



2011-2012 School Year Parent Information Handbook

Mission:

Casa Esperanza Montessori, a public charter school and private preschool, uses Montessori philosophy and pedagogy in an English-Spanish dual language environment. The Casa Esperanza community of families, educators and dedicated volunteers actively fosters enthusiasm for learning, independence, individual academic progress, cultural awareness, and social and emotional well-being.

Casa Esperanza Montessori does not discriminate against any student on the basis of ethnicity, national origin, gender, sexual preference, or disability. Except as provided by law or the mission of the school as set out in the charter, the school shall not limit admission on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Si usted prefiere recibir esta información en español, por favor comuníquese con la oficina

2600 Sumner Boulevard
Suite 130
Raleigh, NC 27616

Web: www.cemcs.org
Email: cemcs@cemcs.org
Tel: 919.855.9811

Welcome to Casa Esperanza Dual-Language Montessori, home of the Esperanza Estrellas!

Volunteer Casa Esperanza faculty and staff are dedicated to working cooperatively with each other, parents, and the community to provide the most appropriate services and programs to the students of our school. Research overwhelmingly shows that parent and family involvement in education is a key factor to success. Therefore, we strongly encourage you to be an integral part of our school community. Participating in the P.F.A., volunteering in the school, communicating with your child's teacher, encouraging and assisting your child with school work and homework, and assisting with the Board of Directors are just a few of the many ways we can work cooperatively to benefit the students of Casa Esperanza Dual-Language Montessori School.

Culture Our goal is to continue to facilitate a challenging, cooperative, caring, small-school culture. Providing a challenging environment means meeting the individual needs of every student in our school. It also means providing access to a rigorous curriculum that requires students to problem solve and use critical thinking process skills to tackle and solve real-life, relevant problems. Our staff will spend valuable time getting to know the students' strengths, needs, and interests to better meet their individual academic and social needs. Finally, we are committed to a caring school culture where students, staff, families and community are all welcomed, feel safe, and are respected. You'll hear a lot about peace, respect, and spiritual development, all of which comprise grace and courtesy --the Montessori character development program. Please encourage your child(ren) to aspire to conduct themselves in accordance with positive values in order for our school climate to continue to be safe and healthy. Because we are bringing parts of many area school populations together into one school community, it will be important that we all work together to create the Casa Esperanza Montessori culture and climate. Our vision statement will help guide our efforts.

Communication Throughout the school year, you can expect newsletters through the Family Folder mail, as well as updates to our website www.cemcs.org regarding important dates, progress on our building, and general information about our school. **The website calendar is the most up-to-date source of school wide events.** Should you have any questions, suggestions, or concerns, please call us at 919-855-9811. We can also be reached via e-mail at cemcs@cemcs.org.

Montessori We use Montessori pedagogy and philosophy to deliver our curriculum, the North Carolina Standard Course of Study. We are excited and eager about the wonderful possibilities that lie ahead as we prepare to welcome students, families, and the whole school community to a new school year at Casa Esperanza Montessori Charter School.

Table of Contents

WELCOME	
Introduction.....	2
Table of Contents	3
PROGRAMS.....	6
Montessori	
Dual Language	
Spanish Enrichment	
Immersion	
Children’s House	
Elementary	
Parent and Family Education	
Casa Community	
CHILDCARE.....	9
School-Year Childcare: Early Morning and Late Afternoon	
Intersession Childcare Programs	
ADMISSIONS.....	12
Charter	
Preschool	
Rolling Admissions	
Visiting the School	
Information Tours	
Public Open Houses	
Class Placement	
Changes in Address	
COMMUNICATION.....	14
Regular Communication between Home and School	
Classroom Observations for Parents	

PRACTICALITIES.....	15
First Day of School	
Uniform Policy	
Indoor Shoes	
Food	
Lunch guidelines	
Forgotten lunches	
Snack guidelines	
Birthdays and Birthday Food	
Personal Hygiene	
Carpool	
Inclement Weather	
Student Internet Access	
Student Checkout Procedures	
Visitors to the School	
Classroom Messages and Interruptions	
Field Trips	
Materials Replacement Policy	
PARENTS.....	19
Parent Faculty Association (PFA)	
Volunteers	
Curriculum Consortium	
Concerns	
ATTENDANCE.....	20
Absence	
Tardiness	
Promotion/Retention	
HEALTH.....	23
Kindergarten Health Record	
Absence Due to Illness	
Medication Administration	
First Aid Emergencies	
Head Lice	
Meningitis Facts	
Flu Facts	
Genital Human Papilloma Virus	

