



EMPLOYEE HANDBOOK

Casa Esperanza Montessori Dual-Language Preschool and Charter School

An Equal Opportunity Employer

**A Manual of
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Personnel Policies
& Practices**

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Receipt of Company Employee Handbook

The Employee Handbook (sometimes called a Personnel Policy Manual, and referred to as the “Manual”) is a compilation of personnel policies, practices and procedures currently in effect at Casa Esperanza Montessori Dual-Language Preschool and Charter School, an equal opportunity employer.

This Manual is designed to introduce employees to the organization, familiarize you with Company policies as they pertain to you as an employee, provide general guidelines on work rules, disciplinary procedures and other issues related to your employment, and to help answer many of the questions that may arise in connection with your employment. This Manual and any other provisions contained herein do not constitute a guarantee of employment or an employment contract, express or implied. You understand that your employment is “at-will” and that your employment may be terminated for any reason, with or without cause, and with or without notice. Only the CEO or other authorized representative(s) of Casa Esperanza Montessori Dual-Language Preschool and Charter School has the authority to enter into a signed written agreement guaranteeing employment for a specific term. This Manual is intended solely to describe the present policies and working conditions at Casa Esperanza Montessori Dual-Language Preschool and Charter School. This Manual does not purport to include every conceivable situation; it is merely meant as a guideline, and unless laws prescribe otherwise, common sense shall prevail. Of course, Federal, state, and/or local laws will take precedence over Casa Esperanza Montessori Dual-Language Preschool and Charter School policies, where applicable.

Personnel Policies are applied at the discretion of Casa Esperanza Montessori Dual-Language Preschool and Charter School. Casa Esperanza Montessori Dual-Language Preschool and Charter School reserves the right to change, withdraw, apply, or amend any of our policies or benefits, including those covered in this Manual, at any time. Casa Esperanza Montessori Dual-Language Preschool and Charter School may notify you of such changes via email, posting on the Company’s Intranet, Portal or Website, or via a printed memo, notice, amendment to or reprinting of this Manual, but may, in its discretion make such changes at any time, with or without notice and without a written revision of this Manual.

By signing below, you acknowledge that you have received a copy of Casa Esperanza Montessori Dual-Language Preschool and Charter School’s Employee Handbook, and understand that it is your responsibility to read and comply with the policies contained therein and any revisions made to it. Furthermore, you acknowledge that you are employed “at-will” and that this Manual is neither a contract of employment nor a legal document. Return a copy of this notice to Human Resources.

Signature

Date

Please print your full name

Section: Introduction

Welcome and Purpose

This Manual is designed to acquaint you with Casa Esperanza Montessori Dual-Language Preschool and Charter School (also referenced in this manual as the “company,”) and provide you with general information about working conditions, benefits, and policies affecting your employment.

We, Casa Esperanza Montessori Dual-Language Preschool and Charter School, are an Equal Opportunity Employer in all personnel decisions.

The information contained in this Manual applies to all employees of Casa Esperanza Montessori Dual-Language Preschool and Charter School. Following the policies described in this Manual is considered a condition of continuous employment. However, nothing in this Manual alters an employee’s “at-will” status. The contents of this Manual shall not constitute nor be construed as a promise of my employment or as a contract between the Company and any of its employees. The Manual is a summary of our policies, which are presented here only as a matter of information.

You are responsible for reading, understanding, and complying with the provisions of this Manual. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

It is our policy to provide equal employment opportunity to all individuals. We are committed to a diverse workforce. We value all employees' talents and support an environment that is inclusive and respectful. We are strongly committed to this policy, and believe in the concept and spirit of the law.

We are committed to assuring that:

- All recruiting, hiring, training, promotion, compensation, and other employment related programs are provided fairly to all persons on an equal opportunity basis;
- Employment decisions are based on the principles of equal opportunity. All personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to any characteristic protected by state, federal or local law; and
- Employees and applicants will not be subjected to harassment, intimidation, threats, retaliation, coercion or discrimination because they have exercised any right protected by law.

We believe in and practice equal opportunity. The Director of Human Resources serves as our Equal Opportunity Coordinator and has overall responsibility for assuring compliance with this policy. All employees are responsible for supporting the concept of equal opportunity and diversity and assisting our Company in meeting its objectives.

Casa Esperanza Montessori Dual-Language Preschool and Charter School complies with the Immigration Reform and Control Act, employing only those persons who are legally eligible to work in the United States.

Casa Esperanza Montessori Dual-Language Preschool and Charter School complies with the Immigration Reform and Control Act of 1986 by employing only United States citizens and non-citizens who are authorized to work in the United States. All employees are asked on their first day of employment to provide original documents verifying the right to work in the United States and to sign a verification form required by federal law (INS Form I-9). If an individual cannot verify his/her right to work within three days of hire, Casa Esperanza Montessori Dual-Language Preschool and Charter School must terminate his/her employment.

1. Casa Esperanza Montessori Dual-Language Preschool and Charter School and its employees share a working relationship defined as employment-at-will. Simply stated, employment-at-will means that in the absence of a specific written agreement, you are free to resign at any time, and Casa Esperanza Montessori Dual-Language Preschool and Charter School reserves the right to terminate your employment for any reason (which does not violate any applicable law) with or without prior notice.
2. Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:
 - Resignation - voluntary employment termination initiated by an employee.
 - Termination - involuntary employment termination initiated by Casa Esperanza Montessori Dual-Language Preschool and Charter School.
 - Layoff - involuntary employment termination initiated by Casa Esperanza Montessori Dual-Language Preschool and Charter School for non-disciplinary reasons.
3. If you wish to resign, you are requested to notify your manager of your anticipated departure date at least four weeks in advance. Of course, as much notice as possible is appreciated by Casa Esperanza Montessori Dual-Language Preschool and Charter School and your coworkers. This notice should be in the form of a written statement.
4. Unused personal time is not paid upon termination. In the case of termination, any vacation or personal/sick time used in excess of accrued time will be deducted from your final paycheck.
5. Furthermore, any outstanding financial obligations owed to Casa Esperanza Montessori Dual-Language Preschool and Charter School will also be deducted from your final check.
6. A meeting between you and the Human Resources manager will take place prior to your last day of work. A health insurance extension of benefits under COBRA regulations is available and is offered to eligible employees. Office keys, and Company materials and equipment must be returned at this time.
7. If you leave Casa Esperanza Montessori Dual-Language Preschool and Charter School in good standing, you may be considered for re-employment and can receive positive employment references upon request.

Casa Esperanza Montessori Dual-Language Preschool and Charter School reserves the right to terminate an employee at any time for any lawful reason with or without prior disciplinary counseling or notice. Nothing in this Handbook or any other Casa Esperanza Montessori Dual-Language Preschool and Charter School document is intended to:

- Modify this “at-will” employment,
- Promise progressive discipline or disciplinary counseling,
- Promise notice in circumstances where Casa Esperanza Montessori Dual-Language Preschool and Charter School considers immediate termination or discipline to be appropriate.

Disciplinary actions may entail verbal, written, final warnings, suspension, or termination. All of these actions may not be followed in some instances. Casa Esperanza Montessori Dual-Language Preschool and Charter School reserves the right to exercise discretion in discipline. Prior warning is not a requirement for termination. If you are disciplined in writing, copies of your warnings are placed in your personnel file.

Casa Esperanza Montessori Dual-Language Preschool and Charter School reserves the right to take any disciplinary action it considers appropriate, including termination, at any time. In addition to those situations discussed elsewhere in this handbook, listed below are some other examples where immediate termination could result. This list is general in nature and is not intended to be all-inclusive:

- Discourtesy to a customer, provider, or the general public resulting in a complaint or loss of good will.
- Refusal or failure to follow directives from a supervisor, manager, or Casa Esperanza Montessori Dual-Language Preschool and Charter School officer.
- Breach of confidentiality relating to employer, employee, and customer, or provider information.
- Altering, damaging, or destroying Company property or records, or another employee’s property.
- Dishonesty.
- Providing false or misleading information to any Casa Esperanza Montessori Dual-Language Preschool and Charter School representative or on any Casa Esperanza Montessori Dual-Language Preschool and Charter School records including the employment application, benefit forms, time cards, reimbursement forms, etc.
- Fighting or engaging in disorderly conduct on Casa Esperanza Montessori Dual-Language Preschool and Charter School’s or customer’s premises.
- Violations of any of Casa Esperanza Montessori Dual-Language Preschool and Charter School’s employment policies including, but not limited to, confidentiality, security, solicitation, conflict of interest, and code of conduct.
- Conduct or performance issues of a serious nature.
- Failure of a drug or alcohol test.

We recognize alcohol and drug abuse as potential health, safety and security problems. It is expected that all employees will assist in maintaining a work environment free from the effects of alcohol, drugs or other intoxicating substances. Compliance with this substance abuse policy is made a condition of employment.

Employees are prohibited from the following when reporting for work, while on the job, on Company or customer premises or surrounding areas, or in any vehicle used for Company business:

- The unlawful use, possession, transportation, manufacture, sale, dispensation or other distribution of an illegal or controlled substance or drug paraphernalia;
- The unauthorized use, possession, transportation, manufacture, sale, dispensation or other distribution of alcohol; and
- Being under the influence of alcohol or having a detectable amount of an illegal or controlled substance in the blood or urine (“controlled substance” means a drug or other substance as defined in applicable federal laws on drug abuse prevention).

Any employee violating these prohibitions will be subject to disciplinary action up to and including termination.

