

Harmony Magazine

Stories From School

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The Campus Water Cistern: Benefitting School, Community, and Environment

by Tanya Turneure

Salmon Creek School recently finished a redesign of the school grounds under the leadership of Superintendent Matthew Morgan. Chief among the improvements, which include an upgraded field, a new track, and bigger play structures, is the rainwater cistern at the south end of the field, completed just before the end of the 2022–2023 school year. In an interview, Morgan described how the cistern serves the school, the community, and the environment in a variety of capacities.



Salmon Creek water cistern and living roof

The cistern project was financed through the bond that was passed in 2018 along with \$2 million in grant funds from the California Wildlife Conservation Board as part of a larger effort to protect Salmon Creek and its populations of native salmon. John Green, Lead Scientist and Program Manager at the Gold Ridge Resource Conservation District (GRRCD), was instrumental in securing the grant.

Green sees the Salmon Creek project as a great way to demonstrate the feasibility and benefits of capturing rainwater in our Mediterranean climate. GRRCD has built numerous rainwater catchment projects throughout West County. The cistern benefits the environment by reducing the amount of groundwater extracted for irrigation, helping to maintain streamflow in Salmon Creek. In the dry season, it provides water for the sports field. In the rainy season, it gathers water that would otherwise run into the stream—often more water than the fish can handle. It takes about 16–20 inches of rain to completely fill the cistern.

Not only does the project benefit the environment, but it also serves the wider community in a few important capacities. Morgan explained that the Salmon Creek field is the only community-accessible field within a 30x20 mile region of West Sonoma County, and now that the cistern and field project are completed, the wider community has access to an upgraded sports field without the gopher holes that previously dotted the field. WESCO, for instance, uses the field for soccer games and practice. Furthermore, along with the CYO pond across the street from the school, the cistern serves as a water source for both the Gold Ridge and Occidental Fire Departments.

The cistern and the overall campus improvements have also had a positive impact on the school. Morgan noted that when the fences around the construction came down, it had a dramatic impact on students' play—the expanded “Big Toy” structure and access to the field have resulted in less competition and more relaxed social relationships. ADA access and a track that students can walk or use for PE class have also been beneficial. School sports, such as football, can be held without hurting the fish. And the cistern, with its living roof, functions as a beautiful stage for graduation ceremonies.

Superintendent Morgan emphasized the fact that the campus is a core community resource, particularly in our rural area where access to recreation, meeting, and emergency facilities is limited. The school sees bond projects like the field and cistern as part of its ongoing commitment to provide facilities that improve the well-being, safety, and education of its community.

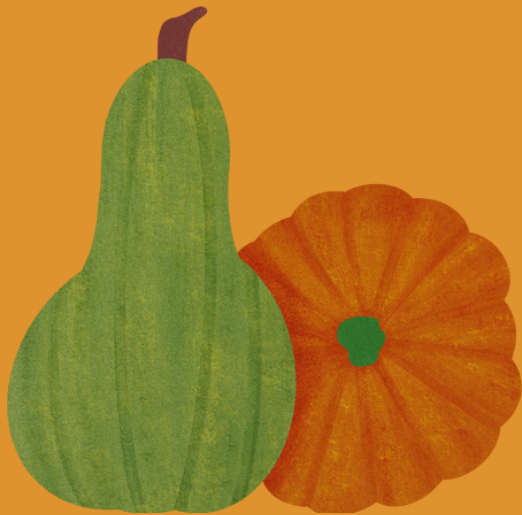
For more info on local resource conservation projects see the Gold Ridge Resource Conservation District website (goldridgercd.org).





The Autumn Festival: A Photo Gallery







Being on Time: Small Adjustments Make a Big Difference

by Mariah Monroe

Being a mom of two, I am the first to understand that getting out of the house with kids is hard. With our commute from Forestville we not only have to be ready and out the door for a full day of school, we also need to be prepped and packed for my oldest son's swim team practice after school in Sebastopol. Also, with my youngest being one of the pickiest eaters on the planet, a good portion of my morning time goes to making his very specific breakfasts. Gone are the days of "Just pour your own cereal and get to school!" like it was for me growing up in the 80s.

