefore asked to follow this policy when driving on a field trip.

As per the CMP Code of Conduct, parents are asked to avoid discussing students with others. Discipline issues should be brought to the teachers’ attention for appropriate follow-through. Other concerns regarding the field trip should be brought to the teacher or campus principal.

Siblings:

As stated previously, field trips are an important part of the educational experience. Field trips are grade level and curriculum specific, and children anxiously await their opportunity to attend these special events. For this reason, we ask that siblings attending CMP not be included in their sister or brother’s field trip experience. Although it may be enjoyable to attend an extra field trip, attendance in their own class is of utmost importance. Prior approval may be granted by the campus principal for extenuating circumstances two weeks or more before the occasion.

Siblings not attending CMP may be granted permission by the campus principal to attend based on the appropriateness of the event. Please keep in mind when deciding to participate in a field trip that handling a younger child may be a detriment to proper supervision of the students, therefore you will not be considered a chaperone on the field trip.

Appendix 2: Student Admissions Policy and Procedures

California Montessori Project Student Admissions Policy and Procedures

Governing Board Approved 11/14/2015

Governing Law: Admission Requirements, if Applicable-Education Code Section 47605(b)(5)(H)

California Montessori Project (CMP) will admit all pupils who wish to attend the School up to capacity that allows for the optimal learning environment and student support. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. CMP will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. CMP will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Parent/guardian attendance at a school orientation meeting
- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Winter - Spring for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.¹

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

- 1) Children of staff²
- 2) Siblings³ with Montessori experience of existing students or CMP graduates⁴
- 3) Siblings of existing students or CMP graduates

- 4) Inter-campus transfers
- 5) Children who have at least one-year prior Montessori experience (public or private)
- 6) District residents
- 7) All other applicants

A Wait List will be maintained through a public random drawing for students who were not randomly selected for enrollment due to capacity. Students who submit applications after open enrollment and subsequent to the public random drawing will be added to the Wait List and given weight according to the enrollment preferences. The Wait List will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a Wait List carry over to the following school year.

~~Per our Charter petition, this policy will go into effect for the 2016-17 school year.~~

Footnotes

¹ Education Code Section 47605(d) states that all students in the state of California who wish to attend the School must be admitted, subject only to capacity. In the case that there are more applicants than space, 47605(d) mandates that enrollment be determined by public random drawing. However, Education Code Section 47605(d) states that in the case of a public random drawing, preference must be given to existing students of the school and to district residents. 47605(d) also states that other preferences in the lottery are also allowed if legal (i.e. non-discriminatory), and approved by the granting school district (presumably within the charter). In practice, the applications will be collected during an open enrollment period. If, in any grade level, there are more applications than available space, a public random drawing will be held in stages in the order of the preferences listed in the charter. Any application meeting more than one “preference” will be placed in the highest preference category for which they qualify.

² “Children of Staff” will be limited to children, wards or step-children of employees.

³ “Siblings” for purposes of this document, will be defined as either 1) a brother or a sister (any person who shares at least one of the same parents); or 2) step-siblings or blood relatives living in the same household at least 50% of the time.

⁴ “Graduate” for purposes of this document, will be limited to students who completed the 8th grade from CMP within a five-year band of the projected date of the applicant’s enrollment.

Appendix 3: Education for Homeless Children Policy

California Montessori Project Education for Homeless Children Policy

Governing Board Approved 06/10/2013

Education for Homeless Children

California Montessori Project (CMP) will ensure that homeless students will have equal access to the same free and appropriate public education provided to all other students enrolled within our network. CMP will provide homeless students the same challenging academic standards and will not segregate on the basis of the student's homeless status nor will homeless students be stigmatized in any way.

Educational Definition of Homeless Children and Youth

According to the McKinney-Vento Homeless Education Assistance Improvements Act, the term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- living in emergency or transitional shelters (includes transitional housing programs)
- abandoned in hospitals or are awaiting foster care placement
- staying in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- runaways or unaccompanied youth (not in the physical custody of the parent or guardian)
- migratory who qualify as homeless because of living in circumstances described above

Enrollment

CMP holds a public random draw for enrollment with the exception of existing students who are guaranteed enrollment in the following school year. When enrolling, if the parent/guardian is

CMP Family Handbook DRAFT rev. 8/16/19 ka ck jh ms km: [rev. 10/4/19 ka/RT](#)
Governing Board Approved

unable to provide the school with the records normally required for enrollment, the principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the CMP Homeless Liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

For students already enrolled, CMP will consider the best interests of the student with parental involvement in determining whether the student will continue enrollment at the CMP campus or if the Homeless Liaison will assist the family to transfer the homeless student to an alternate educational institution where the homeless student is living near or eligible to attend. To the extent feasible, and in accordance with the student's best interest, the student shall continue their education at the CMP campus, except when contrary to the wishes of the parent/guardian.

Services

Each homeless student will be provided with services comparable with all CMP students. This includes educational services for which the student meets eligibility criteria, such as education programs for disadvantaged students, students with disabilities, and students with limited English proficiency.

Transportation

CMP does not offer a transportation program. In the event the student needs transportation assistance to the CMP school campus, CMP reserves the right to review transportation requests on a case by case basis and will look for opportunities to assist the student with means of transportation to school.

Homeless Liaison

CMP's Governing Board designates the Student Services Coordinator to act as the network's Homeless Liaison to ensure that services are provided to our homeless students.

Appendix 4: Attendance Policy

Attendance Policy

Absence, Tardiness/Late Arrivals, and Early Departures

Governing Board Approved 06/11/2018

At CMP, attendance is a priority and is crucial to your child's academic success. CMP is a school of choice. Families who actively choose to enroll their children in the California Montessori Project charter school have opted for an educational program, with all of its rich researched-based Montessori materials, lesson presentations, and experiential learning. This cannot be duplicated outside the classroom environment, which makes your child's daily attendance even more critical for success.

Absence from school hurts not only the student but also the class. The success of the Montessori environment relies partly upon the strength of the learning community that is developed. When the student is not in school, they are missing out on critical classroom experiences, and the student's classmates are missing out on their contributions to the classroom community. A student's absence also impacts the lesson schedule that is carefully planned out by the teacher. Groups for lessons are determined by the teacher based on the students' levels. An absent student then requires the teacher to give that student an individual lesson, which takes away the teacher's time from the rest of the class.

As illustrated in the Academic Overview portion of the CMP Family Handbook, *all portions of the school day are equally important to the student's growth and mastery of learning*. When students are late to school, they create classroom interruptions which in turn result in an unsettling experience and loss of learning for the student and their classmates. Early departures can also adversely impact the student's success and ability to be a contributing member of the learning community.