Any employee convicted under any criminal drug statute for a violation occurring while on the job, on Company or customer premises, or in any vehicle used for Company business must notify the Company no later than 5 days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

Drug and alcohol testing will be carried out in compliance with any applicable state and federal laws and regulations.

We recognize that employees suffering from alcohol or drug dependence can be treated. We encourage any employee to seek professional care and counseling prior to any violation of this policy.

Casa Esperanza Montessori Dual-Language Preschool and Charter School's policy is to provide a work environment that is free from harassment. Therefore Casa Esperanza Montessori Dual-Language Preschool and Charter School will not tolerate harassment based on age, race, gender, color, religion, national origin, disability, marital status, covered veteran status, sexual orientation, status with respect to public assistance, and other characteristics protected under state, federal, or local law. Such conduct is prohibited in any form at the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to all Casa Esperanza Montessori Dual-Language Preschool and Charter School employees, clients, customers, guests, vendors, and persons doing business with Casa Esperanza Montessori Dual-Language Preschool and Charter School.

Sexual harassment, one type of prohibited harassment, warrants special mention. Sexual harassment has been defined according to Casa Esperanza Montessori Dual-Language Preschool and Charter School guidelines as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- *Submission to such conduct is made a term or condition, either explicitly or implicitly, of an individual's employment;*
- *Submission to or rejection of such conduct by an individual is used as a factor in decisions affecting that individual's employment; or*
- *Such conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.*

Examples of conduct prohibited by this policy include, but are not limited to:

- Unwelcome sexual flirtation, advances, or propositions;
- Verbal comments related to an individual's age, race, gender, color, religion, national origin, disability, or sexual orientation;
- Explicit or degrading verbal comments about another individual or his/her appearance;
- The display of sexually suggestive pictures or objects in any workplace location including transmission or display via computer;
- Any sexually offensive or abusive physical conduct;
- The taking of or the refusal to take any personnel action based on an employee's submission to or rejection of sexual overtures; and
- Displaying cartoons or telling jokes which relate to an individual's age, race, gender, color, religion, national origin, disability, or sexual orientation.

If you believe that you are being subjected to workplace harassment, you should:

1. Tell the harasser that his or her actions are not welcome and they must stop, if you feel comfortable enough to do so.
2. Report the incident immediately to your supervisor/manager, the site Human Resources representative, or the Employee Relations Department.
3. Report any additional incidents or retaliation that may occur to one of the above resources.

Any reported incident will be investigated immediately and thoroughly. Complaints and actions taken to resolve complaints will be handled as confidentially as possible, given Casa Esperanza Montessori Dual-Language Preschool and Charter School's obligation to investigate and act upon reports of such harassment. Appropriate actions will be taken by Casa Esperanza Montessori Dual-Language Preschool and Charter School to stop and remedy any and all such conduct, including interim measures during a period of investigation.

Retaliation of any kind or discriminating against an employee who reports a suspected incident of harassment or who cooperates in an investigation is prohibited. An employee who violates this policy or retaliates against an employee in any way will be subject to disciplinary action up to and including immediate termination.

It is Casa Esperanza Montessori Dual-Language Preschool and Charter School's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, Casa Esperanza Montessori Dual-Language Preschool and Charter School will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Casa Esperanza Montessori Dual-Language Preschool and Charter School employees, clients, customers, guests, vendors, and persons doing business with Casa Esperanza Montessori Dual-Language Preschool and Charter School.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Examples include but are not limited to:

- Physical assaults or threats of physical assault, whether made in person or by other means (i.e., in writing, by phone, fax, or e-mail).
- Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker.
- Possession of firearms or any other lethal weapon on Company property, in a vehicle being used on Company business, in any Company owned or leased parking facility, or at a work-related function.
- Any other conduct or acts which management believes represents an imminent or potential danger to work place safety/security.

Anyone with questions or complaints about workplace behaviors which fall under this policy may discuss them with a supervisor or a Human Resources representative. Casa Esperanza Montessori Dual-Language Preschool and Charter School will promptly and thoroughly investigate any reported occurrences or threats of violence. Violations of this policy will result in disciplinary action, up to and including immediate termination of employees. Where such actions involve non-employees, Casa Esperanza Montessori Dual-Language Preschool and Charter School will take action appropriate for the circumstances. Where appropriate and/or necessary, Casa Esperanza Montessori Dual-Language Preschool and Charter School will also take whatever legal actions are available and necessary to stop the conduct and protect Casa Esperanza Montessori Dual-Language Preschool and Charter School employees and property.

Section: Time Away From Work

Funeral Leave Policy

We have taken into consideration the personal needs that arise from the death of an **immediate** family member. You will be allowed leave up to three days with full pay until and including the day of the funeral. Funeral leave pay will not be granted to employees attending a funeral during periods when, for other reasons, they are not at work, such as vacation, holidays, and illness.

Immediate family is understood to include father, mother, spouse, child, sister, brother, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandparents, or any relative who lives with the employee.

Section: Time Away From Work

Jury Duty

While it is the duty of every citizen to serve on a jury when called, Casa Esperanza Montessori Dual-Language Preschool and Charter School recognizes that this often means the loss of income. Casa Esperanza Montessori Dual-Language Preschool and Charter School pays the difference between the jury pay and regular wages for days when you are unable to report to work because of jury service.

The above statement applies provided that you:

- Show your supervisor your summons to serve on a jury prior to the time that you are scheduled to serve.
- Furnish your supervisor with evidence of having served on a jury for the time claimed.

Jury absence will be noted on your time sheet or time card. Time spent on jury duty will not be counted as hours worked for the purpose of computing overtime pay. Regular wages are paid until jury pay is received. Jury pay is then deducted from your regular wages.

This benefit cannot be applied to any court appearance other than jury duty unless such appearance is related to your employment.

Lunch/Rest Breaks

Employees are allowed a paid 30-minute break. Employees choose whether they eat lunch during this break, or use it as a “rest period.” Breaks generally are taken between the hours of 11:00 a.m. and 2:00 p.m. The schedule for breaks should be established on the basis of work requirements in each position. Staggered breaks may be necessary. Supervisors should be sure that each location is adequately staffed and that someone with authority to resolve minor problems is available at all times.

The schedule for these breaks should depend completely on the needs of each office.

A total of 30 minutes combined for lunch/rest periods are considered time worked, and employees will receive compensation for such periods.

Leave for Annual Training

Employees who are members of the U.S. Army, Navy, Air Force, Marines or Coast Guard reserves or the National Guard may be granted leaves of absence for the purpose of participating in reserve or National Guard training programs.

Employees shall be granted the minimum amount of leave needed to meet the minimum training requirements of their units. No employee will be required to use vacation time for military duty, but employees who do elect to schedule their vacations to coincide with military duty will receive their full regular vacation pay in addition to any pay from the military.

In recognition of the public service performed by reservists and members of the National Guard, employees shall receive the difference between their regular pay and their service pay, excluding any military subsistence allowance or other expense allowances during the training period.

Leave for 6-month Active Reserve or National Guard Duty

Permanent employees who are members of the U.S. Army, Navy, Air Force, Marines or Coast Guard reserves or the National Guard may be granted leaves of absence for the purpose of participating in 6-month active duty tours.

Employees will be granted leave as required to complete the tour of duty.

Employees who apply to return to work within 31 days of satisfactory completion of the 6 month tour of active duty will be restored to their former job or a job of similar status and pay without the loss of seniority.

Time spent in the reserves or the National Guard will be credited to all employees toward meeting length of service requirements for eligibility for retirement benefits and vacation entitlement. Employer pension contributions, however, may be suspended during military service because the employee is not in pay status, and employees will not accrue vacation while in the military.

Federal and state equal opportunity laws generally require employers to accommodate the religious beliefs of employees, but do not require them to provide paid leave. Casa Esperanza Montessori Dual-Language Preschool and Charter School respects your religious beliefs and we will reconcile employees' religious obligations with the requirements of running a business and serving customers. Supervisors will authorize schedule changes and/or additional use of vacation leave or unpaid leave, only where the requested arrangement, in the supervisor's judgment, neither prevents the requesting employee from meeting the requirements of the job nor unfairly burdens other employees.

Employees who need time off for religious observance should request leave from their supervisors in advance. Paid time off is granted only with prior approval, but will not be unreasonably withheld.

Section: Time Away From Work

Personal Time Policy

Being a service-oriented organization, it is crucial that you begin work at your assigned time. If you are tardy, you should report the reason to your supervisor. It is very much to your advantage to do all that you can to have a good attendance record since regular attendance is one of the best indications of interest in your job and will be taken into account at your performance evaluation. If you are unable to report for work because of illness or for any other reason, please follow the guidelines you received during your orientation for your specific position. If you are unable to return to work on the expected day, you should again follow the guidelines received during orientation until such time as you are able to return to work.

General Usage

Casa Esperanza Montessori Dual-Language Preschool and Charter School requires a General Computer Usage Policy to accomplish its business objectives in a secure and timely manner. Instituting such a policy demonstrates the commitment Casa Esperanza Montessori Dual-Language Preschool and Charter School has to safeguard corporate information assets. That commitment must extend from every individual involved in business operations.