FINANCES	31
Parent Responsibilities to School Financial Support***	
Attendance and Funding	
ACADEMIC PROGRESS	32
Homework	
When Will My Child Be Assigned Homework from School?	
What are Other Types of Homework?	
Transitioning from Montessori Homework	
Assessment	
Observation	
Qualitative Evaluation Tools	
Objective Assessment Instruments	
Student Self-Assessment/Peer Assessment	
Bimonthly Student/Teacher Conferences	
Standardized Assessments	
Conferences and Reports of Efforts to Date	
End of Grade Tests	
Promotion/Retention	
STUDENT RECORDS	36
BOARD OF DIRECTORS	39
DISCIPLINE	40
Disciplinary Guidelines	
Respectful Student Behaviors	
The Classroom Teacher and Discipline	
Serious Violations & Interventions	
When Significant Respect Violations Occur	
ADDENDA	42
Addendum A: Uniform Policy	
Addendum B: Carpool Guidelines and Map	
Addendum C: General Grievance Policy	
Addendum D: Homework Position Statement	
Addendum E: Excerpts from Safe Schools Plan and Policies: Suspension and Expulsion, Harassment and Bullying, Visitors to Campus, Disruptive Visitors	
Addendum F: Head Lice Narrative from Board of Directors and Policy	
Addendum G: Parent Involvement Policy	
Addendum H: AHERA Management Plan	
Addendum I: End of Grade Test Policy	
IN APPRECIATION	64

PROGRAMS

Montessori

Maria Montessori began her first “Casa dei Bambini” (Children’s House) in Italy in the slums of San Lorenzo in 1906. Since then, her philosophy and method have spread throughout the world, always adapting to changing times and circumstances as we retain observation as a central discipline in guiding classroom practice.

In a Montessori classroom, the teacher serves as guide, presenting a variety of materials and activities to students. As a professional educator, the teacher is also a student of the nature of children. The Montessori "guide" provides activities appropriate to children's needs, guiding students toward mastery of themselves and their environment. Using a variety of tools, the Montessori trained teacher assesses the progress of each individual child.

In the carefully prepared Montessori environment, children direct their own work by touching, manipulating, and experimenting with materials that are self-teaching and self-correcting. They develop physically, intellectually and socially. In the classroom, children are free to work independently or with others, to move about, to speak, to help others, and to seek help from adults or classmates.

A work cycle of three hours allows children adequate time to become involved in their work-- to observe and then become significantly engaged in an activity. At Casa we respect this three-hour work cycle as much as is possible. This means the students and the educator work in unison during the work cycle. Dr. Montessori also developed specific "Lessons of Grace and Courtesy," which appeal to children's interests in relationships and help them develop valuable social skills.

Language Studies

The conviction that learning more than one language is important for every child guides Casa Esperanza's commitment to a language studies program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society. We currently use two approaches to teaching children in Spanish and English. One is Spanish enrichment and the other Two-way Immersion.

Spanish Enrichment

In our Spanish enrichment program, children receive frequent daily exposure to the Spanish language. They have a Spanish-speaking adult in the classroom for a significant portion of the day. This teacher or assistant will give classroom instructions, teach Spanish classes and provide support for the child’s work in all classroom areas, using Spanish as much as possible.

Immersion

This year we have Spanish immersion education in two of our Children's House classrooms, three of our Lower Elementary classrooms, two Upper Elementary classrooms and one Middle Grades class. The program currently serves students in PreK-Grade 7 classrooms.

Children's House

Casa Esperanza Montessori's children's house classes for 3-6 year olds include the child's Kindergarten year. Opportunities for both individualized learning and large group experiences occur naturally in this multi-age setting. The wide variety of activities nourishes self-confidence, concentration, cooperation and respect for others.

Our private preschool classes are full day and half day, five days a week and require payment of tuition. Our public, charter kindergarten children attend a full school day from 8:05 a.m. to 3:00 p.m., five days a week and are tuition free.

Elementary

Our immersion classes feature hands-on materials and multi-age grouping to maximize child-initiated learning and ensure a successful school experience. A stimulating, enriching curriculum emphasizing academic core subjects, independence and organizational skills is supplemented by a variety of cultural subjects, including a curriculum consortium of foreign language, fine arts, and movement education. Our elementary children attend a full school day from 8:05 to 3:00 p.m., five days a week.