Finally, California is a compulsory education state. State law requires parents/guardians of children ages 6 to 18 to send their children to school. Parents/guardians who fail to meet this obligation may cause their child to be classified as truant, and the parents/guardians and student may be required to meet with CMP's Student Attendance Review Team (SART). Please note that all trancies are reported to the California Department of Education. In extreme cases of truancy, the school may request intervention through the District Attorney's Office, as well as possible involvement of Child Protective Services.

CMP acknowledges the need for family time and for times of rest and rejuvenation. The administrative team has taken this into account in planning the school calendar and has included break times throughout the year. *Please refer to the school calendar as a planning guide so that your child is able to be in school each day and receive the maximum benefits of regular participation in their Montessori classroom.*

If a family circumstance arises which impacts your child's ability to be at school, please let the school know as soon as possible so ~~we your child's absence can be~~ appropriately recorded. ~~your student's attendance.~~

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Whether the absence is excused or unexcused, the state only provides daily funding to the school if a student is actually at school. ~~With that said, b~~ Below are CMP's procedures regarding absences, tardies, and early departures from school:

- ~~Reporting Absences:~~ All absences and late arrivals must be reported by a parent/guardian prior to the start of the instructional day. Methods of communication include, but are not limited to: phone call, email, written note, or in-person. The communication should include the following:
 - Notification date
 - Student's full name
 - Teacher's name and grade
 - Date(s) of absence/tardy
 - Reason for absence/tardy
 - Name, relationship of the person notifying the school and signature if sending a written note
- When arriving late, the parent/guardian is expected to sign in through the school office and obtain a tardy slip to admit the child to class. This practice supports student safety.
- When departing early, the parent/guardian must come to the office to sign their child out. ~~obtain an early departure slip to indicate the child is signed out for the day.~~ To limit classroom disruption, once a child has been signed out, an office staff member will send for the student to come to the office.

Please note that CMP maintains a closed campus. Students *must* be signed in and out by a parent/guardian or by a responsible adult who has been pre-designated by the student's parent/guardian. CMP cannot allow children the liberty to leave campus during the instructional day without a properly designated adult.

Absences Allowed by Education Code Law (Ed. Code § 46010, 48205)

Under California law, excused absences are only designated for:

- ~~Due to pupil~~ Pupil illness
- ~~Due to a~~ Quarantine under the direction of county or city health officer
- ~~For the purpose of having m~~ Medical, dental, or chiropractic services rendered
- ~~For the purpose of a~~ Attending the funeral service of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California, and not more than three days if the service is conducted outside of California.

- ~~For Other~~ justifiable reasons, such as, an appearance in court, ~~attendance at a funeral service~~, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats (shall not exceed four hours per semester), attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or designee.
- ~~For~~ The purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services as defined in section 49701, and has been called to duty, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted to this paragraph shall be granted for a period of time to be determined at the discretion of the ~~Executive Director~~ superintendent or designee.
- ~~For~~ The purpose of attending the pupil's naturalization ceremony to become a United States ~~C~~itizen.

Excused tardies are only designated for illness and/or medical/dental appointments that cannot be scheduled outside of school hours. ~~To be an excused tardy, A~~ a note from the doctor/dentist is required recording the date and time of ~~the~~ appointment.

All other absences or late arrivals are classified as unexcused, even if the parent notifies the school.

Whenever possible, parents are encouraged to schedule medical/dental appointments and family business during intersession periods, school holidays, and other non-instructional times. In the event an absence from school cannot be avoided, the best course of action is to stay in close communication with your child's teachers to provide an opportunity for the child to make up any missed assignments.

Illness

A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100 degrees, symptoms of vomiting or diarrhea, or written orders from a doctor to stay at home. ~~If the child a student is ill 3 days or more, the school will require a note from a physician documenting the child's illness and indicating the child is released to return to school and the necessity of having the child stay home from school.~~ Illness of *other* family members does not result in an excused absence for the student.

Chronic Illness

Illness which reoccurs on a frequent basis will require a doctor's certification.

If your child has a diagnosed chronic illness, you must provide a physician's authorization in order for these recurrent absences to be excused. Such authorization requires the treating physician to verify the diagnosis and list symptoms that would require the child to stay home

from school but not necessitate an office visit. With this authorization, the parent may send a note when the child returns to school listing one or more of the symptoms identified by the physician's report. These absences will be considered verified. Please contact a campus administrator or attendance clerk for additional assistance.

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Missed Assignments and Tests

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A student who is absent from class or scheduled instructional activities may request to complete missed assignments or tests that can be reasonably provided. ~~and The student~~ will not have their grade reduced or lose academic credit if the assignments or tests are satisfactorily completed within a reasonable period of time. In some cases, the teacher shall determine a reasonable equivalency in the tests and assignments provided, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Excessive Absence/Truancy Notification

While CMP maintains high expectations for student attendance, we also recognize that students may miss a few days/hours during the school year due to illness or family emergencies. For this reason, CMP has established guidelines for satisfactory student attendance. In the event that students fall short of these guidelines, written attendance letters will be sent to the student's parent/guardian.

These letters are to reinforce the parent/guardian's awareness of potential attendance problems and represent the first steps in the attendance review process. Subsequent portions of this process may include mandatory parent/teacher/~~principal~~ administrator conferences, development of an attendance action plan, and attendance agreements. If these remedies remain unsuccessful, the parent/guardian may be scheduled to meet with CMP's ~~Executive Director~~ Superintendent or designee and/or appear before the school's Student Attendance Review Team (SART), consisting of the ~~Executive Director~~ superintendent or designee, a CMP principal, and a credentialed teacher. A law enforcement representative may be included at the discretion of the ~~Executive Director~~ superintendent.

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Attendance guidelines have been established as follows:

Unexcused Absences:

- If a student incurs 3 unexcused absences, the parent/guardian will receive a letter documenting the child's attendance. An appointment with the child's teacher will be requested to identify the cause of such absences and to discuss how the school can work with the family to support the child's success in school, including regular attendance. ~~StateCalifornia~~ classifies 3 unexcused absences as truant.
- Upon incurring the 5th unexcused absence, the parent/guardian will receive a second letter documenting the child's attendance and will request an appointment with the child's administrator to discuss the child's continued absence and develop an attendance

action plan for the student.

- Upon incurring the 7th unexcused absence, the parent/guardian will receive a third letter documenting the child's attendance. Upon recommendation of the principal, CMP's ~~Executive Director, Superintendent~~ or designee will become involved in the review of student attendance, which may include a meeting with the student's parents/guardians.

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Total Absences (excused or unexcused):

- Once a student incurs 10 total absences, an initial letter will be sent to parents/guardians alerting them to their child's attendance record. The letter will request the parents/guardians contact the campus administrator to discuss the reason for these absences and to develop a plan for attendance improvement.
- After incurring 15 total absences, a second letter will be sent to parents/guardians requiring a meeting with an administrator. A plan will be established to improve the student's attendance, and any subsequent absences for illness will require a doctor's verification.
- After incurring 18 total absences, a third letter will be sent to parents/guardians notifying them of their student's status as a chronic absentee, which is defined by the state as missing 10% or more of the days they were enrolled during the school year.