- All data on information systems at Casa Esperanza Montessori Dual-Language Preschool and Charter School is classified as Company proprietary information.
- Any attempt to circumvent Casa Esperanza Montessori Dual-Language Preschool and Charter School's security procedures is strictly prohibited.
- Unauthorized use, destruction, modification, and/or distribution of Casa Esperanza Montessori Dual-Language Preschool and Charter School's information or information systems is strictly prohibited.
- All Casa Esperanza Montessori Dual-Language Preschool and Charter School's information systems will be subject to monitoring and auditing at all times. Users acknowledge that they have no expectation of privacy with regard to their activity on Casa Esperanza Montessori Dual-Language Preschool and Charter School's information systems.
- Use of any Casa Esperanza Montessori Dual-Language Preschool and Charter School's information systems or dissemination of information in a manner bringing disrepute, damage, or ill-will against Casa Esperanza Montessori Dual-Language Preschool and Charter School is not authorized.
- Individual passwords will be kept strictly confidential. In no situation should a username and password be given to another individual.
- Misuse, as defined in this policy, will be handled directly with the offender and could include disciplinary action up to and including discharge.

Internet Usage

Internet usage is provided to Casa Esperanza Montessori Dual-Language Preschool and Charter School employees to conduct work-related business. Incidental and occasional personal use is permitted. This privilege should not be abused and must not affect a user's performance of employment related activities. Non-business Internet activity will be restricted to non-business hours.

E-mail Usage

E-mail accounts are provided to Casa Esperanza Montessori Dual-Language Preschool and Charter School employees to conduct work-related business. While this resource is to be used primarily for business, the Company realizes that employees may occasionally use this privilege for personal matters, and therefore permits limited personal e-mail during non-business hours.

- All e-mail on the Casa Esperanza Montessori Dual-Language Preschool and Charter School information systems, including personal e-mail, is the property of Casa Esperanza Montessori Dual-Language Preschool and Charter School. As such, all e-mail can and may be periodically monitored.

Section: Information & Office Security General Computer Usage Policy

- Outgoing and incoming e-mail of an offensive, pornographic, or otherwise inappropriate nature is prohibited. Violations of this may result in disciplinary action, up to and including termination of employment.

Desktop Services

Casa Esperanza Montessori Dual-Language Preschool and Charter School discourages/prohibits the downloading of software from the Internet because of significant risk of infecting the Company systems with a virus and the unreliability of such downloaded software. All Casa Esperanza Montessori Dual-Language Preschool and Charter School's information systems will be subject to periodic inventory and inspection for compliance.

1. Casa Esperanza Montessori Dual-Language Preschool and Charter School expects that every employee will be regular and punctual in attendance. This means being in the office, ready to work, at their starting time each day. Absenteeism and tardiness places a burden on other employees and on Casa Esperanza Montessori Dual-Language Preschool and Charter School.
2. When you are unable to work owing to illness or an accident, please follow the guidelines received during your orientation at the beginning of the work year. If you do not report for work and Casa Esperanza Montessori Dual-Language Preschool and Charter School is not notified of your status, it will be assumed after two consecutive days of absence that you have resigned, and you will be removed from the payroll.
3. If you become ill at work or must leave the office for some other reason before the end of the workday, be sure to inform your supervisor of the situation.
4. You will be compensated for authorized absences according to the provisions described in your employment agreement and benefits information. Authorized absences beyond the time allowed under that policy are authorized without compensation.
5. In the event of inclement weather, we remain open for business during regularly scheduled working hours. You are expected to report for work in inclement weather if it is at all possible to do so safely. In the event we close due to inclement weather, someone from school will contact you. Please keep your supervisor, teaching partner, and human resources updated on how to reach you on such occasions. See also, Inclement Weather Policy.
6. Should undue tardiness or absenteeism become apparent, disciplinary action up to and including discharge may be required.

Your pride in both yourself and as a representative of our organization is reflected in your appearance and image you create. We feel our professional image is important and request that our employees maintain standards of dress and appearance appropriate to the organization as a whole and your individual position responsibilities. Dress, grooming, personal cleanliness, and professional behavior standards contribute to the professional image we present to our customers and visitors. Therefore, while performing duties for our organization employees are expected to dress in attire appropriate to the educational environment and to behave in a professional manner at all times to best represent our community and school.

Answers to FAQs, Guideline Rationales, and Reminders:

Do we wear uniforms? No, but we help them uphold the student dress code for clothing, footwear, backpacks and lunch boxes.

Items not permitted under the professional dress code: Crocs®-style clogs; swimsuits; beachwear; blue jeans; shorts; sweat, yoga, or athletic pants; shirt straps narrower than two inches; lounge-style velour or stretch pants (that could be mistaken for pajamas); flip flops (a shoe that says "flip flop" when you walk in it); see-through clothing; see-through clothing that reveals other clothing not acceptable under this policy's guidelines; shirts with messages or advertisements on them; clothes so tight we can read the manufacturer and size of the garment through a layer of fabric; clothing that "rides up" or gapes to reveal acres of bare skin or your navel when you bend over, twist, sit down, or breathe (see cleavage guideline). Strap width of shirts must be no less than 2" wide as measured by a ruler. Skirts must reach at least the same point on your thigh touched by your fingertips when your arms hang loosely by your side.

Common sense guideline: wear shoes indoors. Please keep your shoes on when children are present and during the school day. They do what we do.

Can we let our tattoos show? Yes, as long as they comply with the general guidelines above and aren't a source of continuing distraction for students.

Jewelry Jewelry is appropriate at work, as long as it does not distract the children while they work. Remember, Maria Montessori said, "Teachers should be young and if at all possible, beautiful!" (We know today that people of all ages can be beautiful and professional if they just take the extra time to communicate their role visually.)

ABOUT Modesty, Cleavage, Self-respect, and Modeling for our Students

mod-es·ty / \square m \square d \square sti/ Pronunciation Key - Show Spelled Pronunciation[mod-uh-stee]

Pronunciation Key - Show IPA Pronunciation –noun, plural -ties.

1. the quality of being modest; freedom from vanity, boastfulness, etc.

2. regard for decency of behavior, speech, dress, etc.

3. simplicity; moderation.

[Origin: 1525–35; < L modestia. See modest, -y3]

You don't hear a lot about modesty today. It's actually more common to read an article/see a TV segment about celebutantes "caught" partying in short skirts without their underwear, having "accidental wardrobe malfunctions," or see t-shirts on children that say "Princess," or "You know you wanna be me."

Want to see some hyper-sexualized clothing? Window-shop your nearest mall to see "Jr." stores that take designs appropriate for women and size them down into "me-too" sizes so little girls can look just like the adult pop icons.

Our children are exposed to this type of visual message on a daily basis in our current cultural climate. It's easy to get seduced by what's popular; but what's popular is not always right. Regardless of what's around us, the message we project as mature, confident adults may be the only message students see on a daily basis from an authority figure (if you work in a school, you're an authority figure). So, be sure your apparel conveys a message designed to promote mutual respect and purposeful work at school.

Most faculty members are able to figure out what's appropriate to wear in a professional setting (your job). The largest "gray" area seems to be surrounding what constitutes cleavage and what doesn't. If you have a question about a shirt or a pair of pants, please change before you come to school. If you are blessed with an ample bust line and like to draw attention to that by wearing skinny-strapped tops, clingy tops, and tops that show a bust line shadow when you bend over, enjoy them outside of professional events and school.

If you can't buy into this guideline based on your cultural beliefs, reconsider the issue from a Montessori philosophy perspective.

Why don't we wear clothes that draw attention to ourselves in the classroom? Why do the children wear uniforms? Montessori philosophy supports focusing on work in the classroom, not someone's appearance, apparel or accessories.

These are examples of cleavage that is unacceptable in our professional environment.



Both of the girls in this picture are displaying unacceptable amounts of cleavage for a professional situation, even though one has put a jacket over her scoop-neck top.

Cleavage is any clothing that allows an on-looker to see a shadow of any kind when you are standing up, or leaning or bending over.



Want to be paid like an educational professional? Then don't dress like a pop icon.

If an employee is unclear about our dress and appearance guidelines, they are encouraged to consult with their supervisor and/or our Human Resources staff. If an employee reports to work in questionable attire or appearance, a notification and/or discussion will occur with the employee to advise and counsel them regarding the inappropriateness of the attire. Depending upon the circumstance the employee may also be sent home and directed to return to work in proper attire. Any work time lost will be expected to be made up by the employee. Continued or frequent departures from these guidelines will not be permitted and employees who appear for work inappropriately dressed or groomed may be disciplined up to and including termination.

Section: General Practices

Legal Matters

If you are ever requested in your role as an employee to provide legal information of any kind for any purpose, please contact the Head of School before you reply to the request. Thank you.

Casa Esperanza Montessori Dual-Language Preschool and Charter School is open for business unless there is a declared State of Emergency. There may be times, however, when we will delay opening. Use common sense and your best judgment, however, when traveling to work in inclement weather.

If you arrive at work after the scheduled opening time, that time is charged to you as either (1) personal time, or (2) unpaid time, in that order. You should always use your discretion in getting to work. Casa Esperanza Montessori Dual-Language Preschool and Charter School attempts to accommodate individual situations by allowing the use of personal time in these situations.

Section: General Practices

Inclement Weather

EMERGENCY/SEVERE WEATHER PROCEDURES

In case of emergency or severe weather conditions which include: tornado, hurricane, earthquake, bomb threat/blast, hazardous materials/nuclear power plant emergency, and violence, you will hear a siren sound over the phones.

TURN YOUR WALK-TALKIES ON IMMEDIATELY

All students and adults are to assume a curled position, clasping their hands over the back of their heads, and facing their heads toward the wall or shelf.

Note: All Adults are responsible for assisting any children in their vicinity.

