

River Springs Charter School  
Murrieta Student Center

Montessori Middle School  
Handbook 2017

River Springs Charter School  
41866 Kalmia Street  
Murrieta, CA 92562  
(951) 225-7250

## **Middle School Staff Biographies**

### **Mrs. Whitehead**

This will be Mrs. Whitehead's seventh year with the Montessori Middle School Academy. She has worked for River Springs Charter School for twelve years, serving as an online and Creative Arts middle school teacher and the Hemet Director for four years. She completed her training at the Houston Montessori Training Center in 2012 and is very passionate about this program. Mrs. Whitehead holds her BA in Social Science Education from Illinois State University and her MA in Human Behavior. She has two little girls who also attend the Murrieta Center. She enjoys silliness, reading and playing with her daughters, who are 6 & 8 years old.

### **Mr. Wines**

Mr. Wines graduated with BA in Liberal Studies from Cal State Fullerton and has his Multiple Subject Teaching Credential with CLAD emphasis. Mr. Wines has a wide range of professional teaching experiences ranging from Kindergarten through High School. He has also coached and managed swim clubs for over ten years in California and Washington. Mr. Wines received his Montessori credential at the Houston Montessori Training Center in Texas with the founder of Montessori Secondary education, Dr. Betsy Coe. Mr. Wines is an avid golfer.

### **Teacher Contact Information:**

Mrs. Whitehead: [beth.whitehead@springscs.org](mailto:beth.whitehead@springscs.org) or 951-514-9487

Mr. Wines: [todd.wines@springscs.org](mailto:todd.wines@springscs.org) or 714-552-1226

**Montessori Middle School  
2016 – 2017 Calendar: First Semester**

<b>Week</b>	<b>Cycle</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Aug. 29</b>	C0	First Day!				
<b>Sept. 5</b>	C0	Labor Day- No School				
<b>Sept. 12</b>	C0 INT	Cycle 0 Intersession				Cycle 0 Field Trip
<b>Sept. 19</b>	C1	Staff Development NO SCHOOL				Electives Begin
<b>Sept. 26</b>	C1					
<b>Oct. 3</b>	C1			Half Days- Conferences		
<b>Oct. 10</b>	C1	Staff Development NO SCHOOL				
<b>Oct. 17</b>	C1	Staff Development NO SCHOOL				
<b>Oct. 24</b>	C1 INT	Cycle 1 Intersession				
<b>Oct. 31</b>	C2					
<b>Nov 7</b>	C2					Veteran's Day NO SCHOOL
<b>Nov. 14</b>	C2		Staff Development NO SCHOOL			
<b>Nov. 21</b>	C2	No School- Thanksgiving Break!				
<b>Nov. 28</b>	C2					
<b>Dec. 5</b>	C2					
<b>Dec. 12</b>	C2 INT	Cycle 2 Intersession				Staff Development NO SCHOOL
<b>Dec. 19</b>	WB	No School- Winter Break				
<b>Dec. 26</b>	WB	No School- Winter Break				

**Montessori Middle School  
2016 – 2017 Calendar: Second Semester**

<b>Week</b>	<b>Cycle</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Jan. 2</b>	SD NS	Staff Development NO SCHOOL				
<b>Jan. 9</b>	C3	Staff Development NO SCHOOL				
<b>Jan. 16</b>	C3	MLK Day NO SCHOOL				
<b>Jan. 23</b>	C3					
<b>Jan. 30</b>	C3					
<b>Feb. 6</b>	C3	Half Days- Conferences				Staff Development NO SCHOOL
<b>Feb. 13</b>	C3					Staff Development NO SCHOOL
<b>Feb. 20</b>	C3 INT	President's Day NO SCHOOL	Cycle 3 Intersession			
<b>Feb. 27</b>	C4					
<b>Mar. 6</b>	C4					Staff Development NO SCHOOL
<b>Mar. 13</b>	C4					
<b>Mar. 20</b>	C4					
<b>Mar. 27</b>	C4					San Diego Sea Camp
<b>Apr. 3</b>	C4 INT	NO SCHOOL MMS Only	Cycle 4 Intersession			
<b>Apr. 10</b>	SB	Spring Break! NO SCHOOL				
<b>Apr. 17</b>	C5	Staff Development NO SCHOOL				
<b>Apr. 24</b>	C5	Home study week- Homeschool CAASP Testing				
<b>May 1</b>	C5					
<b>May 8</b>	C5	Staff Development NO SCHOOL				
<b>May 15</b>	C5					
<b>May 22</b>	C5					
<b>May 29</b>	C5	Memorial Day No School				Last Day of Electives
<b>June 5</b>	C5 INT	Cycle 5- Intersession				8 <sup>th</sup> Grade Promotion Ceremony
<b>June 12</b>		Last Day Field Trip				