The principal can, at any time, request consultation and intervention by the ~~Executive Director, superintendent~~ or designee for habitual absence or truancy issues.

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The ~~Executive Director, superintendent~~ or designee has jurisdiction to refer subsequent attendance issues to CMP's Student Attendance Review Team (SART) as described under "Students Classified as Truant".

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Excessive Late Arrivals or Early Departures

As indicated throughout this section, attendance is an issue CMP takes very seriously. Students who are regularly arriving late to school or leaving early are also at risk of poor academic performance. For students who are habitually missing a portion of the instructional day, notification letters will be sent following the thresholds outlined below:

- Students incurring 6 tardies will receive a letter requesting a meeting with the child's teacher.
- Students incurring 9 tardies will receive a letter requesting a meeting with the school's administrator.
- Students incurring the 12th tardy will generate the need for a review of parents' attempts to implement the attendance action plan as outlined by parents, teacher and principal.

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Upon recommendation of the principal, CMP's ~~Executive Director~~ Superintendent or designee will become involved in the review of student attendance, which may include a meeting with the student's parents/guardians.

- Subsequent attendance issues may be referred to CMP's Student Attendance Review Team.

When a student leaves early, the student is missing out on learning experiences which adversely impact the student's success and their ability to be a contributing member of the learning community.

Accordingly, if a student develops patterns of early departure, parents may be required to meet with one or all of the following: teacher, principal, CMP ~~Executive Director~~ Superintendent and/or SART to develop an attendance action plan.

Again, our goal is to have your child in school for each full day of instruction.

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Students Classified as Truant

In accordance with California Education Code Section 48260 (a) "Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without 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, is ~~a~~-truant and shall be reported to the attendance supervisor or to the superintendent of the student's school district of residency."

Schools are required to report trancies to the California Department of Education, and CMP will inform parents/guardians of student trancies via attendance letters. Students who are habitually absent may be given a formal warning and referred to the Student Attendance Review Team, as described below.

Student Attendance Review Team

CMP has implemented a Student Attendance Review Team (SART) process to address attendance issues. This team is designed to meet with parents/guardians of students who have exceeded the allowable amount of tardies, absences, and early departures. The purpose of the meeting is to discuss the student's attendance record and develop a plan for the student's regular participation in school. The team shall include an administrator and a teacher from a different CMP campus than the student attends. All SART teams shall be chaired by ~~the Executive Director~~ CMP's Superintendent or designee.

Procedures for Excessive Absences

STEP 1: Formal Written Notice

When a student's attendance exceeds seven (7) unexcused or fifteen (15) total absences, the parent/guardian will receive a Formal Written Notice alerting them to their student's attendance record and follow-up requirements.

These requirements include, but are not limited to:

- A meeting with the ~~C~~ampus ~~P~~principal and/or CMP ~~Executive Director~~ Superintendent or designee to review the student's attendance record and discuss next steps (e.g. SART referral). Note: The ~~Executive Director~~ superintendent or designee will make the final determination of the appropriateness of a SART meeting.
- Develop/amend the Attendance Agreement as initiated during the attendance intervention process.

STEP 2: Formal Written Notice – SART Meeting

(Parent/Guardian and student attendance required)

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When a student's attendance continues to decline or meets the criteria as defined in the Attendance Agreement, the parents/guardians will be sent a formal notice to attend a mandatory Student Attendance Review Team (SART) meeting.

Parents/Guardians and the student (as appropriate) will be required to attend the SART meeting during which time the SART will consider whether it is in the best interest for the student to remain enrolled in California Montessori Project. This meeting shall be held as soon as possible. The parents/guardians may request one postponement, for good cause, not to exceed five (5) school days from the date of the original SART meeting.

At the SART meeting, the parents/guardians and student shall be informed of the reason for the conference and presented with the evidence of the student's violations of this policy. If the parents/guardians do not attend the SART meeting, the SART will review the relevant information and make a determination in their absence.

The parents/guardians shall be given the opportunity to present information and/or witnesses to the SART orally and/or in writing during the meeting. The SART shall consider any and all information presented by the parents/guardians and student when determining whether to recommend that the student be placed on an attendance contract and subject to disenrollment upon further violation of this policy. Additional factors to be considered include, but are not limited to, the following:

- student's progress in the curriculum
- disruption to other students
- teacher observation/feedback
- student's grades at the time of the evaluation
- standardized testing data

The SART's decision shall be provided in writing to the parents/guardians within three (3) school days following the meeting.

The SART may:

- Place the student on probation and require that an attendance contract be signed by both the parents/guardians and the student acknowledging that any further unexcused absences or tardies shall be cause for another hearing in front of the SART which may result in disenrollment from CMP
- Place the student on attendance probation to be evaluated again at a later time if the student's truancy patterns continue
- Use other alternatives to improve attendance
- Dis-enroll the student from CMP
- Refer parents/guardians and student to the District Attorney

Appeal of Disenrollment

If a student is dis-enrolled from CMP by the SART, the parents/guardians and student may appeal the SART decision to the CMP Governing Board.

The ~~Executive Director~~ [superintendent](#) or designee shall schedule the appeal to be heard within thirty (30) school days. The ~~Executive Director~~ [superintendent](#) or designee shall send out written notice of the date, time and location of the meeting to the parents/guardians.

The appeal shall proceed as follows:

- The Governing Board shall review the attendance records and any documents submitted by the parents/guardians. The Governing Board shall also review all records considered by the SART.
- The parents/guardians and student may address the Governing Board regarding the matter.
- The Principal or SART representative may address the Governing Board regarding the student's attendance.

The final decision with regard to continued enrollment at CMP shall be made within ten (10) school days following the conclusion of the appeal hearing. The parents/guardians shall be informed in writing of the Governing Board's decision. The decision of the Governing Board is final.

Referral to the District Attorney

If a student's attendance does not improve after the SART meeting, or if the parents/guardians fail to attend a required SART meeting, the parents/guardians and the student may be referred by CMP to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Options for Students Unable to Attend School

Students who are unable to attend school for an extended period of time due to serious injury or illness may be eligible to receive individualized academic assignments during the period of absence when approved in advance by both principal and/or ~~Executive Director~~ the superintendent. Please note that attendance credit is not issued, and the sole focus of such assignments is to support the student to stay current on their academic studies. The principal may request verification of students' condition by a physician. Students with mental health conditions must present verification from a physician *and* a treatment plan from their therapist. In such cases of medically related extended absence, the principal and/or the ~~Executive Director~~ superintendent will meet with the parent(s)/guardian(s) to determine the appropriateness of long-term individualized assignments (5 days or more of foreseeable absence).