Section: General Practices**Personnel Records**

Employee personnel files may include the following: (job application, job description, resume, records of participation in training events, salary history, records of disciplinary action and documents related to employee performance reviews, coaching, and mentoring). Personnel records are maintained on a current basis. Please notify us immediately of any change of name, address, telephone number, marital, dependent or tax status. Personnel records are kept highly confidential, and are not available to anyone outside of the Company unless you have authorized the release, or release is to an authorized governmental agency, or is required by law. To obtain access to your records, contact Human Resources.

Section: General Practices**Phone Calls****Personal Phone Calls:**

We recognize that periodically, personal phone calls must be made or be received during the business hours. Such calls should be held at a minimum so that they do not interfere with the workflow.

Personal Cellular Phone Calls:

In order to provide an optimum work environment, employees are expected to have cell phones turned on vibrate during work hours. Ringing cell phones are a distraction to other co-workers and students and can interfere with productivity. Cell phones should only be used during breaks/lunches and outside of the office. Flexibility will be provided in circumstances demanding immediate/emergency attention.

Voicemail:

Voicemail was installed to help maintain our high quality of service for clients and to increase efficiency throughout the office.

Section: General Practices**Smoke-Free Environment**

Our goal is to have a smoke-free environment. Smoking is not permitted at any time in Casa Esperanza Montessori Dual-Language Preschool and Charter School work areas or on our campus, including outdoors, on sidewalks, or in the parking lot.

Employees who smoke must observe the same guidelines as non-smokers for the frequency and length of break periods.

The work rules and standards of conduct for Casa Esperanza Montessori Dual-Language Preschool and Charter School are important, and the Company regards them seriously. All employees are urged to become familiar with these rules and standards. In addition, employees are expected to follow the rules and standards faithfully in doing their own jobs and conducting Casa Esperanza Montessori Dual-Language Preschool and Charter School's business. Please note that any employee who deviates from these rules and standards will be subject to corrective action, up to and including immediate termination of employment.

While not intended to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of rule infractions or misconduct that may result in disciplinary action, up to and including immediate termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, manufacture, distribution, sale, transfer, dispensation or use of alcohol or illegal drugs in the workplace
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of company-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in the workplace
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, or other Company-owned equipment
- Using Company equipment for purposes other than business (e.g., playing games on computers or personal Internet usage)
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

First Aid and Toxic Substance Guidelines

We offer the following types of first aid at Casa Esperanza: soap and water, band aids, and application of ice packs. We don't put chemicals on children's skin (such as rubbing alcohol, first aid cream, or other topical preparations) without a written note from parents regarding administration is because we can never be sure of a child's reaction to said chemicals.

The same holds true for all chemicals, whether topical, liquid, solid or volatile. Children should never use toxic substances while at Casa. This includes cleaning solutions, solvents, aerosol sprays, or toxic solid substances. You can find out if a substance is toxic by reading the label. If it has a usage warning of any kind, children should not be using it. Children involved in cleaning should be using non-toxic products for this task, such as water, baking soda, and vinegar. They should always wear plastic gloves while performing these tasks, even with the non-toxic products.

Supervision of Students

All students should be visually supervised by an adult at all times. If you send children to a different part of the school for activities of any duration, please be sure they are under the direct supervision of an adult. You are required to communicate this guideline to any adult you charge with the care of students, including volunteers, substitutes, or visiting presenters of any kind. Notification to substitutes may be accomplished using a statement in your substitute folder.

This includes trips to the dumpster. Activities that are excluded from this guideline might include trips to the bathroom, water fountain, front office, or another classroom to borrow a material or perform community service.

Children performing community service outside of a classroom should be under an adult's supervision while performing that service. Children traveling outside of your direct, visual supervision for short trips between supervised locations should, at a minimum, be traveling in pairs with a buddy.

Should lapses in student supervision become apparent, disciplinary action up to and including discharge may be required

We are required by North Carolina Law to have and follow a safe schools plan. The law is stated in small type and our response to the individual requirement is below the fine print.

(1) Clear statements of the standard of behavior expected of students at different grade levels and of school personnel and clear statements of the consequences that will result from one or more violations of those standards. There shall be a statement of consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or at a school-sponsored or school-related activity. The consequences may include placement in an alternative setting.

The expected Student behaviors at different grade levels are outlined in the Parent/Student Information handbook (attached)

Student Conduct and Disciplinary Guidelines

Student conduct should contribute to a productive learning climate. Administrators and teachers are charged with the responsibility to minimize distractions and disruptions to the learning process. In order to implement this responsibility, school officials may find it necessary to employ a variety of disciplinary techniques or counseling to ensure that they can carry out their primary task of helping children learn and grow.

Casa Esperanza Montessori is committed to implementing methods and strategies to help children learn and develop attitudes of respect and responsibility toward themselves, others, and their world. We strive for children to recognize, understand, and internalize the traditional ideals of honesty, self-control, responsibility, cooperation, self-motivation, and independent thinking.

We believe that the violation of dignity, self-esteem, and human rights causes people to form defensive habits. Therefore, our primary goal is for our children to acquire academic and social skills that are the foundation for becoming responsible citizens and competent conflict solvers so they are able to grow educationally, developmentally, and socially.

We strongly believe that parental involvement and support are essential to the effectiveness of this school discipline plan and are committed to a school environment where the Head of School, teachers, and parents are continuously and wholeheartedly working together for children.

Together, parents and teachers are very significant people in a child's world. We believe that students imitate those who are most significant in their lives and that modeling appropriate behaviors is a powerful tool in our repertoire of teaching techniques. Students should be rewarded for good behavior. Rewards may be intangible, for example; a wink or a smile, a compliment, a word of encouragement, the tone of our voice, eye contact, and other caring expressions can show a child that we care and are proud of their behavior or accomplishment. Rewards may also come in a more tangible form. It is our goal that as students mature, they show increased satisfaction with the more intangible

rewards in their environment. We hope that our students will experience many of these rewards and benefit from observing positive role models in their lives.

Respectful Student Behaviors

To encourage a positive atmosphere, we commend students who exemplify acceptable behaviors in school. Each student should work to:

- * Be honest. Admit to errors and mistakes.
- * Be helpful and caring.
- * Treat fellow students with the respect and dignity as you would want to be treated.
- * Use appropriate language.
- * Show responsibility for your work and behavior.
- * Think before you act.
- * Respect people and property.
- * Make healthy choices.
- * Respect parents and teachers.
- * Take pride in your school.
- * Choose to do what is legally, morally and ethically right.
- * Be your personal best.

The Classroom Teacher and Discipline

Teachers will make every effort to handle discipline problems as they arise. Each teacher, together with the students in the class, will establish reasonable rules of behavior for the classroom. Interventions are related (logically connected to the misbehavior), reasonable (equal in proportion and intensity to the misbehavior), and respectful (carried out in a way that preserves a student's self-esteem and reinforces positive behavior and growth), rather than oriented toward punitive control. Together, students and teachers work to develop a set of classroom rules that emphasize desirable behaviors.

Serious Violations & Interventions

Certain student behaviors are considered major violations and require more intensive interventions.

Serious violations may include but not be limited to:

- (1) fighting or physical abuse toward others
- (2) language that violates the dignity of others
- (3) inappropriate gestures
- (4) insubordination: outward defiance of authority or willful disobedience
- (5) willfully damaging or taking property
- (6) possession, use, sale, or barter of drugs, alcohol, or tobacco
- (7) possession, handling, or transmitting any object that may be potentially dangerous
- (8) intentionally pulling a fire alarm
- (9) engaging in any activity forbidden by the laws of North Carolina that constitute an interference with school purposes or an educational function
- (10) a violation, or repeated violation, of any rules validly adopted by the school

When Significant Respect Violations occur:

The student will be referred to the Head of School, and a Discipline Notice will be sent to the parents and teacher and filed in the student's cumulative record in the school office.

The following Interventions will be considered:

- (1) Time-out; i.e. removal from group or activity
- (2) Parent contacted by phone or in person
- (3) Discipline notice to parent
- (4) Out of school suspension
- (5) Behavior contracts
- (6) Referral to the Student Support Team (SST)
- (7) Home visitation
- (8) Contacting Child Protection Services when legally appropriate

Expulsion: Expulsion is the permanent removal of a student from a school system. In North Carolina Public schools expulsion is restricted to students 14 years of age or older.

Suspension: Casa Esperanza Montessori Charter School (CEMCS) will maintain the right (as does Wake County LEA) to suspend a student from the school setting because of a willful violation of school rules, willful conduct which materially and substantially disrupts the rights of other to an education, or willful conduct which endangers the student, other students, or the property of the school is affirmed, provided that such action is taken with due regard to the welfare of both the individual and the school. School attendance may be temporarily denied to individuals by the administrative act of suspension, but the Board of Directors can approve a suspension for more than ten days, only through specific action. CEMCS understands that the right to attend school is a civil right, fully recognized in the courts. It is not an absolute right, however, but is one that an individual possesses until the exercise of this right becomes damaging to the rights of others. The right of one person to attend school must not place in serious jeopardy the opportunity of others to profit from school.

The Head of School shall have authority to suspend for a period of ten school days or less any student who willfully violates the policies of conduct established by the Board of Directors. The procedure shall be as follows: Upon witnessing or being made aware of any student conduct that may merit suspension from school not to exceed ten school days, the Head of School shall conduct such inquiry as she/he deems appropriate in determining the factual basis of the matter.

Before suspending a student for ten school days or less, the Head of School must:

1. advise the student of the charges against him/her;
2. summarize any evidence in support of the charge;
3. give the student an opportunity to respond.

The procedure is referred to in this policy as the "hearing"

Following the hearing, the Head of School shall decide whether to suspend the student for a period not exceeding ten days and will so notify the student.