## **Weekly Schedule**

### **Monday - Thursday**

8:45 – 9:20	PE/Community Meeting
9:20 – 10:55	Period 1: Math/Language Arts, Life Skills
10:55 – 12:45	Period 2: Math/LA, LS
12:45 – 1:30	Lunch
1:15 – 1:35	Personal Reflection
1:35 – 2:35	History or Science (1 at a time; each takes 2-3 weeks)
2:35 – 2:40	Clean up
2:40 – 2:45	Announcements & Release

### **Friday Schedule**

8:45 – 10:15	Elective #1
10:20 – 11:50	Elective #2
11:50	Release

### **Absences and Tardiness**

- Tardiness is recorded and will affect students' grades.
- Students are given study guides that cover 5-6 weeks worth of work at the beginning of each cycle, so they already have most of what they need should they miss school.
- Short absences should be made up within a week and longer absences should be handled by the end of the cycle.
- Thursday afternoon is generally group presentation or test day. If you are absent and don't present with your group, you may be required to present individually in community meeting or within your color group.
- Parents are encouraged to email teachers regarding absences longer than a couple of days to keep us in the loop and make arrangements for make up work if necessary.

### **Advanced Assignments**

- In many cases, students are able to complete more complex and in depth assignments in order to help him/her excel to meet his/her academic potential.
  - In a traditional school, such students would be placed in Advanced Placement or Gate classes. In the case of Montessori philosophy, advanced assignments are offered throughout the year and in most subjects.

### **Arrivals & Departures**

- Students should attend every day both for their best academic success as well as being a reliable member of their small groups.
- If a student misses class/lesson, it is the student's responsibility to check their file for the appropriate paperwork and see posted lessons for information.
- Students are expected to be at school by 8:45am every day; students are welcome to arrive as early as 8:30am.
  - If you drop your students off before 8:30am, there is no supervision.
- Students are expected to be picked up at 2:45 but no later than 3:15pm
  - Students who are still not picked up by 3:15pm will wait in the office.

### **Behavior**

- If a student repeatedly misuses class time or interferes with the work of his/her classmates, a conference is held and an action plan is set up with the family.

- If a student is repeatedly unprepared for class, is consistently missing work, or is making the time spent in the classroom non-productive, a conference is held and an action plan is initiated.
  - In many cases, the action plan will require that the student be sent home or to the school office any days that materials and daily work assignments are not brought to school.

### **Behaviors and Consequences**

#### Some Potential Consequences Based on Severity and Frequency of Actions may be:

- Behavior will be documented in Jupitergrades and sent to parents to review.
- Student meets with Principal or Assistant Principal.
- Parent/student/teacher meeting requested.
- Behavior contract put in place with follow up meeting to address improvement.
- Suspensions are reserved for severe incidents.
- Removal from the program is a consideration for severe or continuous issues in which the safety of other students is in question or the placement is inappropriate.

### **Bullying**

- The Murrieta Student Center utilizes the Olweus Bullying Prevention Program. Bullying is defined as such: when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.
- Types of bullying are:
  - direct (hitting, taunting, name calling)
  - indirect (rumors, exclusion & cyber bullying)
- The goals of the program are:
  - To reduce existing bullying problems among students
  - To prevent the development of new bullying problems
  - To achieve better peer relations at school
- Rules about bullying:
  - We will not bully others
  - We will help students who are bullied
  - We will include students who are left out
  - If we know that someone is being bullied, we will tell an adult at school & at home.