Children who are absent due to short-term illness should rest and recuperate so that they may return to school as soon as they are able. When reasonable, parents are encouraged to work with teachers to support the student's completion of missed work within a practical period of time.

Independent Study is not an option for replacing a student's attendance and participation at school. CMP has determined that a packet of measurable work does not adequately replicate the Montessori classroom experience. Instead, the administration and teaching staff wish to emphasize to our students and parents the importance of being at school every day.

While families are asked to arrange for vacations and non-medical absences during school intersessions, holidays, and other non-instructional periods, if you know your child *must* be absent, please contact the teacher ~~or~~ and principal in advance for assistance in obtaining make-up schoolwork for your child.

If your child is regularly unable to attend school or participate in scheduled classroom activities for reasons that are not health related, a conference should be scheduled between parent and principal to determine if CMP is the most appropriate academic placement for your ~~student~~ child.

Beginning of Year Attendance

Students who are absent the first four days of the school year, and have not had any communication with the school, will be dis-enrolled. CMP office staff will attempt to verify attendance for the first three days. If unsuccessful, on the fourth day of absence, a notification of disenrollment will be sent to the family and district of residence.

Multiple School Enrollments (Concurrent Enrollments)

The state of California does not allow multiple primary enrollments. Parents/Guardians who report their CMP student as absent and simultaneously have them enrolled and attend another school is a violation of CMP's Admissions Policy and Wait List Procedure. This type of parent action will

result in the student's disenrollment from CMP. Readmission to CMP is not guaranteed and is subject to CMP's Wait List Procedure.

Attendance Questions or Assistance

We appreciate the opportunity to meet with you at any time to discuss any concerns or questions you may have about your child's attendance.

It is the goal of CMP to team with families to support each child's academic success. Daily attendance is a key component to this success and sends a message to your child that their education is a priority and is valued.

Appendix 5: Parent Communications and Dispute Resolution Policy

Parent Communications and Dispute Resolution

Governing Board Approved: 6/10/2013

Do you have a Compliment or a Concern?

CMP has confidence in the competency and professionalism of its staff. However, if the [school campus](#) your child attends is not measuring up to your expectations, we would like to know about it. CMP encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of CMP. CMP utilizes this information to effect improvement and positive change in our program whenever possible.

At CMP we use the communication style of first talking about what is working, and then discussing what needs improvement. We find that this style of communication is easier heard and received.

Additionally, we model this communication style for the children because we believe it helps people achieve positive outcomes. We invite you to join us in this style of communication.

To express a compliment about school personnel:

If you would like to share a compliment, feel free to call the [Principal](#), send a note, and/or speak directly to the person you are complimenting.

To express a concern, the following dispute resolution process was adopted by the Governing Board of CMP:

Dispute Resolution Process

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. CMP intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the [Principal](#) to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the [Principal](#). No parent will be penalized, formally or informally, for voicing a grievance or complaint with CMP in a reasonable, business-like manner, or for using this dispute resolution process.

The ~~Executive Director~~ superintendent is the official representative between parents and the Governing Board. The ~~Executive Director~~ superintendent, or any Pprincipal/designee is accessible and ready to hear suggestions, concerns, and complaints.

CMP cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to the complete satisfaction of all parties, effort will be made on the behalf of CMP, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and administration will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of CMP and will directly benefit the students. CMP will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their child is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
- 3-2. If they are unable to resolve the issue at this level, the grievant should then contact the Pprincipal to make an appointment to discuss the issue as soon as possible.
- 4-3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Pprincipal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
- 5-4. Following any necessary investigation, the Pprincipal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
- 6-5. If the matter is still unresolved at this level, the grievant may request a meeting with the CMP's ~~Executive Director~~ Superintendent. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Pprincipal, and any other related parties. The request for the meeting is to be delivered to the ~~Executive Director~~ superintendent who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.
- 7-6. After the meeting, the ~~Executive Director~~ superintendent, or administrative designee, will conduct an investigation of the matter prior to making any decisions or recommendations. The ~~Executive Director~~ Superintendent will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting. This decision will serve as the final decision of CMP.

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Appendix 6: CMP's Focus on a Peaceful School Environment (a proactive approach to prevent bullying in our schools)

CMP's Focus On
A Peaceful School Environment
(A proactive approach to prevent bullying in our schools)

Governing Board Approved 10/9/2017

The California Montessori Project recognizes that the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as: honesty, respect for self, others and property, morality (understanding what is right, legal and ethical), responsibility, human dignity, empathy, justice, civility, courage, and concern for the common good. CMP encourages all students to participate in community service projects to learn the importance of giving back to their community.

The California Montessori Project believes in the dignity of all and that everyone, including students, families and staff, should be treated with dignity and respect. There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome within our schools. Differences are celebrated! As a part of Cosmic Education (a study of each cosmic unit in relation to the whole), Maria Montessori was an advocate of Peace Education: the idea that the study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, and beliefs, and to support students to be good citizens, as well as progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, CMP will not tolerate behavior by students, families, staff or visitors which is insulting, degrading or stereotyping of any race, religion, gender, gender identity, gender expression, disability, physical characteristics, ethnic group, sexual preference, age, nationality, or association with a person or group with one or more of these actual or perceived characteristics.

The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong school community. Adults serve as models in the way they address the children. Lessons of "Grace and Courtesy" begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant and related consequences, is utilized.

The California Montessori Project staff is trained in positive discipline methods such as Love & Logic and Jane Nelsen's "Positive Discipline." The classroom curriculum includes Peace Education, with an emphasis on personal peace and tolerance of others' differences. Conflict resolution tools, such as ~~the Peace-Talks-Table, as well as Peer Mediation techniques,~~ assist the children in learning these important life skills.

A team from each CMP campus, comprised of administration, teachers, and parents, has been trained to implement a Positive Discipline Approach through the Positive Behavior Intervention and Support (PBIS) program. ~~the B.E.S.T. Program (Building Effective Schools Together).~~ Each

campus has created a slogan emphasizing Safety, Respect, and Responsibility. Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Positive reinforcement is stressed, and students are “caught” following the rules and guidelines.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents contacted. Data is collected to determine if further training is necessary for all of the students when issues occur often and by numerous students. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach. If unacceptable school behavior is observed, the student will be subject to CMP’s Student Discipline Policy. CMP creates a peaceful community for our students and family through a layered approach. Here is a quick list of how we ensure a peaceful school environment for our students:-

- ~~Building Effective Schools Together (BEST)~~ ~~PBIS~~ Pprogram incorporating classroom lessons and school wide assemblies that focus on ~~Be Safe, Be Respectful, Be Responsible~~ ~~safety, respect, and responsibility~~:-
- Montessori Peace Education
- Assemblies from contracted agencies on bully prevention
- ~~Peer mediation~~
- Low student to teacher ratios in the classroom and playground
- Multi-~~Age~~ classrooms which encourages peer mentoring
- Classroom morning meetings with opportunities for conflict resolution
- Jonathan Wolff’s *Character Traits* Pprogram
- Computer based cyber-bully prevention lessons
- School Communication (voice dialer, web site, regular school/classroom newsletters)
- ~~Twice a~~ Annual Parent/Teacher Conferences
- Parent Education Workshops
- Parent Volunteer program
- ~~Available administratorson is available~~ via phone, email, or appointment to discuss any safety concerns.