The three of us arrive at school just before 7:45 a.m. every morning, but not every morning goes smoothly. Between misplaced socks and shoes, packing up backpacks and homework, navigating cranky moods and tired children, it can sometimes feel like we're not going to make it.

Lately, I've been feeling really proud of my kids for helping us get to school on time, because it has definitely been a team effort. I wanted to share some things that have been working in my family to help us get to school on time that might just be the right adjustment for you, if things are feeling stressed, rushed, or hard to get out the door on time in the morning.

Holding a firm bedtime. The more rested my sons are, the easier it is to get them up and moving.

Figuring out the right wake-up call. My kids have different preferences for how they like to be stirred in the morning. One prefers an opened door with the hall light on and a very short morning greeting, while the other prefers extra time to lounge on the couch with a blanket before he gets moving. Figuring out the best way to help them transition into a new day without feeling rushed helps prevent morning conflicts. I have had to learn to plan ahead (saving enough time for lounge time) and be more flexible (waking up earlier myself), but for now we're in a rhythm that works for everyone.

Premaking lunches and snacks. Making school lunches may just be one of my least favorite things to do on the planet, not gonna lie! There is NO possible way I'd have the time or the energy to make them in the morning, so I always pack them (slightly begrudgingly) the night before. School lunches are now free to every student in California, and Amanda always has something tasty cooking up in the kitchen. If packing lunches has become your nemesis (like me!) and also eats away at your morning minutes, consider school lunches as an option. It's been a game changer for me.

Remembering I can't do it all. I am trying to help my kids learn that they share in the responsibilities that help us get out of the house on time. "What do you need to gather for school? What do you need for practice? What is your job right now?" are phrases that are heard daily in my house in the morning.

Creating a buffer time. There are mornings that just don't work. We're tired, we woke up feeling off, we can't find shoes, brothers are annoyed with each other—so many things can throw us off. But we have learned to plan our morning routine with plenty of buffer time that allows us the ability to move more slowly if needed and still be on time.

As a mom, stepping back, I feel like these routines, partnered with real buy-in from my kids (it takes all of us to make it work) have helped us get to school on time.

As a teacher, stepping back, I feel that students walking through the door on time benefits them tremendously. Kids feel more grounded and centered to start the day when they're on time. They have a minute to take a big deep breath before diving into the tasks of the day. They have time to connect with their peers and teachers, which builds connection and community.

Stepping back to see what's working and not working in the mornings has made a big difference for my family. It's my hope that some small adjustments in your family's morning might make a big difference for you too.

Monterey Bay Field Trip

by Bridgette S.
5th grade student



Salmon Creek's 5th grade class recently got to experience the trip of a lifetime. Along the way, we made friends, learned lessons, and found mesmerizing moments that will be remembered through college. We truly are lucky to have been exposed to such an amazing trip so early in life.



After a long car ride, we took a wonderful nature walk at Point Lobos State Natural Reserve. There was an array of wildlife, including seagulls, ravens, and sea lions. The trees were unlike what we had ever seen before, with twisting, winding branches and gnarled looking trunks, the Monterey cypress were truly a wonderful sight. The hike was around 5 miles long and 700 feet in elevation. We heard sea lions barking the entire day. After Point Lobos, we piled back into car groups and drove to Veterans Memorial Park. We had a great campsite, with a playground across the road and the woods at our backs. We learned how to pitch tents donated from Shelter and Co. After, we ate a dinner of spaghetti and meat or pesto sauce with a side of salad and bread. We retired for the night after a campfire.

The next day, after a breakfast of pancakes, we arrived at the Monterey Aquarium, with its 200 incredible exhibits, including the popular touch tanks! One of the most crowded exhibits was the Otter Exhibit, which perfectly mimicked a kelp forest, with actual kelp, and spots to sunbathe. The playful otters showcased in the exhibit go by the names of Rosa, Ruby, and Ivy. Another whimsical exhibit was the Open Sea Exhibit. To name a few of the many animals in this exhibit, there were hammerhead sharks, green sea turtles, and Pacific sardines. It was so wonderful to be exposed to all the sea life! Classmate Renzo says, "I saw these beautiful little hermit crabs in the touch tank. One crawled on my hand and I named it Larry!"