### **Cell Phones & Contacting Your Student**

- Students are permitted, although very strongly discouraged from, bringing a cell phone to school, as they are often distracting and unnecessary.
- Cell phones are not permitted to be used during school hours for any reason.
- Students will be required to turn off their phones and place them in a concealed area.
  - Failure to do so may require that the phone be collected by the teacher or office and held until a parent can pick up the phone.
- Should your student need to contact you for an emergency situation during school hours, he/she will be permitted use of the school's phones.
- **Should you need to contact your student during school hours, please contact the front desk at (951) 225-7250.**
- **If you need to pick up your child, please report to the front office to sign him/her out.** The teacher will be contacted to release your student from class.
- If for any reason, someone does not pick up at the front desk, please feel free to use the teachers' cell phone numbers listed on the front page of this handbook.
  - We recommend sending a text message for emergencies only, cell phone ringers will be off during class time.

## Classroom Work & Homework Policy

- Students are given study guides with the entire cycle's work included (5 weeks worth of assignments).
- Students are given detailed information about their assignments in their study guides, which include weekly due dates for each assignment (all work is due Thursday).
- Whether a student has homework or not depends on his/her work ethic during class time. Our curriculum is designed so that, in general, students are able to finish all of their work during the school day.
- If students use time wisely, there will often be no homework. However, there will be many students who do not use time well and will often have homework.
  - There may also be times when lessons, guidance or group time prevent students from completing all of their work during the school day.
  - Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television and telephones.

## Communication of Grades

- Teachers update Jupitergrades with all assignments on an ongoing basis, so you can see up to date information daily.
  - All students & parents have their own log in to Jupitergrades. If you are not aware of yours, please contact your child's color group teacher
- In an effort to ensure that parents & students are complete aware of academic progress, all students will be required to print up their grades on a weekly basis (this can be done at home or school). Parents are asked to sign every week so that teachers can easily know that parents are in the loop. This is also a great way to send a quick note to your student's teacher.
- All class work and tests are due at the end of each cycle.

## Cycles of Work

- In an academic year, there are five cycles of work lasting 5-6 weeks each
- Cycle 0 is the exception to this rule, which begins with first day of school and lasts only two weeks in order to help students acclimate to our program.
- The cycle format is designed to help students learn organizational, decision-making, and time-management skills.

## Dropping Off Items for Your Student

- For students who fail to bring any of the required school supplies (lunches, binders, books, etc.), parents may bring the same and **leave it at the school office** to be picked up by the respective students.
- It is important that students have blocks of uninterrupted time to focus on their work. In addition, the teachers' first priority is the students during a school day. Therefore, **please do not interrupt the classrooms to drop off items** or expect to talk to teachers in the middle of a school day. Please office hours to make an appointment with teachers.

## Field Trips

- We will be planning an exciting field trip opportunity for our students go to attend an overnight camp in the spring (alternatively Astro Camp in Idyllwild & Catalina Sea Camp.)
- Before the trip, there is a compulsory parent/student meeting to review ground rules and procedures, to answer any questions, and to sign all necessary forms.
- STUDENTS WHO BREAK GROUND RULES ON A TRIP WILL BE SENT HOME AT PARENTS' EXPENSE.

- Parents are encouraged to help their young person find ways to earn the major portion of the monies for the spring field trip.

### **Grading Policy & Late Work**

- Teachers update Jupitergrades as work is signed off. Some tests, quizzes and projects may take a little longer to update, but we strive to take no more than a week.
- Grades are weighed as follows: 50% assessments (tests/quizzes/projects) and 50% class work (can also be completed at home).
- Individual and group projects are included in the "assessment" grade on Jupitergrades and will be assessed using a rubric. One rubric score will be used for all students completing a group projects.
- All work for each cycle is due on the last day of the cycle. No work can be accepted after the end of each cycle.
  - Please note: this policy has been updated from last year, as we found that many students not only made our acceptance of incredibly late work an excuse to put it off, it also caused a great deal of stress for students. In addition, accepting very late work is not a realistic expectation for most students' academic futures.
- In order to get high school credit for Algebra, students must have an average score of 80% or higher on their tests as well as their class work.
- Mastery is based on a cumulative score of 80% or higher in order to pass
- Students who earn 60% or lower on any assessment (tests or projects) will be required to retake it.
- Students who earn between 61% and 79% have the option to retake the test or project.
- Students who earn above 80% are not given the option to retest.