Where the Head of School deems it appropriate, she/he may notify a parent of the child of the situation and may invite the parent to participate in the hearing. Neither the student nor his/her parents have any right of counsel at the hearing.

Written notice of suspension shall be given to the student's parents or sent by first class mail.

The Head of School may impose a suspension of ten days or less and then commence the process for a suspension exceeding ten days in cases that merit such action.

Any student suspended for a period of ten school days or less shall be provided an opportunity to take any examinations missed during the suspension period. Students are expected to complete work missed during suspension. Parents are expected to make every possible effort to cooperate with the school in this effort to provide students with instructional time needed for academic success.

Most incidences of willful misconduct will result in the following sequence of actions: (Serious offenses will likely result in "skipping steps" in the normal sequence.)

First Offense: Probation, in-school consequence, and letter of disciplinary action sent home to be signed and returned by the parent.

Second Offense: Suspension for the remainder of the day.

Third Offense: Suspension for remainder of the day and one full day.

Fourth Offense: Suspension for remainder of the day and three full days.

Fifth Offense: Suspension for remainder of the day and five full days

Sixth Offense: Suspension for remainder of the day and 10 full days.

Seventh Offense: Suspension for the remainder of the day, and 10 full days. During that time the case will be brought to the executive Board of Directors to schedule a hearing for the consideration of long-term suspension.

When a student is suspended during the school day, the school shall attempt to reach the student's parents to inform them of the school's action and request that they come to the school or arrange for the student to leave the school. If the school cannot reach the parents, then unless circumstances make it unacceptable to the Head of School, the student shall remain on school property until the close of the school day.

Notwithstanding the above requirement that a suspended student be released only to a parent, the Head of School may order students to leave the school premises immediately if the continued presence of the student poses a threat to the safety and well being of any other person on the school grounds, or poses a threat to the security of school property, or poses a threat to the maintenance or order within the school.

Any pupil who willfully violates the policies of conduct established by CEMCS is subject to suspension exceeding ten days according to the following procedure: The Head of School, upon learning of conduct which may subject a student to suspension exceeding ten days, shall initially decide whether she/he will individually hold a hearing on the matter or whether she/he will constitute a review panel to participate in a hearing and make an advisory recommendation to him/her.

A student whose conduct may subject him to suspension in excess of ten school days shall be given written notice that shall include the following:

1. The charges against him/her including a statement that if substantiated such behavior may subject the student to suspension from school in excess of ten school days;
2. Whether the Head of School alone, or in connection with a review panel, will conduct a hearing to determine whether the charges are substantiated and whether suspension from school for a time period of more than ten school days but no exceeding the time remaining in the school year is appropriate;
3. The date, time and place of the hearing;
4. A copy of this policy.

This notice shall be delivered personally to the student if he/she is present on campus or mailed to him/her by first class mail. A copy of the notice shall be sent to the student's parents by first class mail at the parent's last known mailing address.

At the Head of School's election, he/she alone may conduct the hearing, or may conduct the hearing with the assistance of an advisory review panel. However, if the Head of School is personally involved in bringing the charges, he/she shall convene an advisory review panel.

The hearing shall be conducted as follows:

- The Head of School will preside at the hearing.
- The student, and his/her parents or legal guardian has the right to be present for the hearing.
- The student may be represented at the hearing by an attorney licensed to practice law in North Carolina.
- At the beginning of the hearing, the charges against the student will be read.
- The student will be asked whether he admits or denies the charges.
- If the student denies the charges, the information in support of the charges and relative to punishment will be presented in such fashion, as the Head of School deems appropriate including the testimony of witnesses. If the student admits the charges, the information relative to punishment will be presented in such fashion, as the Head of School deems appropriate including the testimony of witnesses. During the hearing, the student's cumulative record will be considered relevant on the issue of punishment.
- The student or his parents or legal counsel may ask questions of the Head of School or any witness.
- The student will be given an opportunity to present his/her side of the matter including presenting witnesses on his/her behalf.
- During the hearing, any panel member may ask questions of any witness including the Head of School.
- At the conclusion of the evidentiary part of the hearing the review panel may convene privately with the Head of School to discuss the validity of the charges or to give recommendations with respect to punishment.
- Following the hearing, the Head of School, either alone or with the advice of a review panel, will determine whether the charges are substantiated.
- If the charges are substantiated, or if the student has admitted the charges, the Head of School, either alone or with the advice of a review panel, will decide an appropriate punishment for the student.
- If the Head of School determines that a suspension of ten school days or less is appropriate, he/she shall implement the suspension and so notify the student and his/her parents and the matter will be resolved.
- If the Head of School determines that suspension in excess of ten school days is appropriate, he/she shall notify the board in writing of his/her recommendation. The board shall then make such inquiry into the matter as they deem appropriate and will notify the Head of School of his/her decision.
- The student and his/her parents will be given written notice of the decision of the Head of School and the board as soon after the board's decision is practical. Written notice shall be deemed given by mailing the same to the student and his/her parents by first class mail. Additionally, at the Head of School's choice, he/she may also discuss the decision verbally with the student or his/her parents.

Should the Head of School seek the advice of a review panel, he/she shall appoint members of any of the following groups to sit on the panel:

- members of the faculty at the school in question;
- members of the staff at the school in question;
- members of the Board of Directors.

The panel shall consist of at least three members but should not exceed seven members. There is no quorum requirement for the review panel. Constitution of hearing panel will be in the sole discretion of the Head of School; however, the Head of School should not knowingly select a teacher involved in the charges to sit on the panel.

Even if the Head of School has been involved in the circumstances giving rise to a charge for which suspension in excess of ten school days is a possibility, the Head of School is not disqualified from conducting the hearing and making a recommendation to the board. He/she shall, however, appoint a review panel in such instances and he/she shall advise the board if he/she has had personal involvement at the time of his/her recommendation and will advise the board of the identity of the review panel members and their recommendations.

Any student that is suspended in excess of ten school days by the Head of School with the approval of the board may appeal the decision to the Board of Directors.

(2) A clear statement of the responsibility of the superintendent for coordinating the adoption and the implementation of the plan, evaluating principals' performance regarding school safety, monitoring and evaluating the implementation of safety plans at the school level, and coordinating with local law enforcement and court officials appropriate aspects of implementation of the plan. The statement of responsibility shall provide appropriate disciplinary consequences that may occur if the superintendent fails to carry out these responsibilities. These consequences may include a reprimand in the superintendent's personnel file or withholding of the superintendent's salary, or both.

The Head of School of CEMCS shall be responsible for coordinating the adoption and implementation of the Safe Schools Plan. The Head of School shall monitor and evaluate the implementation of the safety plan at the school level and coordinate with local law enforcement and court officials as appropriate. If it is found that the Head of School fails to carry out these responsibilities, corrective actions shall be taken and a letter of reprimand shall be placed in the administrator's file.

(3) A clear statement of the responsibility of the school principal for restoring, if necessary, and maintaining a safe, secure, and orderly school environment and of the consequences that may occur if the principal fails to meet that responsibility. The principal's duties shall include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students. The consequences to the principal that may occur shall include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

It is the legal responsibility of the Head of School of the school to report all criminal acts under G.S. 115C-288(g) and provide appropriate disciplinary consequences for disruptive students. If the Head of School fails in these responsibilities he/she will receive a letter of reprimand from the Board of Directors in his/her personnel file and be accountable to disciplinary proceedings under G.S. 115C-325

(4) Clear statements of the roles of other administrators, teachers, and other school personnel in restoring, if necessary, and maintaining a safe, secure, and orderly school environment.

All faculty members are responsible for ensuring the safety of students in their care while in school or during school-sponsored events. In the absence of the Head of School, the following faculty shall implement the suspension policy: the director of teacher support, the EC coordinator, the language studies coordinator.

(5) Procedures for identifying and serving the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior.

EVALUATION AND ASSESSMENT:

Of Students:

Student assessments and evaluation serve the primary function of tracking a student's progress and shaping instruction to ensure further progress. These are important tools to guide decision-making in order to provide meaningful and appropriate education. Parents are given numerous opportunities for conferences. Daily communication between parent and school via the student's homework folders is also a component of assessment and evaluation.

(6) Mechanisms for assessing the needs of disruptive and disorderly students and students who are at risk of academic failure, and providing them with services to assist them in achieving academically and in modifying their behavior, and removing them from the classroom when necessary.

DIAGNOSTIC TESTING: On occasion the staff of the school sees a need for a student to be assessed by professionals outside the school. This may occur when teachers observe behaviors that raise questions about the presence of a developmental delay, learning difference or other special need. The purpose of such assessment is to provide teachers and parents with the information needed to meet that student's learning needs.

With parental permission, the Head of School will arrange diagnostic testing with a licensed contracted professional. Testing results will be discussed with the parents and appropriate educational modifications will be made. Parents may arrange for private observation or testing with the school's permission.

- (7) Measurable objectives for improving school safety and order.

Each month the school Head of School shall report incidents involving student safety and order to the Board of Directors. The Board of Directors shall review the actions taken and if it is deemed that any changes in school policy need to take place the board will make the needed changes. If it is deemed that school procedure is ineffective, the board will ask that the Head of School (with input from teachers) review, analyze and revise the current procedure to improve safety and order.

- (8) Measures of the effectiveness of efforts to assist students at risk of academic failure or of engaging in disorderly or disruptive behavior. The measures shall include an analysis of the effectiveness of procedures adopted under G.S. 115C-105.48 for students referred to alternative schools and alternative learning programs.