Middle Grades

Middle Grades at Casa are comprised of both Enrichment and Spanish Immersion students in the seventh and eighth grades. The Montessori experience continues in these years through independent work, partner and group activities, project-based experiences, community service, and apprenticeships that prepare students for adult life. The core curriculum includes math, science, humanities (an integration of language arts and social studies), physical education, technology, and Spanish. Students also participate in advisory and learn how to organize work and manage time effectively, both critical skills for the Montessori student. The Middle Grades classroom is both a peaceful place and a passionate place where students can safely explore the transition from childhood to young adulthood.

Casa Community

Once a month throughout the school year, students and faculty members come together for the Casa Community meeting. This meeting is an opportunity to explore the child's role as a member of the Casa Esperanza multiage community, and how that role extends out to the child's family and the local and global communities. Other Casa Community activities may include passing the "spark of friendship," honoring monthly birthdays for the entire school, and sharing in class or student performances.

Parent and Family Education

During the school year, Casa parents offer language classes at school for those parents who would like to learn Spanish. These classes are by subscription; fees are paid in advance for an entire session. Details about specific classes will be distributed at the beginning of each program term during the class enrollment period.

Casa Esperanza also offers frequent parent education and family opportunities at school. Adult education opportunities include programs about our school community, individual classroom information nights, Montessori education, standardized testing, and dual language. Some of our family education events include: Family Literacy Nights Math/Science Extravaganza, Spanish Showcase, the Classroom Cultural Showcases, and the Fiesta de las Familias each spring.

CHILDCARE

We offer early morning care, afterschool care, intersession programming, and summer camp programming for students in PreK-Grade 8. Please check the childcare page of our school website at http://www.cemcs.org/Programs/index_html#Childcare, or with the school office for more information about these fee-based programs.

All aspects of the school-day discipline, behavior, and health policies are in-force during all childcare programming. Please refer to the sections of this handbook which more fully address these topics.

ADMISSION

Admissions to all programs are on a 'first come-first served' basis. Applications for all programs are available at the front office. Completed applications and fees or deposits must be returned to the business office to guarantee a child's spot in the program. An additional fee of \$1 per minute will be due immediately when a parent picks a child up late.

SNACK and ALLERGY INFORMATION

Please indicate any food allergies on enrollment form. Some of the snacks and projects include nut or legume products. We will have a list of children with allergies for reference in each classroom and may ask you to provide appropriate snacks to meet your child's need.

HOW TO REACH US IN CASE OF EMERGENCY

If you need to reach someone in the childcare program during childcare hours, please call 919-855-9811. In the event an emergency prevents you from picking up your child by the 6:00 pm deadline, please call. An additional fee of \$1 per minute will be due immediately when a parent picks a child up late.

WITHDRAWALS

Parent initiated withdrawals require a 30 day notice in writing.

Casa Esperanza reserves the right to dismiss any child for the remainder of the day or for the remainder of the session who poses a disciplinary problem that cannot be resolved through redirection or reminders. The Childcare Program Director's decisions are final.

SCHOOL YEAR CHILDCARE PROGRAM INFORMATION

For their safety, please sign your children in and out when dropping them off and picking them up.

PreK-Grade 8, Before School 7:30 am -8:05 am

Doors open at 7:30 am; please sign your child in when they are dropped off. Children are escorted to the front door at 8:05 am to enter school in the same manner as all children at Casa. This is a quiet, mixed-age environment designed to gently ease students into their school day. No food is provided, but children may bring a healthy breakfast from home to eat and finish before 8:00 am.

Pre-K program, Mid-day 12:30 pm-3:30 pm

Mid-day care begins at 12:30 pm when preschoolers are released from their classrooms and ends at 3:30. Children are escorted by their classroom teachers to the after school room and signed in. Shortly after arriving at the after school room there will be a transition to a required nap or rest time. Casa will provide each student with his or her own nap mat, but we ask parents to provide their child with a king size pillowcase to cover the mat.

WHAT TO BRING: (all labeled with child's name)

Change of clothes in case of accident

King size pillow case for nap mat

Healthy lunch

Water Bottle

PreK-Grade 8, After School 3:30-6:00 pm

This program has planned lessons and activities to both entertain and enrich the children attending. Limited homework support is offered during this program as well for students in Grades 1-8. We also offer children suggested center based activities. A healthy afternoon snack will be provided; examples of a healthy snack are carrots, crackers with cheese, fruit, granola, etc. If your child has food allergies you may choose to provide snacks specific to your child's dietary needs.