### **Group & Individual Work**

- Individual work is generally completed during the morning work blocks and is assessed individually with mastery tests that may be written or oral.
  - There are opportunities to do modified, regular, and advanced work in most areas.
  - Students are generally permitted to work on the subject area of their choice for as long as they like during this time
- Group work is generally completed during the afternoon work block
- Group work is done in randomly chosen groups in which individuals learn to work together for five weeks.
  - Group member preferences or changes are not honored except in the most extreme of cases.
  - These groups work together on projects & presentations primarily for Social World & Natural World (history & science) and sometimes also Language Arts.

### **Group Project Policies**

- At the discretion of the teacher, students who are not rated at least 20% participation by their group members may have to complete group projects individually
- At the discretion of the teacher, group projects that are required to be redone may be required to be presented in community meeting
- Thursday afternoon is generally group presentation day. If you are absent and don't present with your group, you may be required to present individually in community meeting.

### **Intersession Week Schedule**

- Every 5-6 weeks, we take a break from the usual schedule, called Intersession week
- These weeks are used for students to complete group projects, participate in team building activities and the like.
- These are required weeks for everyone!

## Lunches

- Students may bring their lunch from home (or order lunch once the Middle School business gets started.)
- Lunches should be nutritious and well balanced.
- Students may not bring candy or sodas for lunch.
  - It is the student's responsibility to bring their own lunch to school.

## Make up Tests

- Make up tests will be given on Tuesday, Wednesday & Thursdays after school only. Tests and quizzes may not be retaken during school hours, as we find that it disrupts the flow of the day and takes the student away from their current work.
- Students will have **ONE week** from the date the test was given to make it up.
  - **\*\*PLEASE NOTE:** this is a new policy, as we find that waiting two weeks to make up a test does NOT increase students' likelihood of passing nor help reinforce good habits
- Students will have one additional opportunity to make up tests.
- Students will be required to show additional preparation before attempting to retest (such as completing class work, additional assignments, tutoring and the like), as there is no point retaking a test without preparing for it differently than the first time it was taken.

## Moodle

- Students will be given information to log into Moodle, which is used to upload all materials that have also been distributed. If students lose materials that were already distributed, it is their responsibility to get the information via Moodle and print it themselves. Teachers will not reprint these materials, as it encourages irresponsibility.

## Snacks

- Students are welcome to eat during class as long as they are healthy & the community continues to care for the space appropriately (clean up).
- The guidelines for snacks are discussed and determined by the Middle School Community, although our school has a sugar free policy & we encourage healthful snacks.

## Sports

- Students who participate in sports with RSCS are required to maintain appropriate grades.
- We require students to maintain a minimum of four passing classes (80% or better) in order to participate in sports.
- Students hold the responsibility of proving eligibility by printing out a Jupitergrades report before each game and presenting to their coach.

## **Teacher's Office Hours**

- Monday 2:45 – 3:45 (by appointment)
- Tuesday, Wednesday & Thursday 3:15pm – 3:45pm (by appointment)
- Although we are available at these times, please call or email for a specific appointment so that we can give you our full attention.
- We strive to meet everyone's needs, therefore, if students or parents drop by, they may end up waiting or miss the hours entirely.

## **Tutoring**

- At least one teacher or TA will be available for tutoring after school on Tuesday – Thursday from 2:45- 3:15pm if students need additional help. These may occasionally be cancelled due to staff meetings.
- Students do NOT have to make an appointment for tutoring- just show up!
- Some students may be specifically asked or required to attend tutoring if a parent meeting determines that it is beneficial for the student.

## **Montessori Philosophy Summary of Secondary Program**

The secondary design is an integration of the current research in human development, the trends and issues in education, and the Montessori philosophy. The mission of the program is to provide opportunities for adolescents to be self-confident and gain self-knowledge, to belong to a community, to learn to be adaptable, to be academically competent and challenged, and to create a vision for their personal future; thus, to empower early adolescents.