The fun wasn't quite over the next day! After a quick bagel breakfast, we threw on our bathing suits, took down camp, and headed out to the beach. But this wasn't any run of the mill beach trip! With the lovely support of Monterey Bay Kayaks, we were going kayaking! We put on the included wetsuits and life jackets, then got the quick security brief on what to do if you fall out, how to paddle, and how far to stay away from wildlife. We saw decorator crabs, pelicans, sea lions, harbor seals, and sea otters. Everyone had so much fun paddling in Monterey Bay and looking at all the wildlife that calls it home. In the end, we all had a wonderful experience like no other; we were truly lucky to go to Monterey.

Kristan Childs: Hand in Hand Instructor

by Tanya Turneure

I sat down with Kristan Childs, who runs the Hand in Hand parenting classes at school, to ask her about the organization, its philosophy, and how it has informed her own parenting and work. Below are the questions I asked her and a recap of her answers, summarized to give you the essence of her wisdom!

What is the Hand in Hand organization?

Hand in Hand was founded in the 1970s by parent and educator Patty Wipfler. Today, it exists in countries throughout the world, offering classes, books, and support for parents. The program arose out of Wipfler's experiences teaching and raising children, when she realized that attending to one's connection to children is critically important to their emotional well-being. Forty years later, it turns out that Wipfler's observations and practices are backed by neuroscience!

What is the Hand in Hand philosophy?

Parenting styles are often "authoritarian" or "permissive," neither of which are ultimately effective. Furthermore, many approaches to parenting and teaching are behaviorally based, ignoring children's emotional experiences. Hand in Hand takes an alternative philosophical stance, or a "deeper approach." The premise of the Hand in Hand approach is that children don't need to be "trained" to behave—in fact, their brains are hardwired for connection with others, and strong connections lead to prosocial behavior. Hand in Hand assumes that children's behavior is an indication of how they are feeling inside and that children have a "built in radar" that signals connection with adults. When children feel disconnected, they may act withdrawn,

grumpy, angry, or tantrum-y. When they feel seen and connected, on the other hand, they have access to their thinking brains, allowing them to process, share, and ultimately grow new neural pathways. Therefore, Hand in Hand believes in monitoring and tending to one's connection with a child. It advocates neither authoritarian nor permissive parenting, but instead permits the child to express emotions while maintaining clear boundaries for their behavior. And Hand in Hand is not only backed by current research, but it also offers practical, concrete tools for parents.

What brought you to Hand in Hand?

Kristan is a former high school teacher, outdoor instructor, and preschool teacher, with a Master's in Education. As she embarked on homeschooling her three children, she had a vision of herself as a mom, but as parents know, our visions don't always line up with our realities. She found herself responding according to the authoritarian-to-permissive pendulum and sought out a Hand in Hand parenting group. The program supported her as a parent, ultimately inspiring her to bring the practical, evidence-based approach to others. She partook in the year-long Hand in Hand instructor training and now gives talks, runs groups, and facilitates workshops for parents and teachers.

How has Hand in Hand informed your experience parenting your own children?

Hand in Hand taught Kristan key techniques that she practiced regularly with her children, such as being present and calm during a tantrum and spending concentrated one-on-one time with each child. She also grew to see the importance of limits and developed the confidence to set them warmly, but firmly. Not only did Hand in Hand support Kristan as a parent of young children, but she also feels that it has benefitted her family in the “long run.” She remarked that her three college- and high-school-aged children are emotionally aware, have a “deep sense of connection,” and enjoy close-knit family relationships, which she attributes to a large extent to Hand in Hand. She is especially interested in how the Hand in Hand approach has played out as her children have grown into adolescence—often a tumultuous period in life. The Hand in Hand approach allowed her children to self-regulate and stay connected to family throughout adolescence, whereas children she knows who grew up in authoritarian or permissive environments have struggled to a much larger extent.