The Head of School shall be responsible for review and analysis of individual student behavior contracts and plans. The Head of School will meet with the responsible teacher to review or revise plans as needed. If a child has been referred for diagnostic testing by a professional, the Head of School (or her designee) the child's regular classroom teacher, an exceptional children's specialist and the parent shall review the testing results and be a part of the team which will determine the appropriate plan for the child.

- (9) Professional development clearly matched to the goals and objectives of the plan.

Annual professional development during the teacher workdays at the beginning of school will be attended by teachers to be made aware of the goals and objectives of the safe schools plan. If a teacher is hired at a different time, or is unable to attend the before school session, he or she will have individual professional development with the Director of Teacher Support regarding the safe school plan.

- (10) A plan to work effectively with local law enforcement officials and court officials to ensure that schools are safe and laws are enforced.

The school Head of School will speak annually or as needed with local law enforcement officials to maintain an open line of communication and insure that the school is safe and laws are being enforced. When appropriate, law enforcement and fire safety officials will be invited to the school to speak to the students about safe behaviors.

- (11) A plan to provide access to information to the school community, parents, and representatives of the local community on the ongoing implementation of the local plan, monitoring of the local plan, and the integration of educational and other services for students into the total school program.

Information regarding school safety will be published and distributed annually to parents and students and board members through the policy handbook.

- (12) The name and role description of the person responsible for implementation of the plan.

Janice Bonham West, Head of School

- (13) Direction to school improvement teams within the local school administrative unit to consider the special conditions at their schools and to incorporate into their school improvement plans the appropriate components of the local plan for:
- a. maintaining safe and orderly schools; and
 - b. addressing the needs of students who are at risk of academic failure or who are disruptive or both.

As a charter school, CEMCS is not required to have standing school improvement teams. We do convene ad hoc leadership committees made of administrators and faculty members, and through which we devise professional development to educate faculty about maintaining a safe and orderly school, and meeting needs of at-risk students

- (13a) A clear statement of the services that will be provided to students who are assigned to an alternative school or an alternative learning program.

As a Charter public school of choice, CEMCS does not maintain an alternative school nor does it assign students to an alternative school. If a student requires homebound instruction due to being suspended or as designated in an individualized education plan, CEMCS provides homebound instruction as needed and required.

- (14) A clear and detailed statement of the planned use of federal, State, and local funds allocated for at-risk students and alternative schools and alternative learning programs.

General operating funds will be used to pay teachers and teaching assistants for after-school tutoring of students at risk of academic failure. Federal funds designated for use with students with disabilities will be used for students with IEPs who are at risk of academic failure. These funds will be expended for salaries and equipment needed for meeting the specific needs of these students.

- (15) Any other information the local board considers necessary or appropriate to implement this Article.

A local board may develop its plan under this section by conducting a comprehensive review of its existing policies, plans, statements, and procedures to determine whether they: (i) are effective; (ii) have been updated to address recent changes in the law; (iii) meet the current needs of each school in the local school administrative unit; and (iv) address the components required to be included in the local plan. The board then may consolidate and supplement any previously developed policies, plans, statements, and procedures that the board determines are effective and updated, meet the current needs of each school, and meet the requirements of this subsection.

Once developed, the board shall submit the local plan to the State Board of Education and shall ensure the plan is available and accessible to parents and the school community. The board shall provide annually to the State Board information that demonstrates how the At-Risk Student Services/Alternative Schools Funding allotment has been used to (i) prevent academic failure or and (ii) promote school safety.

Policy: Harassment and Bullying Policy

Policy 1.1.3

It is the priority of Casa Esperanza Montessori Charter School (“CEMCS”) to provide each and every student at CEMCS with a safe, orderly and caring learning environment. To this end, CEMCS specifically prohibits bullying and harassment under any circumstances.

Harassment means any offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with a student's ability to participate in or benefit from an educational program or activity. Prohibited conduct may include, *but is not limited to*, sexual harassment, abusive jokes, insults, slurs, name-calling, threats, bullying or intimidation.

Harassment of students is prohibited at all levels: between students, between employees and students, or between non-employees and students. Any student who believes that he or she

has been harassed or bullied in violation of this policy should report such behavior immediately to a teacher, counselor or administrator at CEMCS. A school employee who is notified of or otherwise becomes aware of conduct which may violate this policy shall report the matter to the Head of School.

All complaints of harassment shall be promptly and thoroughly investigated by the Head of School and appropriate action shall be taken. The actions taken should be reasonably calculated to end any harassment or bullying, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. Violations shall be deemed serious disciplinary infractions and may include long-term suspension or expulsion.

CEMCS specifically prohibits retaliation against any individual who makes a complaint or reports an incident of harassment or bullying or who participates in an investigation or grievance proceeding initiated under this policy. Such retaliation is against the law and is prohibited by this policy.

If at any time during the investigation the principal receives information alleging the harassment or bullying was based on sex or gender, the school principal shall notify the Title IX Coordinator and any other appropriate person as required by law, by CEMCS policy.

Nothing in this policy precludes CEMCS or the school system from taking disciplinary action against a student where the evidence does not establish harassment but

the conduct otherwise fails to satisfy CEMCS's high expectations for appropriate conduct.

Policy: Visitors to campus

No. 1.1.1

Rationale:

Casa Esperanza Montessori Preschool and Charter School (the "School") will maintain a safe environment for children, staff and visitors. Maintaining a safe environment requires that administration and front office staff know who is visiting campus at any given time, and that visitors to campus can easily be visually identified as visitors.

Definitions: "Visitor" is any person who is not a currently enrolled student, regular school employee, or member of the board of directors. Enrolled students are considered visitors if they are on campus outside of regular school hours.

"Campus" is the school building, parking lot, playground, sidewalks, landscaped areas, or any other parts of premises leased or owned by the school, or any area in which an authorized school activity is occurring, regardless of location.

Policy and procedure:

1. All Visitors will report to the office upon entering the school building and will sign in stating their name, date, time, and purpose for their visit. They will also be required to sign out stating the time they leave the building. A sign-in book will be available at the front desk for this purpose.
2. Visitors will wear a visitor's tag clearly visible on their clothing for the duration of their visit. The visitor's tag will be provided by the school.
3. Administration reserves the right to ask Visitors who arrive at Campus (or) on Campus (or) come to Campus without an appointment to return at a later, prearranged time.

Policy: Disruptive Visitors

No. 1.1.2

Rationale:

Casa Esperanza Montessori Preschool and Charter School will maintain a safe environment for children, staff and Visitors. Maintaining a safe and orderly environment requires knowing what to do when that environment is disrupted. Verbal or physical intimidation of staff, students, administration, board members or other parents within the Casa Esperanza community will not be tolerated.

Definition:

“Disruptive Behavior” is defined as acting in a manner that interrupts the process of learning on Campus, restricts the movement of any person or group on Campus, or serves to verbally or physically intimidate any member of the School community, including staff, students, administration, board members or other parents.

Policy and Procedure:

1. Visitors exhibiting Disruptive Behavior may be asked to leave Campus.
2. If visitors refuse to leave Campus after a verbal request has been made, staff will phone the police for assistance.
3. Visitors who have exhibited two or more instances of Disruptive Behavior may be asked to notify the School 24 hours before arriving on Campus or may be permanently barred from Campus.
4. If the police are called to assist the School with Disruptive Behavior, the individual exhibiting the Disruptive Behavior may be permanently barred from Campus.
5. Visitors asked to notify the School before arriving or who are permanently barred from Campus will be notified of this status via certified mail.
6. The School may seek a restraining order against visitors who still attempt to come to Campus in defiance of the request made via certified letter.

Guidelines for Student Retention

In conferences with parents, teachers should be clear and consistent in their language that retention is a possibility. Retention can occur regardless of whether or not a child has an IEP. The decision to retain is solely the responsibility of the Head of School.

Guidelines for Kindergarten Student Retention

Teachers should consider retention for a K student if the student is unable to identify letter sounds and basic blends like “st, bl, fr” by the end of the second quarter, and is unable decode basic two and three letter words like “an, at, cat, fun” by the end of the school year.

EC Services for Retained Kindergarten Students

Retained kindergarten students are eligible for some of the services normally reserved for regular education (RE) students in Lower Elementary (LE) and Upper Elementary (UE). For example, if indicated, retained Kindergarten students will be included in the LE direct-instruction reading group beginning at the start of their second Kindergarten school year and continuing as long as is needed.

These students will also be eligible for full psychoeducational evaluation (if needed) in the second semester of their second year in Kindergarten, when they are 6 ½ years of age or older. If evaluation results indicate, these students will receive the full array of EC services.

Guidelines for Elementary Student Retention

Grade Level Retention Considerations

Retention of students is an option for students at any grade level who are performing below established targets after intensive interventions. Research does not support retention of students (at any grade level) as an appropriate intervention. Accordingly, retention should be considered only after the following factors have been considered and documented:

- Performing significantly below established targets in at least two of the three content areas of reading, writing, and math
- Evidence of insufficient academic growth
- Chronological age of student
- Language proficiency
- Special Education
- Attendance record/truancy
- Transience
- Previous grade retention

Placement in the next grade level **shall not** be solely contingent upon completion of summer sessions.

LEP Students

Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations. Retention of any Limited English Proficient (LEP) student or exited LEP student must include consultation with the Language Studies Coordinator and Head of School prior to the recommendation for retention being made to parents.

Exceptional Children

Consideration of retention for students with an Individualized Education Plan (IEP) for exceptional needs must follow the flowchart in Appendix A.

Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year a retention occurs, retention procedures must be followed.