Hazing, bullying, and harassment are degrading activities. To clarify, *hazing* is an activity by a group that is done to a person as a type of initiation into their “group”. A *bully* is a person who is habitually cruel or overbearing, especially to a smaller or perceived weaker person. Bullying occurs both in person and/or through various forms of communication (Internet, notes, texting, social networking, etc.). *Sexual harassment* is when one student, staff member, or other individual makes sexually charged remarks at, about, or around another individual. These remarks may make others uncomfortable and are not acceptable. Other forms of *harassment* include, but are not limited to: name calling, throwing items at another person, taking someone else’s possessions (i.e. backpacks, shoes, binder) and “hiding” or removing them from view, starting or facilitating rumors about individuals, physical intimidation, and making slurs or remarks intended to be insulting or derogatory. Any student suspected of or caught participating in hazing, bullying, or harassing

another student or staff member will be subject to disciplinary action as outlined in the CMP Family Handbook.

If a student is being bullied, hazed or harassed in any manner, it is essential that they report the incident and/or behavior to a staff member to receive support and guidance. Many comments and bullying type behavior can go on undetected by staff. For the issues to be properly addressed, they must be identified. Children are empowered to share their experiences directly through their classroom/ community meetings.

As stated previously, the California Montessori Project believes that all students have a right to a safe and healthy school environment. The organization, school, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The California Montessori Project will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name calling; and social isolation or manipulation.

CMP will provide staff development training in peace education/ conflict resolution/ bullying prevention. This will help to cultivate acceptance and understanding in all students and staff to build each individual CMP ~~campus' school's~~ capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in an age appropriate manner and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The California Montessori Project expects staff, students, and parent/guardians to immediately report incidents of bullying. Reports may be made to any school employee either verbally, in writing, or through electronic communications such as email. Reports may also be made by completing the CMP Suspected Bully Incident Form and submitting it to the campus ~~P~~principal, or designee. Staff who witness such acts should take immediate steps to intervene when it is safe to do so and should also utilize the CMP Suspected Bully Incident Form to document the bullying behavior.

Each complaint of bullying will be investigated by the campus ~~P~~principal, or designee utilizing the CMP Bullying Response and Investigation Form. The campus ~~P~~principal or designee will begin investigation into the bullying complaint within ~~one~~ school day. This policy applies to students on school grounds and during a school sponsored activities.

In summary:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion, per the CMP Suspension and Expulsion Policy.
- Students are expected to immediately report incidents of bullying to a school employee, ~~P~~principal, or designee.
- Students can rely on staff to investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels the appropriate resolution of

the investigation or complaint has not been reached, the student or the parent of the student should contact a teacher or the campus principal [and/or](#) utilize the CMP Dispute Resolution Policy or the CMP Uniform Complaint Policy and Procedure, if applicable.

Appendix 7: Student Discipline Procedures

Student Discipline Procedures

Governing Board Approved 7/21/2017

CMP staff will enforce disciplinary rules and procedures fairly and consistently. Discipline may include: the counseling of students; conferencing with parents; removal to an alternative learning environment, such as another classroom; suspension; ~~and or~~ expulsion.

CMP follows a positive discipline approach. Each campus has created a slogan emphasizing Safety, Respect, and Responsibility. Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Positive reinforcement is stressed, and students are “caught” following the rules and guidelines.

When a student is observed not following a rule, the child is asked if they know the rule and is redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents are contacted. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach.

Any physical violence will result in an immediate office referral. Parents will receive a written notification (Incident Report), and a phone call made if it is deemed necessary. Students disrupting their classroom may be removed to do work in another classroom or in the office. Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

Communicating with parents is an important element in building a team of staff and families. Phone calls and written notes or reports sent home are ways the school can keep parents informed about how their child is doing in the school environment. When necessary, parent/teacher conferences and meetings with the administrator will be scheduled to assist teachers and parents in finding the most beneficial ways to support a student’s success at school.

When unacceptable behavior occurs, the following steps will be taken:

- For minor incidents and with younger students, staff will provide opportunities for re-direction and a chance to “try again.”
- Repeated offenses will initiate a progressive system of RtI (Response to Intervention) meetings starting with a conference between the parents/guardians and teachers.
- Should the behavior(s) continue, a meeting will be scheduled with a campus administrator, the teacher(s), and the parents. Other school staff and family members may also be included if deemed appropriate. The team identifies concerns, works together on solutions, and creates an action plan. It is customary for follow-up meetings to take place to discuss progress or the need for additional interventions.

Serious incidents will lead to an immediate referral to a campus administrator. Parents will be notified by phone or in writing, and a suspension may be issued.

Corporal punishment will never be used as a disciplinary measure. Corporal punishment does not include the use of reasonable force to protect students, staff, or school property.

Parents/guardians will be notified in writing or by phone following any disciplinary action taken in response to a student's misconduct. A follow-up parent conference with the teacher or administrator may be required. Parents may also request a meeting to discuss the incident and disciplinary action.

CMP maintains a comprehensive suspension and expulsion policy in order to promote learning and protect the safety and well-being of all students. A student may be suspended or expelled for misconduct, as specified in the Suspension and Expulsion Policy, while on the school grounds, coming and going to school, or at a school-related activity.

~~An administrator~~ A principal may suspend students who fail to comply with CMP discipline policies at any time. Students who habitually fail to comply with these policies or who present an immediate threat to the health and/or safety of others may be suspended pending a recommendation for expulsion to the CMP Governing Board by the ~~Executive Director~~ superintendent.

Weapons and Dangerous Substances

Due to concerns for safety, weapons of any kind may not be brought to school; this includes the parking lots and surrounding areas of the school. We are required by law to take immediate and strong action should a child bring a weapon to school. This consists of, but is not limited to, all knives, including pocket knives, sharp kitchen knives, daggers and martial art weapons, air guns, replica guns, ammunition, incendiary devices, and fireworks. Parents are asked to discuss this with their children in an age-appropriate manner to help them understand the seriousness of these items.