What classes do you offer at Salmon Creek, and how do you see them benefitting parents and families?

Kristan has held parenting talks at Salmon Creek in the past and is so grateful that the school supports families in this way. This year, her two six-week courses were so popular that another course was added. At this point, she'll be running two online courses in the fall during school hours and one in-person course in the spring in the evenings. The courses offer parents support, practical tools, time to process, and individualized attention.

What else would you like to share about Hand in Hand, or about parenting in general?

Kristan is excited that Hand in Hand is commencing work within the school system. As it's been deemed evidence-based, it is being widely adopted by schools, counselors, and therapists. She expects that teachers understanding children's emotional needs and building in practical strategies that they can use amidst their busy days will help to interrupt the traditional cycle of reward and punishment. For example, teachers learn to create a connection plan rather than a behavior plan to deal with students exhibiting challenging behavior. Furthermore, she sees Hand in Hand as a mechanism for social justice—teacher attunement with students may lower school expulsions, which students of color, in particular, are subjected to at higher rates. The teacher training she facilitated involving Headstart preschool programs is one example of such work.

She also loves the fact that when parents adopt the Hand in Hand approach, using strategies such as “playlistening,” it helps relieve kids' fears and anxieties, and parents report that there is so much more laughter and joy in their homes!



If you would like more information about Kristan's work and about the Hand in Hand organization, you can visit Kristan's website: www.kristanchilds.com.

Westminster Woods: Redwoods & Ropes Courses

by Noa W. and Samantha H.
7th grade students

On September 11th of this year, the 7th and 8th graders went on an all-day field trip to Westminster Woods, a camp and conference center located near Occidental. Westminster Woods is a large campus spread out over a valley in the redwoods. There are cabins for summer campers, equipment buildings, meeting rooms, a playground, and more. The challenge courses are spread out through the valley. The 7th and 8th graders spent all day in the woods, from about 9am to 5pm. Their teachers, parent volunteers, and the staff from Westminster Woods facilitated the activities. Both grades were split into groups (both grades in each group) and participated in a variety of activities and challenges throughout the day. The activities included ziplines, ropes courses, games, climbing challenges, and team building challenges. Overall, both grades and staff enjoyed the trip, and many wish to go back. "I really want to do an overnight!" says one 7th grader.



One of the activity types we participated in at Westminster Woods was the challenge courses. This included a zipline, the flying fox, king swing, giant's ladder, and many others. These activities had been created to challenge our limits. For example, on the zipline you could walk to the top, climb across a tightrope, and finally get to the platform and ZIP down to the bottom. You could pick any of these stages to conquer, and you wouldn't be judged for it. These activities put you at your level and then challenged you further. This way of picking how far you want to go was used in most if not all the activities. Another example of this was the flying king swing. This course contained three parts. First, there was a ladder up a ten-foot pole to a platform. Once up at the top, you could either



come back down or jump off and swing 60 feet in the air over the creek. Once again, we were able to choose how far we wanted to go. You could go up only half of the pole. Or you could go to the top, then climb back down the pole. As long as you challenged yourself in some way, you would have accomplished your own self-goal. "I think it was a very fun and enjoyable experience, and it was a great opportunity to try out things that I've never done before," says an 8th grader. All in all, the students agree that the challenge course was really fun. Many students wish to go back.



One of the main aspects of the trip was practicing team building and helping students create community and support each other. The students practiced team building by participating in activities that required everyone to work together and help each other. Some activities were easier and simpler, and others required lots of trust and good communication. For example, one team building challenge was trying to fit everyone on a rocking balance platform without letting the ends of the platform touch the ground. This needed good communication. More challenging team building activities involved students helping each other across high ropes courses, levering each other up on ropes, and more. This required a lot of trust and support between students. One team building concept that was taught on the field trip was IGY, or I Got You. The guides and the students used this to support someone when they were outside of their comfort zone. Many of the students went outside of their comfort zones to participate, but they still enjoyed themselves. Some kids were even afraid of heights but still had fun on the high challenge courses. Eric, an 8th grader, says, "It was a very fun and exhilarating field trip that helped me understand my peers and push myself to



a limit I did not know existed until now.” One teacher had a particularly memorable experience watching a visually impaired student participate in the high challenge courses and showing no fear while doing so! Also, the students agree that the guides from Westminster Woods were very kind and supportive to them throughout the different challenges. Everyone was very supportive and helped each other even when they were nervous.