### **The adolescent is:**

an active, self-directed learner  
a vital member of the class, school, city and global community  
a vital member of the teacher-student-parent team  
responsible for keeping commitments, being honest, and respectful

### **The teachers are:**

facilitators for learning  
consultants for the students  
creators of a positive climate for learning  
communicators with parents and community role models

### **The school structure offers:**

a learner-centered environment  
a developmentally-responsive curriculum and teaching team of Montessori teachers with additional adults as resources parents-teachers-student partnerships  
multi-aged groupings of 12-15 year olds  
large blocks of uninterrupted learning time  
peer and cross-age teaching

### **The curriculum and instruction includes:**

trans-disciplinary themes  
learning how to learn strategies  
personal learning plans  
mastery, coaching and exploratory activities  
long-term cooperative learning projects  
a strong sense of community and social interaction with peers  
meaningful and challenging work

activities for self-expression, self-knowledge, and self-assessment  
activities that value all nine intelligences and a variety of learning styles  
activities to foster interdependence  
activities for learning economic independence  
school and community service projects

### **Drug and Sexual Education**

Drug and sexuality education is an integral part of the secondary program. The significant factors in helping students make good choices for themselves are: decision-making strategies, goal setting and planning, constructive ways of having fun, stress management, good peer relations, self confidence, responsibility for their behavior, respect for others, and the deference of immediate desires. These elements are on-going skills and activities in the classroom. In addition, the health curriculum focuses on information in sexuality and drug education in a workshop with experts.

River Springs Charter School is a drug free school. Students who use alcohol, tobacco, or other chemical substances during or after school hours are subject to severe action. Parents are expected to monitor students' activities so that the students are in safe and healthy environments and therefore, are not exposed to the abuse of chemical substances.

### **Independent Study - History or Science Fair**

All 7<sup>th</sup> and 8<sup>th</sup> grade students will have an opportunity to complete one of two independent studies a year, focusing on either history or science. There are specific guidelines and due dates along the way. A research paper is expected. This work is to be done individually or pairs. Parents are asked to sign a form agreeing to the selection of work and materials needed for the study, to support their adolescent by taking him/her to the library, and by providing needed materials and resources.

### **Physical Education and Personal Reflection**

Physical education is an important part of a holistic education. Students begin their day with stretching, calisthenics and the like each morning and should come dressed for physical education activities. Students may change out of tennis shoes or shorts if it can be done quickly. Student will be asked to actively participate in all physical activities in order to receive a credit in physical education. These standards are required by California State Standards. If a student is unable to participate for medical reasons, this needs to be documented by a note from the parents.

As part of the health curriculum, students spend thirty minutes each day after lunch in personal reflection. Dr. Montessori felt that early adolescents have a quest for self-knowledge, which in turn helps adolescents develop their identity. In our hurried society, we want the students to learn to spend time reflecting on goals, reducing stress, and creating a personal vision. During this time, students will work by themselves on guided self-knowledge activities that are recorded in a notebook as relaxing music is played, take a power nap, do stretching exercises guided by a video tape, do creative arts, or participate in brain gym or in the Success Principles (used in Year B) and 7 Habits activities (used in Year A). A student must choose a balance of these activities during the cycle.

### **CAASP Testing**

During the spring, students in third through eleventh grades will take the CAASP Test. The focus is the continual academic growth of each student. Research done in five Montessori schools in five different states shows a high positive correlation between the number of years in Montessori schools and high scores on standardized achievement tests.

## **Family School Partnership Communications between Family and School**

River Springs Charter School uses online programs (namely Moodle, Jupitergrades and email) to communicate with parents. Parents are expected to be able to access these programs and check student progress at least once a week. If you are unable to gain online access elsewhere, a computer will be made available for your use at the front office to check such communication.

### **Family Conferences**

A family conference is held at the beginning of school in August for new students to develop their educational plan and understand behavioral expectations. The teachers will advise parents and student of the grade level requirements. The teachers' and parents' role is to guide the student in setting realistic goals and then to support the student to meet his/her commitments. At the conference, a contract is created and students develop semester goals. Students are made aware of their personal learning style through a series of inventories. With this information, students learn how to be more efficient learners and are guided in implementing this knowledge into their personal learning plan.

Other scheduled family conferences are held in throughout the year. Students are required to prepare for their conferences. They are asked to evaluate their progress in academic work, personal responsibility and group responsibility, and to prepare a portfolio of their work. Students then request their parents' and teachers' points of view in each area. Students, parents, or the teachers may request additional conferences throughout the year.