Parents/guardians are ultimately responsible for their child bringing such items to school and will be called immediately to pick up their child should he/she be discovered to have a dangerous object. School officials have the right to search student backpacks, lockers, or other containers if the possession of a weapon or dangerous substance is suspected.

Sexual Harassment

The CMP Governing Board prohibits sexual harassment of or by any student, CMP staff, or volunteer. Teachers should discuss the policy with their students in age appropriate ways and should assure them that they need not endure any form of sexual harassment.

The Board expects students and staff to immediately report incidents of sexual harassment to the principal or designee. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.

Theft or Destruction of School, Student or Staff Property

School staff, in consultation with a school administrator, may search a student's belongings if there is reason to believe the child has taken another's belongings. School administration may refer theft of property to law enforcement.

Students and parents/guardians may be held accountable for replacing or repairing any property damaged or loss due to student negligence.

Threat of Harm

All threats will be taken seriously. The student will be removed and parents/guardians called immediately in the event a student threatens another student, staff, or volunteer. Depending on the age of the student, and the severity of the threat, law enforcement may be notified.

Appendix 8: Suspension and Expulsion Procedures

Suspension and Expulsion Procedures

Governing Board Approved 11/14/2015

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students and staff at California Montessori Project (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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

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

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education

students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person-
- b) Willfully used force or violence upon the person of another, except self-defense-
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind-
- d) 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 same as controlled substance, alcoholic beverage or intoxicant-
- e) Committed or attempted to commit robbery or extortion-
- f) Caused or attempted to cause damage to school property or private property-
- g) Stole or attempted to steal school property or private property-
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel-~~(This section does not prohibit the use of his or her a pupil's own prescription products by a pupil.)~~

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) (1) 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.
- (2) Except as provided in Education Code Section 48910, pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing.
 - ↪ For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property.
 - ↪i. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the

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specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) ~~Committed sexual harassment, as defined in Education Code Section 212.5-~~

~~s)i.~~ For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code- (This section shall apply to pupils in any of grades 4 to 12, inclusive.)

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment- (This section shall apply to pupils in any of grades 4 to 12, inclusive.)

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act-

1) "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the school site, 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:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - iii. Notwithstanding subparagraphs (1) and (2) above, 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.
- w) 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, 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 shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~ superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~ superintendent or designee's concurrence-
- b) Brandishing a knife at another person-
- c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code-
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined is subdivision (n) of Section 48900-
- e) Causing serious physical injury to another person except in self-defense-
- f) Robbery or Extortion-
- g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee-

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person-
- b) Willfully used force or violence upon the person of another, except self-defense-
- c) 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, alcoholic beverage, or intoxicant of any kind-
- d) 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 same as controlled substance, alcoholic beverage or intoxicant-

- e) Committed or attempted to commit robbery or extortion-
- f) Caused or attempted to cause damage to school property or private property-
- g) Stole or attempted to steal school property or private property-
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel- (This section does not prohibit the use of ~~his or her~~ pupil's own prescription ~~products by a pupil.~~)
- i) Committed an obscene act or engaged in habitual profanity or vulgarity-
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5-
- k) Knowingly received stolen school property or private property-
- l) 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-
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4-
- n) 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-
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma-
- p) Engaged in, or attempted to engage in hazing-
 - ⇒ For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property-

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⇒ For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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r) Committed sexual harassment, as defined in Education Code Section 212.5-

⇒ For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. (This section shall apply to pupils in any of grades 4 to 12, inclusive.)

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. (This section shall apply to pupils in any of grades 4 to 12, inclusive.)

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act-

1) “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or

- students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, 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:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - iii. Notwithstanding subparagraphs (1) and (2) above, 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.
- v) 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, 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 shall be subject to discipline pursuant to subdivision (1).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~ superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the ~~Executive Director~~ superintendent or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined is subdivision (n) of Section 48900.
- e) Causing serious physical injury to another person except in self-defense.
- f) Robbery or Extortion.
- g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the CMP Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have ~~his/her~~their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

If, due to a written request by the 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.

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to ~~his/her~~their educational program.

I. Written Notice to Expel

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence as soon as practicable. This notice shall include the following:

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the CMP Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the CMP Board following the meeting regarding his or her determination. The CMP Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress

toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and

that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

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

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

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

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

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

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

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

Appendix 9: Information Technology Responsible Use Agreement

Information Technology Responsible Use Agreement 2016 – 2021

1/19/2017

Current technology is modifying the way in which information is accessed, communicated, and transferred. These changes may also alter instruction and student learning. The California Montessori Project (CMP) offers students [in the classroom](#) access to technologies that may include electronic mail (through Internet access), Internet connections, and equipment, such as computers and multimedia hardware, ~~in the classrooms~~.

With access to computers comes the availability of materials that may not be considered appropriate in the classroom. On a global network it is nearly impossible to control all materials available. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources. CMP supports and respects each family's right to decide whether or not to allow their student access to any aspect of these technologies.

~~CIPA:~~ The Children's Internet Protection Act ([CIPA](#)) addresses concerns about access in schools and libraries to the Internet and other information resources. For any school or library that receives Federal discounts for Internet access or for internal connections, CIPA imposes certain requirements. Therefore, as CMP does receive such funds, we are taking every effort to follow CIPA's guidelines to restrict:

- a) Access by minors to inappropriate matter on the Internet and World Wide Web through the use of a Content Filter appliance;
- b) The safety and security of minors when using electronic mail and other forms of direct electronic communications;
- c) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- d) Unauthorized disclosure, use, and dissemination of personal information regarding minors; ~~and~~
- e) Minors' access to inappropriate or harmful materials.

~~COPPA:~~ The Children's Online Privacy Protection Act ([COPPA](#)) protects the privacy rights of children under the age of 13. CMP is pleased to offer individualized instruction to students through a variety of technological resources. In some instances, CMP will offer educational websites or applications that utilize personal information of students, such as name, screen name, user name, etc., in order to provide the individualized instruction. A list of such websites and applications may be found on CMP's website. Additionally, CMP tries to avoid websites and applications that market or sell student personal information. Should such a website or application be utilized for educational purposes, it will be identified on [CMP's website](#) and parents have the right to opt out of student use of such websites and applications. CMP's website is www.cacmp.org.

CMP Code of Conduct

The school code of conduct, as well as this document, governs access to and use of technology either owned by CMP or brought onto a CMP campus (i.e. mobile phones/smartwatches). The technologies provided are for students to conduct research, enrich educational experiences, and communicate with others in relation to school work. CMP recognizes the importance of technology and the impact it has on Education. As such, we provide devices for student use. Access to technological services is given to students who agree to act in a considerate and responsible manner. Parent/guardian permission is required. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrator and or staff will deem what is inappropriate use, their decision is final. It is the belief of CMP that responsible use of computers and other technology can facilitate an incredible opportunity for learning.