Altogether, the experience was really fun. Between the challenge courses and team building activities, the overall feel of the camp was amazing. “I thought that it was so fun, and I strongly recommend people to go there!” exclaimed one 7th grader after the trip.



Supporting Your Child's Teacher (and How it Benefits Your Child)

by Tanya Turneure

I was a teacher for over twenty-five years, with a good portion of my career spent at Salmon Creek. Teaching, for me, was always more than just a job. After all, the minds and hearts of young human beings were entrusted to my care. At school, my classroom became an extension of myself. Away from school, I was constantly thinking and planning for lessons and activities. And I'm hardly unique. My colleagues at Harmony continue to work tirelessly for their students.

I am also a parent, and as much as I wanted to help my children's teachers, I was rarely able to take time off to volunteer. So, as a teacher, I was immensely grateful for the parents who gave up their time to help me, the students, and the school. I also understood that not everyone could show up in this way, and I appreciated the many other ways that parents offered support.

Sometimes that support arrived in unexpected ways. I'll always remember the phone call from a mom whose son I had given an F. Rather than lashing out or asking me to change the grade, she thanked me, explaining that her son understood the results of his actions (slacking off on schoolwork) and that the failing grade impelled him to do better. He ended the year strong and even spoke about the "F" in his graduation speech. By supporting my decision, his mom ultimately supported her son's growth; he took responsibility for his actions, exhibiting humility, grit, resilience, and determination.

To cite the familiar adage, "It takes a village to raise a child," and in modern society, an essential element of the "village" is the partnership between parents and teachers. On the following page are suggestions for how to support this partnership, making the school experience the best it can be for you, your child, and their teacher.

- **Be appreciative.** Send a quick email or note telling your child's teacher what you appreciate about them.
- **Be trusting.** Trust that teachers are professionals who have your child's best interest at heart.
- **Be understanding.** Realize that your child's teacher is only human. Teachers care deeply about kids and schools, but that doesn't mean they don't make mistakes.
- **Communicate.** If you have a problem with a teacher, bring it up respectfully with them.
- **Stay positive.** Don't disparage teachers on social media or behind their backs. Don't talk badly about the teacher to your child—this can harm your child's openness to learning.
- **Be honest.** Let teachers know what's happening for your child outside of school—the more information the teacher has, the better they can support your child.
- **Be open.** Be open to feedback about your child, whether it's easy or difficult to hear.
- **Be a team player.** Realize that teachers and parents are on the same team—they all want what's best for the child and can jointly work on solutions.
- **Show up.** Show up to help in any way that you are able, whether that means volunteering time, donating money or supplies, or attending conferences or an event.
- **Be engaged.** Read newsletters. Talk to your child about school. Read with them. Practice math facts. Offer to help them with homework (but don't do it for them).
- **Create routines and limits.** Create predictable routines and limits; children thrive with routines, both at home and at school.
- **Be accepting.** Accept that your child may face challenges and support them as they work through discomfort (rather than fixing the problem for them). This is beneficial for your child's growth in the long run.