### **Summary for Parents**

Each week, students are required to print a summary of their work via Jupitergrades that identifies their cumulative work as well as whether they have completed the appropriate amount of work for the week. This print out must be signed by a parent and shown to the teacher every week. If printer access is a problem, grades can be printed at school. If this is not completed and work is not up to date, teachers may contact the parent for a problem solving conference. It is requested that parents review this report with their adolescent and contact the school if there are any questions or concerns. If so, a meeting can be set up with parents, teacher, and the student to do any necessary problem solving.

Parents are asked to monitor the plan and help their adolescent keep his/her commitments. It can also be helpful to expect and ask for this print out should your student not be ready to provide it independently.

At the end of each cycle, students summarize their work reflecting on their participation and effort by writing a self and group assessment. This form is completed both individually and then with the small group to which the student has been assigned.

### **Integrity, Respect, and Responsibility**

The classroom is based on the premise of integrity, respect, and responsibility. The Montessori classroom provides many opportunities at all levels for the development of these universal values. Integrity involves trust and honesty. At the end of the orientation cycle, we have activities planned for the students and teachers to learn to trust each other. Learning to trust oneself, peers, and adults is the first step in establishing a community of learners. Trust is an important factor in early adolescent development. Honesty in personal relationships and academic work is a cornerstone of the classroom rules.

Students are expected to treat themselves with respect, treat each other with respect, and respect the materials in the environment. Specifically, grace and courtesy lessons are part of the classroom

learning and are discussed and practiced. Everyone in the environment needs to experience affirmation. The books and materials in the environment will need to be treated with care. Most textbooks and learning materials belong to the school and must remain in good condition so that others can use them.

There are two kinds of responsibility--Responsibility 1 is taking responsibility for one's own needs in the learning environment - such as learning time-management, completion of homework on time, focus, physical organization, and problem-solving. Responsibility 2 is taking care of the needs of others and contributing to the group. This involves supporting others, working cooperatively, active listening and self-management in groups. All of these aspects are important in establishing a classroom community.

## Businesses

A class business is required for the community to create and run throughout the year. The type of business is to be chosen by the student community and all students are required to take part in it. This is facilitated by each student being enrolled in the "Associated Student Body" elective for at least one part of the year on Fridays.

## Communications, Concerns, Grievances and Solutions for Our School Community

The Faculty, Staff, and School Board of River Springs Charter School desire to support and promote healthy and timely communications focused toward developing solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction:

Matter Related to:	First Contact:	Other Resources:
Your child's academic progress	Jupitergrades & Paper Study guides	Classroom teachers
Classroom activities & schedules	Handbook	Classroom teachers
Classroom procedures	Handbook	Classroom teachers
Academic policies	Handbook	www.riverspringscharter.org Classroom teachers Principal
Parent conferences	Classroom Teachers	
Admissions information	Student Records Office (951) 252-8811	www.springscs.org
Fundraising Opportunities	ASB teacher	Classroom Teachers
Donations	Classroom Teachers	
Facilities	Site Facilitator- Christie Christensen	

If more help is needed, resolution should follow these steps:

1. If you have questions or concerns regarding your child, ***please ask the teacher first.*** Please leave a message if you are calling during school hours. Teachers are your first resource to answer your questions and resolve your concerns.
2. If the communication with the teacher by email or telephone does not answer your questions or resolve your concerns, please request a parent conference.
3. If the communication with the teacher by telephone and conference does not resolve the issue, please address your question to our Principal, Mark Shalhoub at: (951) 225-7250 or [mark.shalhoub@springscs.org](mailto:mark.shalhoub@springscs.org) Alternately, you may contact our Assistant Principal, Julia Krisel at the same number or [julia.marateakrisel@springscs.org](mailto:julia.marateakrisel@springscs.org)
4. If the communication with the Principal by telephone or email does not resolve the issue, please request an in person conference with him by calling the front desk.

5. If the communication with the Principal by conference does not resolve the issue, please contact our Chief Educational Officer, Deb Essel, describing the situation and, if appropriate, requesting a conference. She can be reached at: (951) 252-8892 or via email at: [Debbie.essel@springscs.org](mailto:Debbie.essel@springscs.org)

We desire to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively and with care, we will be able to support your student and your family in developing appropriate solutions.