The Internet is an unregulated, worldwide vehicle for communication; information available to staff and students is impossible to completely control. While CMP ensures there are software and policies put in place to protect students and teachers from inappropriate information on the Internet, it is the responsibility of the staff and students to make positive choices that will lead to Internet safety.

CMP maintains a public Web site. Intranet Web pages may be established and maintained by staff with secondary responsibilities given to students who have the skills necessary. All content will be approved by CMP staff before posting.

CMP Policy Regarding Wearable Technology and Mobile Phones

We understand that mobile phone/Smartwatches are owned by a significant number of students and recognize the need for parents to give their children mobile phones/Smartwatches to protect them from everyday risks involving personal security and safety. We do not consider it realistic or desirable to prohibit phones/Smartwatches being brought to school, nor is it logistically possible for schools to collect phones/Smartwatches each morning and return them in the afternoon. It is the responsibility of students who bring mobile phones/Smartwatches to school to abide by the guidelines outlined in this document. It is incumbent upon parents to understand the capabilities of the phone/Smartwatch and the potential use/misuse of those capabilities. Wearable technology, which includes mobile phones and smartwatches, can be used to circumvent CMP's content filter, are a distraction, and may be used in an inappropriate manner. Parents/Caregivers should be aware if their child brings a mobile phone/Smartwatch to school. CMP is not responsible for lost or stolen phones, smartwatches, or other personal technology brought onto the school grounds. Please read the following CMP policies regarding mobile phones/smartphones and other wearable technology:

1. CMP Campuses are a school work place, and phones/Smartwatches can interfere with the teaching/learning atmosphere of the workplace, even when in silent mode. CMP expects that phones/Smartwatches will be switched off and kept in bags/backpacks during school hours.
2. Unless express permission is granted, mobile phones/Smartwatches should not be used to

- make calls, send SMS messages, surf the ~~i~~Internet, take photos, or use any other application during school hours and during other educational activities
3. Phones/Smartwatches must always be switched off (not on silent mode) and kept out of view. If a member of staff sees a student using a phone/Smartwatch during school hours, it will be confiscated, ~~by the member of staff. Also, as well as~~ if a mobile phone is visible in a student's pocket ~~it will be confiscated~~. If a student wants to look at the time he/she should wear a watch.
 4. The Bluetooth function of a mobile phone/Smartwatch must be switched off at all times and not be used to send images or files to other mobile phones and/or ~~s~~Smartwatches.
 5. Mobile phones/~~s~~Smartwatches are not to be taken into restrooms or used in any situation that may cause embarrassment or discomfort to other pupils, staff or visitors to the school.
 6. Students must ensure that files stored on their phone/Smartwatches ~~es~~ do not contain violent, degrading or offensive images. Images must not be sent or shared with other students or staff.
 7. If a student breaches any of these rules, the phone/Smartwatch will be confiscated and given to the school office. The phone/Smartwatch will be returned at the end of the day when the parent collects it, ~~or stored in the student's classroom or school office until this happens.~~
 8. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones/Smartwatches before school, after school or during school hours
 9. Cyber-bullying is completely unacceptable, and will be addressed by the Principal and/or Dean of Students. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.
 10. Students are prohibited from victimizing another student and using their mobile phone/Smartwatch to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website or social media for public viewing. This also includes using mobile phone/Smartwatch to photograph or film any student or member of staff without their consent.

Technology Rights, Responsibility and Rules of Etiquette

1. All use of CMP's Technology Resources is for the sole purpose of completing CMP assigned homework, facilitating discussions, completing Research Projects, or for any other assignment that has been given by the student's ~~T~~teacher. Devices are not to be used for anything personal. Students who choose to research inappropriate content are responsible for this choice. While CMP makes every effort to block inappropriate content, it is impossible to block everything. If a student chooses to use a device on campus to search for inappropriate content, the student will be held responsible for their choice and appropriate disciplinary action will be taken. Minor infractions may result in the denial, revocation, or suspension of specific privileges by CMP Administration or staff. Serious infractions may result in up to 5 days' suspension and may lead to expulsion.
2. Students are expected to take care of the devices that will be used by them. Any

intentional damage caused to a CMP device will be the responsibility of the student. Continued misuse of CMP devices will result in the inability to use these devices. If a student is assigned a device, this will be the device that they use for the next few years and it should be treated as such.

3. If your child is assigned a specific device for school use, that does not create ownership of the device. Devices are not to be altered in anyway; this means no stickers, pens, paint or any other personalization shall be made to any device owned by CMP.
4. Any actions taken that disregards CMP's Responsible Use Agreement will result in appropriate disciplinary action and technology use may be suspended. Please fully read and understand the Responsible Use Agreement.
5. Use of the electronic media and software provided by CMP is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff and students at no cost. In order to maintain this privilege, users agree to learn and comply with all of the provisions of this policy.

Responsible Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the [California Montessori Project](#).
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature. Email message recipients will be limited to CMP staff, teachers and other students. Email messages shall not be sent to any other recipient unless approved by the student's teacher or other CMP Admin. An exception will be made for students participating in PC Pals but will be limited to the corresponding Intel employee that each student has been assigned.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information downloaded via the network should be assumed to be the private property of CMP.
5. Users will be expected to exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
6. From time to time, ~~the~~ CMP will make determinations on whether specific uses of the network are consistent with the responsible use practice.

Irresponsible Use

1. Giving out personal information about yourself or another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for advertisement is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other

data, or passwords belonging to other users, or misrepresent other users on the network.

6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on CMP's computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by CMP Administrators), or files dangerous to the integrity of the local area network is prohibited.
11. The CMP network may not be used for downloading entertainment software or other files not related to the mission and objectives of the CMP or for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the CMPs.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited. Any behavior that would be considered bullying is strictly prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Rules of Etiquette

1. Be polite. Do not write or send abusive messages. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
2. Altering the operating system, as well as general visual appearances of a computer is prohibited. Such changes may include but are not limited to screensavers, backgrounds, sounds, display setting, network setting, applying stickers, tape, and any other sticky substance to the outside of a computer is also prohibited.

3. Malicious attempts of vandalism to harm or destroy data or equipment will not be tolerated. Use of personal data or equipment will not be allowed without prior approval. Additionally, proof of current and regular updates on [a](#)Anti-virus protection, as well as regular disk scans, must be required prior to use once approval is obtained.
4. Non-educational games are strictly prohibited.

Violation of any of the above Rules of Etiquette and Responsibilities may result in loss of access or other disciplinary actions as outlined above.