The Paleolithic Sonoma Coast

by Ryan J. and Cecilia R.
6th grade students

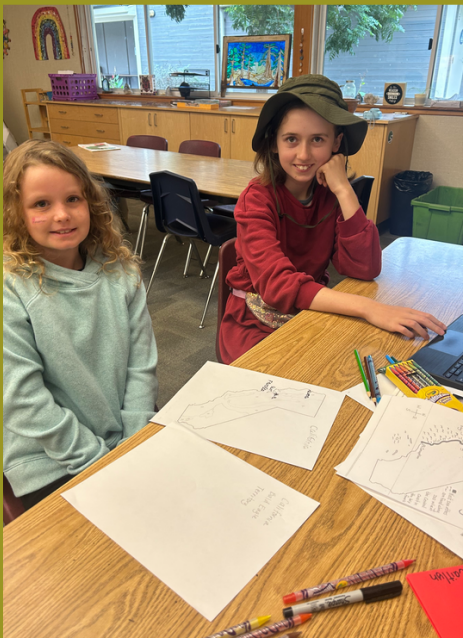
We are excited to share the wonderful experience our sixth graders had during their recent field trip to the Sonoma Coast. On September 15, 2023, the students embarked on an educational journey to explore the Paleolithic Coast, which includes Shell Beach, Bodega Head, Hole in the Head, and Mammoth Rock.

The students witnessed and learned about various types of rocks and geological formations. They also understood how the tectonic plates move and even discovered that a piece of the Sierra Nevada made its way to Bodega Head. The field trip was a great opportunity for students to apply their classroom knowledge to real-world scenarios and learn hands-on. As Kaydence described, “It was amazing.”

Before we started writing this article we interviewed some of the people who helped make this field trip possible. We asked Mr. G (the 6th grader teacher) how he came up with the idea for this field trip, and he said, “I’m obsessed with the idea that we can touch rock polished by the great mammoths.”

We thank the parents, teachers, school administrators, and people who made this field trip possible!

Snapshots of Campus



This year we've started a middle school mentoring program, which utilizes the strengths and leadership found in our older students. Here, 7th grader Noa works with 4th grader Caitlyn to map out where bald eagles are found in California.



This year we've partnered with a local organization called Paws for Healing to work with our students across the grade levels.



Our rainbow room lunch time fosters community, connection, and friendship throughout the upper grade classes.



Here, Fox and Donna work together to braid Cricket's fur. Who do you think is enjoying their time more?



Students enjoy the sunflowers in the school garden!



Parent and anthropologist Jay Reti did a three-part presentation on human evolution for the 5–8 grade science club.



A whole-school gathering to welcome students back on campus



6th graders participated in Mr. G's "Paleo Day" and overnight in Sandy Flats.





And the TK students keep busy with imaginative play!



4th graders and 1st graders have fun in Mr. Lanning's PE classes!





The 3rd and 8th classes took a buddy field trip to Safari West.



Paleo Day

by Samantha O. and Jhonen C.
6th grade students

Parents, today you will learn about the sixth grade field trip known as Paleo Day. This field trip takes place at school overnight. The sixth grade teacher, Park Guthrie, creates five to six clans/groups based on the students' preferences. We (the sixth graders) cooperate to make a shelter that we stay in overnight.



At least two to three weeks before Paleo Day, we started making our shelters, which seems simple enough, but you've got to be quite creative and patient. Each group had a different idea. Jhonen's group made a teepee, Samantha's group made a shelter that looked like a triangle, another group made a shelter that was dug into the ground a bit, another group used the stumps in their area to make the outline and built off of their outline, and yet another group made a box with a hidden door. Each group had different problems, but we all needed more resources, so the parents brought some big and small sticks to school. If your child does this event in the future, then be prepared to be asked for some lumber, but do not bring any until Mr. G gives you a thumbs up!

Our Paleo Day started when recess ended. Our sixth grade class did plenty of fun and interactive activities throughout the day. Each group had six rotations: Myth Practice/Revise, Shelter Safety, Nature Walk, Cave Paintings, "Hunting," and Weaving.