Intervention

Intervention must occur before retention decisions are made. The parent/guardian must be notified of the recommendation for intervention. Each student who is considered a candidate for retention must first be referred before the winter holiday to a Student Support Team or similar body for intervention recommendations. Intervention may include but is not limited to the following: in-class interventions, intersessions, summer school sessions, extended learning opportunities, or other alternative programs. Documentation of the intervention and the effect on achievement is required.

Grade Level Retention Procedures

1. Parent Notification

Parents must be notified if their child is not making adequate progress and is being considered for retention. This notification must appear in writing on the February progress report. Recommended retention comments for various situations are as follows:

I'm not sure your child is going to be promoted next year.
I am concerned about your child's academic progress and its potential effect on your child's grade level placement for the coming year. Please make an appointment with me this month to discuss this concern.

You've already spoken with the parent about the possibility that the child is not going to be ready to be promoted next year.

As discussed in our previous conferences, your child's academic progress (or "social development"—whichever is the reason the child won't be promoted) indicates your child will benefit from repeating a grade level in the 20xx-20xx school year.

You've already met with the parent and have decided retention is in order for next year. Thank you for meeting with me to discuss your child's grade-level retention for the 20xx-20xx school year.

The teacher shall consult with the Head of School and parent in each case concerning possible retention before March 1 of the current year. An interpreter must be provided for parents whose native language is not English. In all cases, parents must remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a **collaborative** recommendation to retain may be made. Final decision to retain is solely the responsibility of the Head of School.

2. Educational Plan

An educational plan is to be developed as part of the retention process. Dated continuums in reading, writing, English Second Language (if appropriate), and mathematics must be completed for every student being considered for retention. Dated areas are those in which the student demonstrates proficiency on a consistent basis. The continuum is to be used to identify appropriate learning goals for the student, i.e., those behaviors that are not yet dated. The dated continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

3. Retention Folder

- A retention folder is to be implemented when both parent and Head of School have been consulted before February 1 of the current school year.
- Interventions, which must have occurred prior to the recommendation for retention, must be documented by the classroom teacher on the Student Information page of the retention folder.
- The Conference Log on the retention folder must be maintained by the classroom teacher with anecdotal notes.
- The Student Retention Procedure Checklist is to be **dated** as items are completed.
- The signed Elementary Retention Parent Signature Form must be included in the retention folder.

a. Data Gathering Instruments

The following data must be recorded on the Student Information page of the retention folder:

- 1) Assessment data as appropriate to grade level
 - Running Records and Retelling Levels
 - Math Assessment
 - Writing Assessment
 - Other assessments
 - Light's Retention Scale
- 2) Report card scores and comments
- 3) Samples of representative work as compared with proficient work at the same grade level
- 4) Written summary of student's strengths and weaknesses
- 5) Other important information

b. Location and Storage of Records

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder should be stored in the school record archives throughout the following academic year, and then discarded. Should the student move, the retention folder should accompany the cumulative file.

4. Retention List

A list of all students being considered for retention must be sent to the Head of School by February 1. The list will include:

- student name
- birth date
- current and previous classroom assignments
- current grade level
- primary reason for retention

Revised March 2007

Student Retention Procedure Checklist

Elementary Retention Folder

Student Information

- | | |
|--------------------|---|
| _____ Student Name | _____ Teacher |
| _____ Student ID # | _____ Retention Recommended for grade level |
| _____ Birth date | _____ Retention Recommended for school year |
| _____ School Name | |
| _____ Grade level | |

Parent Information

- | | |
|-------------------------|--------------------------------|
| _____ Parent(s) | _____ Home/work phone number |
| _____ Parent(s) address | _____ Parent email address(es) |

Health Checklist List

- | | |
|--|---|
| _____ Vision Screening Results | _____ Speech/Language Screening Results |
| _____ Hearing Screening Results | _____ Other Screening Results |
| _____ Documentation of Major Health Problems | |

Interventions

- _____ Log of interventions tried, including date implemented

Assessment Data (Results as appropriate to grade level on:)

- _____ Running Record/Retelling Assessment
- _____ Math Assessment
- _____ Writing Assessment
- _____ Other secured assessments
- _____ Idea Proficiency Test (IPT)
- _____ Light's Retention Scale
- _____ Other assessments
- _____ Report card scores and comments

Appendix

Student Portfolio

- _____ Samples of representative work in all skill areas (reading, writing, math) as compared with proficient work at the same grade level
- _____ Written summary of student's strengths and weaknesses
- _____ Other important information

Revised March 2007

Elementary Retention Parent Signature Form

Dear Parent/Guardian,

Your student _____ has been recommended
for grade level retention in grade _____ in school year 20xx-20xx.

Please complete either number 1 or number 2 below and return this form to the school office.

1. I agree and support the retention of my child for the coming school year. I do not wish to appeal this retention recommendation.

Parent/Guardian Signature

Date

2. At this point in time, I do not agree or support the grade-level retention of my child for the coming school year because

I wish to appeal. My reasons for appealing are stated above.

I have been provided a copy of the time line and appeal process.

Parent/Guardian Signature

Date

Head of School Signature

Date

Teacher Signature

Date

This student has an Individualized Education Plan (IEP): ____ Yes ____ No

If forwarded for appeal, attach a copy of the student's current progress report in reading, writing, LEP information (if appropriate), and math to this form.

Revised March 2007

Elementary Retention/Appeal Time Line

Action Deadline: Prior to

February 1: Recommendation for grade level retention

March 1: Teacher(s) make a recommendation to the Head of School for grade level retention of the student. Then the teacher notifies the parent/guardian of the possible retention in the comments section of the second quarter progress report.

March 1: Parent agrees, submits signed form. If the parent agrees with the recommendation for retention, the parent signs the parent signature form and the student is retained in the current grade level.

April 1: Parent disagrees, appeals, submits signed form. If the parent/guardian disagrees with the retention recommendation, the parent may choose to appeal. The signed parent signature form must be submitted. The parent must be given a copy of the time line which outlines the appeal process.

April 15: Head of School/designee, parent/guardian, teacher(s) meet. In the case of an appeal, the Head of School/designee will meet with the parent/guardian and teacher(s) within 15 days to review data from the teacher and the parent.

May 1: Head of School makes decision, notifies parent. The Head of School makes a decision and notifies the parent in writing.

May 15: Parent agrees with retention, submits signed form. If the parent agrees with the recommendation for retention, the parent signs the parent signature form and the student is retained in the current grade level.

May 30: If the parent disagrees with the decision, the Head of School shall investigate the appeal. The final decision will be communicated to the parent/guardian within 15 days of receiving the appeal or by June 15.

Revised March 2007

Elementary Student Retention Folder Contents List

1. Conference Log
2. Student Retention Procedure Checklist
3. Names of Students Support Team (SST) members: Parent, Teacher, Specialist, Head of School
4. Assessment data
5. Classroom observation notes
6. Parent/teacher and SST Conference notes Observation notes
7. Informal testing
8. Health check list
9. Identify specific areas of concern
10. Copy of the intervention plan developed and implemented
11. Notes from formal conference with parents

12. Written retention recommendation
13. Head of School approval
14. Parent signature obtained
15. Time line and appeal process given to parents if necessary
16. Appeal documentation if necessary, including:
 - i. date the Head of School/designee met with parent(s) and teacher(s) to review data.
 - ii. names of appeal meeting participants
 - iii. meeting date(s)
 - iv. Head of School's decision (be as specific as possible)
 - v. Head of School signature with date
17. Ongoing monitoring and revision of intervention education plan

Revised March 2007

**CASA ESPERANZA MONTESSORI
SCHOOL RETENTION REPORT
(to be sent with any student records)**

Retention Recommended for School Year:

Student Name:

Date of Birth:

Student ID Number:

Retention for Grade:

Primary Reason for Retention:

Revised March 2007

Section: Educational Practices

Field Trip Guidelines

Please have field trip destination approved by principal before announcing trip to parents or students. Field trips should be planned level wide for the entire school year.

The principal should be notified of the date/time of departure with enough time to schedule her field trip talk with parents. The talk is designed to inform parents of our expectations for adults chaperoning on field trips and should occur the morning the field trip is scheduled to begin.

Teachers should also have a field trip talk with children in their classrooms at least the morning of departure; it's highly recommend you begin talking with them/role-playing scenarios about field trip etiquette daily for a week before leaving on the field trip.

Items teachers should include in the talk for students:

- we don't bring money to use in gift shops
- parents are there as a "gift" to the students so we can all go on field trips; be sure to use your courtesy words and best Montessori manners so everyone can go on the field trip the next time we have one
- if you need to go to the bathroom or feel sick, tell your grownup
- it is your job to know where your grown-up is at all times
- if you get lost, find someone who works at the field trip place to help you
- always keep yourself safe
- indoor voices in cars
- parents will not be buying us food or souvenirs
- even if you don't get to do everything you want to do on the school field trip, you can tell your family about it and they might be able to go back with you another time

For safety, faculty members must collect and distribute the following information:

Given to all parents and the school front office

- Specific addressing information about the physical address (no P.O. boxes, please) and telephone contact information for the field trip location
- A driving map to and from the location
- Cell phone numbers for all teachers and drivers driving on the trip so parents and the school office can contact any driver during the trip
- The school's contact information, including phone numbers and physical address

Given to parents driving students on the trip:

- Specific addressing information about the physical address and telephone contact information for the field trip location
 - A driving map to and from the location
 - Cell phone numbers for all teachers and drivers driving on the trip
 - A copy of the emergency contact form/medical information form for every student they are transporting
 - The school's contact information, including phone numbers and physical address
-

Kept by each Teacher:

- A full set of student emergency contact/medical information forms to keep with her in case she needs to accompany a child to the hospital or in an ambulance

I know you and your students will have a wonderful day on Monday, and I look forward to hearing how the trip went upon your return!