Parents,

~~Please read, fill out, sign and date a copy of the CMP User Agreement and Parent Permission Form. If a copy is not attached to this document, please ask your campus office staff to provide a copy to you. Once completed, please sign and return it to your campus office.~~

~~You will~~ Parents and students will be required to read, fill out, sign and date a copy of the CMP User Agreement and Parent Permission Form at the beginning of every school year ~~for as long as your child is attending a CMP school.~~

If this document does not meet your needs for accessibility, an accessible document will be provided to you. ~~To request this document in an alternate format, please contact the CMP Technology Dept. at 916.971.2432 X 170.~~

REMOVE THIS FORM

Formatted: Highlight

Student Name: _____ Grade/Class: _____

CMP User Agreement and Parent Permission Form

After reading the Technology Rules and Responsibilities, please complete this form to indicate that you and your child agree with the terms and conditions outlined. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of CMP Technologies, I have read and hereby agree to comply with the Use Procedure.

Student Signature: _____ Date: _____

Student Name (please print): _____ Grade: _____

As a parent/guardian of the student signing above, I grant permission for my child to have access to the technologies marked below. I have read and agree to the Use Procedure, and I understand that I may be held responsible for damage done by or the results of misuse by my child. I understand the expected behaviors, and I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media.

Please check the area that you wish to pertain to your child:

_____ Please grant my child access to the Internet

_____ I permit the school to post images/pictures or work of my child on the school or classroom web pages

_____ Please decline my child access to the Internet

_____ I decline to permit the school to post my child's picture or work on the school or classroom web pages

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Street Address: _____

Home Phone: _____ Daytime Phone: _____

Complete and return this form to your teacher. This form will remain in effect until the student leaves the school.

Staff

I have read, understand, and agree to abide by CMP Technology Use Procedure, Use and Responsibilities Agreement. I understand that the school's policies, procedures, rules, and regulation which apply to students also apply to me as an adult user of the school's technology.

Signature: _____ Date: _____

Staff Member Name (Please Print) _____

Appendix 10: Student Policy for Promotion/Retention

Student Policy for Promotion/Retention

Governing Board Approved 11/5/2016

Montessori instruction accommodates the varying interests and academic development of individual students. The Montessori classroom is structured to provide a multi-age community. The multi-age environment allows accelerated students the opportunity to work on advanced academics while continuing relationships with their classroom community. Each plane of development comes with the opportunity to be mentored at the younger age of the plane of development, and then to develop leadership and mentorship skills at the older age of the plane. Each plane of development considers the preparation needed to continue success at the next plane. Student's progress is noted each year by completing through the completion of the Montessori and State Standard curriculum which is necessary to support ~~their~~ the student's success at the next grade level.

The following are considered under exceptional circumstances only:

When reviewing promotion (accelerating a student an additional grade level), the child's social and emotional growth is to be taken into account. Parents, teachers, and the principal will determine if this is the best course of action for the student by using criteria such as intellectual maturity, academic achievement, including standardized testing, physical, social, psychological, and emotional considerations.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention should be identified as early in a child's school career as possible. As soon as identified, the teachers and principal should begin interventions to assist the student in areas of concern. Parents should be included in this discussion as early in the school year as possible.

Students are to be identified for retention or promotion on the basis of:

- Academic achievement (~~Progress Reports~~, Report Cards and, Assessment Outcomes) and standardized testing
- Physical, social, psychological, and emotional considerations
- Information provided by teacher(s), parents, or guardians, and other staff who may be working with the student

The demonstration of individual student learning is to be measured by, but not limited to, the following:

1. Student grades in Reading/Language Arts and Math (more than one full grade level above / below)
2. Albanesi (Montessori) assessments in Reading/Language Arts and Math (more than one full grade level above / below)

3. State testing scores in Language Arts and Math (not meeting standards / exceeding standards in all subject areas)
4. Writing Assessment (same as above)
5. The outcome of intervention goals determined by the Response to Intervention (RTI) process.

Special Education

Students with disabilities which interfere with the major life activity of learning are provided protections under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Their educational opportunities will be addressed through the development of accommodation plans.

Students whose physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (IDEA) have their educational needs supported through Special Education (specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric can be utilized for students on an IEP (Individual Education Plan). Accommodations put in place for students who have a 504 Plan or are in Special Education are not used when considering retention of the student.

Retention may be considered for students on a 504 Plan or IEP if the academic, social, and emotional needs of the student indicate that the student would not benefit from promotion to the next grade level.

Appeals Process

When the recommendation for retention or promotion is not agreed upon by the parents/guardians, they have the right to appeal to the Promotion/Retention Panel. A meeting will be scheduled with the parent, campus administration, and panel to discuss the appeal and review any additional materials/information that may provide a compelling reason to change the original decision.

Appendix 11: Student Freedom of Speech/Expression: Public Code Policy

Student Freedom of Speech/Expression: Publication Code Policy

Governing Board Approved (Adopted): 5/9/2011

Free inquiry and exchange of ideas are essential parts of a democratic education. Students attending the California Montessori Project (“School”) have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Governing Board (“Board”) respects students’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the School.

Freedom of Expression Procedures

On Campus Expression:

Circulation of Petitions and Distribution of Other Printed Matter

Students shall be allowed to circulate petitions and to distribute circulars, leaflets, newspapers, pictorial or other printed matter whether they are official or unofficial school publications. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School’s orderly operation will be subject to disciplinary action.

The following points apply to official or unofficial student publications:

- Schools may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
- Leaflets, pictorial and other printed matter to be distributed, as well as petitions for signature shall be submitted to the Principal, or designee, at least one school day prior to distribution or circulation.

- All printed matter and petitions distributed or circulated on school property shall bear the name and the address or contact location of the sponsoring organization or individual.
- The time of distribution or circulation shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.
- The location of distribution or circulation shall be limited to locations that do not obstruct the normal flow of traffic within school or at entrances.
- The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.
- Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of the section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each School campus to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
- There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.
- School administration may not ban the distribution of literature because it contains advertising.

Buttons, Badges and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;

4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request, for use in posting student materials on campus locations convenient to student use. Posted material must be in compliance with other sections of this Policy. School administration shall require that notices or other communications shall be officially dated before posting and that such material be removed after a reasonable time to assure full access to the bulletin boards.

Other Forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

Conduct by a student in class which for any reason materially disrupts class work or involves substantial disorder or invasion of the rights of others is not immunized by the constitutional guarantee of free speech. The use of “fighting words” or epithets is not constitutionally protected where:

- The speech, considered objectively, is abusive and insulting rather than a communication of ideas, and
- The speech is actually used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

Off-Campus Expression:

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of students, staff, or school property, or substantially disrupts the educational program. The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

Conduct by a student outside of class which materially disrupts class work or involves substantial disorder or an invasion of the rights of others is not protected by the constitutional guarantee of free speech.

Appeals:

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator, and then to the Charter School Superintendent or ~~his/her~~their designee. As a final step, the pupil may follow the School's complaint procedures as outlined in the Student/Parent Handbook.