In Myth Practice/Revision, each group made a myth that they were going to perform that evening, and in this rotation they practiced saying their parts of the play and revised the parts they disliked. Next, in Shelter Safety, two adults/chaperones went with the students to their shelter and checked its stability, overhang for the roof, and most likely much more (we wouldn't know because they didn't let us see the page)! Next on the list was the Nature Walk. The teacher took us on a brand-new trail and had people tell the group what they knew about certain plants and resources. Some of the students took notes on the plants and resources on the preview walk of the hike before Paleo Day. This brings us to Cave Paintings! A chaperone brought resources with pigment such as pomegranates, charcoal, and mud/dirt to make into mud, and with these pigmented resources we took about half an hour to paint/draw a "cave painting." We added the quotation marks because



we actually drew/painted in the middle of the forest on a big piece of cardboard. Second to last was “hunting.” In this rotation, we learned about what kinds of animals lived in this area about 30,000 years ago and about the tools our ancestors used to hunt these animals, and then three “targets” (a teddy bear, an octopus stuffy, and some paper cutouts of horses) were set up, and we threw “weapons” at the targets trying to knock them over. Last but not least was weaving. In this rotation we took three strands of long dried-out grass, and we wove it into cordage. The majority of our sixth grade class turned this cordage into bracelets, anklets, or crowns, but there are other uses for it.



Since we mentioned it, you probably want to know more about going to CYO and telling the class about myths. Well, each clan or group made up a myth, either about something from this area or about their “clan” name. Then, on Paleo Day, right as it started to get dark, we hiked down a trail in the forest that leads to a small abandoned gravel road. Then, we crossed a road onto the CYO campus, and we went to a fire circle where we cooked our dinner, and in case you're wondering, we got a piece of chicken, a yam, and some celery/carrots with sauce. We got to do a quick game, or what Mr. G calls an energizer, and then we ate and read our myths from our scripts.



When we returned to campus from CYO, we went through a small portion of the hike without anyone else, very little light, and absolutely no sound.



Thank You To Our School Staff!

Allison Johnston, TK Teacher

Alice Donovan, TK Paraprofessional

Emily Golden, Kindergarten Teacher

Tami Furlong, Kindergarten Paraprofessional

Mirna Harris, TK/Kindergarten Paraprofessional

Dawn Marie Ginn, First Grade Teacher

Olivia Leon, First Grade Paraprofessional

Heather Figueroa, Second Grade Teacher

Shanena Rossi, Second Grade Paraprofessional

Melina Porter, Third Grade Teacher

Idalia Pagan, Third Grade Paraprofessional

Kelsey Martens, Fourth Grade Teacher

Karen Lincoln, Fourth Grade Paraprofessional

Susan McGovern, Fifth Grade Teacher

Alysia Utroske, Fifth Grade Teacher

Michel Hazelwood, Fifth Grade Paraprofessional

Park Guthrie, Sixth Grade Teacher

Kyle Collins, Seventh & Eighth Math/Science Teacher

Noelle Heron, Sixth Grade

and Seventh & Eighth Math/Science Paraprofessional

Dana Durfey, Seventh & Eighth Humanities Teacher

Kaye Martin, Seventh & Eighth Humanities Paraprofessional

Morgen Lanning, PE Teacher

Sadie Sonntag, Music Teacher

Marni Davis, Middle School Drama Teacher
Taryn Kaiser, Resource Specialist
Debra Larramendy, RSP Paraprofessional
Savannah Engle, Special Education Paraprofessional
Melissa Miller, Special Education Paraprofessional
Erica Ferguson, Reading Specialist
Elizabeth Johnson, Reading Specialist
Mariah Monroe, Student Services Coordinator
Allie Rogers, Student Services Paraprofessional
Rebecca Chadwick, School Counselor
Beth Dawson, School Psychologist
Susan Timko, School Nurse
Susan Bejarano, Speech Therapist
Denise Eufusia, Library Technician/Aftercare Coordinator
Karen Rice, Aftercare Paraprofessional
Kari Wilson, Aftercare Paraprofessional
Krista Gasper, Garden Coordinator & Teacher
Monique Garrett, Garden Assistant
Amanda Jacobs, Head of Food Services
Hunter Bryson, Food Services Assistant
Fransisco Canela, Head of Custodial and Maintenance
Juan Salinas, Custodial and Maintenance Technician
Shell Brandt, Assistant CBO
Stacy Kalember, Chief Business Official
Suzi Heron, Office Manager
Matthew Morgan, Superintendent & Principal