Section: Educational Practices

Student Support Team (SST)

In the Beginning: There was a child who was having problems in his *Regular Education (RE)* class. The RE teacher did not know what to do, so she made a referral to the *Student Support Team (SST)*. There are forms (of course) for this process called RE forms. The parent can also request a referral to SST in writing. The school does not need permission from a parent to refer a student to SST, but the parent is informed.

SST is made up of the RE teacher of the student, other RE teachers and an administrator at the school. SST meets at predetermined times each month, and the RE folks review the referral made by the teacher. The forms include school records, strengths, weaknesses, reason for referral, and interventions that have been tried to alleviate the problem (whether it be learning or behavioral). The SST comes up with some interventions for the RE teacher to try in the class. A member of the SST will also come and observe the student in the classroom. At the end of the SST process, the committee meets with the parents to discuss their findings and their recommendations. If the interventions appeared to work, or the committee for some reason does not feel the student's problems are serious enough where he would qualify for Special Education (aka Exceptional Children -- *EC*) services, the process ends with the SST report. If, however, *after at least a few months* (often more, but sometimes less in extreme circumstances) of trying interventions, the student's problem has not improved and the SST suspects the student might qualify for EC services, a referral is made to the EC department for further investigation.

For all SSTs, please follow this process:

Classroom teachers get:

Pink folder from SST Coordinator. It contains all the RE forms you will need. The teacher should fill these papers out before the meeting.

Classroom teachers bring to meetings:

work samples in every academic area, not just the area a child has difficulty in
most recent progress report
any behavioral data kept on child

Teachers who come to SST meetings without pink folder with completed paperwork, work samples, and progress reports will be asked at the beginning of the meeting by the LEA to go and get the information while everyone else in the meeting waits on you. *(not good)*

Teachers lead the SST meetings. LEAs are there to listen, take notes, and offer any OUTSIDE insight or ideas. They can also help get meeting back on track if a parent digresses too much..."I remember when I was in school blah blah blah..."

LEA is a facilitator, not the person who runs the meeting. The teacher must do this as the professional most familiar with the student and the family.

OUTLINE OF TYPICAL SST MEETING

1. **Introductions**

2. **Teacher reviews** present level of academic performance, using work samples to demonstrate current level

3. **Teacher reviews** teacher-Completed RE (regular education) paperwork forms. This review should include information about last progress report, any behavior/academic support and interventions already in place

4. **Teacher engages** in conversation about possible future interventions with parents. LEA listens, takes notes, keeps meeting on track.

5. **Teacher outlines** three potential outcomes of discussion:

- team decides to continue with current interventions but not refer for further evaluation
- team decides to implement new interventions and not refer for evaluation at this time
- team decides to refer for evaluation at this time

6. If team decides to continue with current interventions but not refer for further evaluation, team sets new meeting date to evaluate effectiveness of current interventions.

If team decides to implement new interventions and not refer for evaluation at this time, team sets new meeting date to evaluate effectiveness of new interventions.

If team decides to refer for evaluation at this time, IEP meeting is scheduled. If all members for IEP meeting are present and willing, the IEP meeting may occur at this point in the SST process. An EC teacher must be present at every initial IEP meeting to explain the IEP/EC process to all SST members.

Section: Educational Practices

Exceptional Children IEP Process

The DEC Process

Six different *DEC* (Department of Exceptional Children) forms must be filled out and signed by an RE teacher, an EC teacher, an LEA (Local Education Agency representative – typically a school administrator) and usually the parent before a child is eligible for EC services. This group makes up a team/committee that will eventually decide if a child is eligible and will receive services. If the parent is not involved in every step of the EC process, the school needs to document that at least two attempts (one written) were made to contact the parent in an effort to have their input at the meeting. The school can go forth with this process without parental approval, but these cases can get ugly in court, so the schools tend to bow to the parents wishes except under extreme circumstances.

DEC 1: *The Exceptional Children's Referral* lists strengths and needs of the child. When the team meets to discuss strengths and needs, they make the determination as to whether educational testing is needed to determine EC eligibility. If the group agrees, they have 60 days to decide if the student is eligible for EC services or not and 90 days to begin services (if eligible).

DEC 2: *Permission to Test.* The parent/guardian must sign this form in order for any psychological, educational or Speech/Language testing to occur. Typically signed at the same meeting as the DEC 1.

DEC 3: *Summary of Results.* This form should be attached to any professional testing that has occurred. On Page 2 of this form, the committee looks at the results of the testing and determines whether or not the child meets the eligibility standards according to the state. The child must meet these eligibility standards under at least one EC label (e.g.: Specific Learning Disabled, Behaviorally-Emotionally Disabled, Mentally Disabled, Speech/Language Impaired, Autistic,

Other Health Impaired, plus a few others). Each label comes with its own set of standards (as well as some extra paperwork specific to that label). If the child is eligible under at least one, and the committee agrees, that child is given an EC label specific to his needs. If it's more than one, the committee takes the label of the disability that is most impacting learning (in theory anyway). Once the student is determined to be eligible, the committee has 30 days to place the child and begin implementing EC services.

DEC 4: *The IEP (Individualized Education Plan):* Every child who receives EC services must have one of these. **It's good for a maximum of one year only.** It is a Federal document. If a school does not deliver the services laid out in this plan, the folks responsible can be, and often are, fired. Page 1 restates the EC label plus a few other generalities. Page 2 lists the annual goals for the student and short-term objectives the team wants the student to achieve (they must pertain to the disability). Page 3 lists modifications for the classroom and for testing. This page also lists related services (e.g.: speech, counseling, special transportation, occupational therapy), as well as the amount of time an EC teacher will spend with the student and where it will be (e.g.: 30 minutes per day, 5 days per week, in the EC resource room). Page 4 categorizes the level of service a student is receiving according to the amount of time they are getting with the EC teacher (e.g.: regular, resource, separate). This page also must state how parents will be informed of progress by the school and give a reason why the student will be removed from his/her disabled peers during any part of the day (if that is to happen). Page 4 is where all members of the team must sign.

Appendix

DEC 5: Action Page. This form states bluntly to the committee what services the child will be receiving, what label the child will receive, and any related services. Page 2 asks what other options have been considered and rejected and the reasons for rejecting these options. It must be signed by all members.

DEC 6: Permission to Place. Parent/Guardian must sign this form to give permission for their child to receive EC services.

DEC 7: Reevaluation. After a maximum of **three years** of receiving EC services, the committee must meet to determine if the child is still eligible for services. The child does not have to be re-tested as part of this process. The committee can look at grades, behavioral records, and other information to determine if the child still needs services to succeed in school. If the committee agrees, the child can be eligible for another three years. Reevaluations often occur within that time period if parent or professional feel that something has changed.

For a child to be eligible to receive services, at least the first six DEC forms must be signed by EC, RE, LEA and parent. If parent has not signed all, the school must prove that it made at least two attempts (one written) to get in touch and the parent made no effort to respond.

EMPLOYEE HANDBOOK: APPENDIX

Report of Jury Duty Pay

Employee Name: _____ Date: _____

Employee Location: _____ Employee ID#: _____

To: Payroll

I was out of the office on jury duty from _____ to _____, or (if you did not serve on consecutive days) on these dates:

_____.

This is a copy of my jury duty pay statement. I understand that, although Casa Esperanza Montessori Dual-Language Preschool and Charter School's benefits program includes pay continuation during jury duty, the additional money I earn while performing jury duty must be paid to Casa Esperanza Montessori Dual-Language Preschool and Charter School. I understand, therefore, that my jury duty pay—pay only, not the transportation allowance—

Check one:

Will be subtracted from a future paycheck

OR

Will be endorsing and paid directly to Casa Esperanza Montessori Dual-Language Preschool and Charter School.

Signed: _____

Certificate of Entrance into Military Service

[To be filed with human resources department]

This is to certify that [insert employee name] who is employed as [insert title] at a salary rate of \$ [insert \$ amount] in the department of [insert department name] is entering military service effective [insert effective date].

This position is:

- Unclassified
- Exempt
- Nonexempt

If employee is employed on a seasonal, temporary, or provisional basis, indicate:

- Seasonal
- Temporary
- Provisional

Date employment commenced [insert date]/Date employment would have terminated, had such employee not entered military service [insert date].

Signature

Date

Certificate of Return from Military Service

[To be filed with human resources department]

This is to certify that [employee's name] _____ has requested to return from military service to his or her position of _____ in the Department of _____, at a salary rate of \$ _____.

Date of entry into service: _____

Date of discharge: _____

[Attach copy of discharge]

This position has been filled on a substitute basis by _____.

This position has been vacant pending return of incumbent.

Employee had permanent status in the following job class:

Competitive

Noncompetitive

Labor

Employee was temporarily or provisionally employed.

Signature

Date

Application for Re-employment Following Military Leave

(To be submitted no later than _____ days [depending on length of military leave] following completion of military service.)

Date: _____

Name: _____

Applying for (position): _____

To Human Resource Department:

Please accept this application as my application to return to the position listed above as soon as possible. Attached is documentation verifying my dates of leave for _____ (division of military service) and my honorable discharge.

Employee Signature

FOR OFFICE USE ONLY

Date Received: _____

Approved: Date of re-employment: _____

Denied:

Reason for denial:

By: _____