INTERSESSION PROGRAM INFORMATION

Program hours are from 8:00 a.m. – 6:00 p.m. For their safety, please sign your children in and out when dropping them off and picking them up.

Food

- Parents provide morning snack
- Lunch is not provided; please provide your child with a healthy lunch.
- A healthy afternoon snack will be provided; examples of a healthy snack are carrots, crackers with cheese, fruit, granola, etc.
- If your child has food allergies you must provide snacks specific to your child's dietary needs.

Pre-K-Kindergarten Intersession:

This program has age appropriate planned lessons and activities to both entertain and enrich the children attending. We also offer child-suggested, center-based activities. After lunch children will transition to a required nap or rest time. Students do not need to wear school uniforms to this program.

WHAT TO BRING: (labeled with child's name)

Change of clothes (we play hard!)

Morning Snack (and afternoon snack if your child has special dietary needs)

Lunch

Water Bottle

King Size Pillowcase to cover rest- mat

Grades 1-8 Intersession Program:

This weeklong session program is theme-based activities. Students do not need to wear school uniforms to this program.

WHAT TO BRING: (labeled with child's name)

Change of clothes (we play hard!)

Morning Snack (and afternoon snack if your child has special dietary needs)

Lunch

Water Bottle

ADMISSIONS

Charter

Under our state charter, enrollment is open to all residents of the state of North Carolina attending kindergarten through grade six. We accept applications throughout the school year. Families interested in the school should plan to attend a tour and information session before submitting an application. Each year we run our lottery. In this lottery, each application we have received for the following school year is randomly assigned a three-digit number by computer. Spaces in each grade level are then assigned in numerical order. Preference for admission is offered to siblings of children already enrolled at Casa Esperanza and for children of Casa Esperanza faculty. Anyone who does not immediately gain placement will be offered the opportunity to be placed on the waiting list. Applications received after the lottery has been run are placed on the waiting list in order of receipt. Charter spaces are then offered as they become available. ALL children must have a current application on file in order to be placed on the waiting list for admission.

Preschool

Admissions are based on availability. To apply, return the application form and non-refundable application fee to the school office. At that time, we request that you make an appointment to observe a classroom and interview with a Director or Directress. Your child may be also invited to visit a classroom. Upon admission, sign an enrollment contract and return it with the Advance Tuition Deposit. (Please see preschool information addendum.) Because of state law regarding charter schools, **attendance in Children's House as a preschooler confers no preference for admission to the Charter-funded kindergarten or elementary programs.** In accordance with Charter School law, all children of kindergarten age must receive an enrollment spot through the lottery process in order to continue attendance.

Rolling Admissions

We invite students from our waiting list to enroll as spaces become available throughout the year. Separate applications must be submitted for inclusion on both the current school year's waiting list AND inclusion in the coming school year's lottery, which takes place in March each year.

Visiting the School

Information Tours

If you are reading this handbook, you already have a child enrolled at Casa. We have found, however, that the majority of families come to Casa through word-of-mouth referral. Therefore, please pass this information on to anyone you know who may be interested in visiting Casa.

The best way for adults to decide whether a school is right for their child's education is to visit, see the classrooms in action, meet the school staff, and ask a lot of questions. At Casa we not only understand this--we encourage it! Adult visitors are invited to join us for an **adults-only** *Information Tour* to learn more about the Montessori curriculum, how our classrooms operate, and seek answers to questions. Tours are not available at the beginning of the year or at the end of the school year, as we find that this disrupts the classroom balance for the children. If you intend to apply, please be certain to tour the school in advance.

NOTE: Attendance at an Information Tour is required for anyone interested in submitting an application to our school. Tour reservations can be made through the front office. Tours are available in English and in Spanish by request, with more tours being held in the month preceding our lottery.

Public Open Houses

Public open house meetings will be held at Casa annually. This open house is open to anyone interested in learning more about Casa. No reservations are needed. Open House will be on **February 3rd, 2012** from 1:00 – 4:00 pm.

Class Placement

A number of variables are considered for student class placement, including overall class make-up, previous school experiences, and individual student needs. While parents are welcome to submit written class placement requests to the front office, final determination for class assignment rests with the Head of School.

Changes in Address

It is very important, especially when a student becomes ill or is injured, that the school have current addresses and phone numbers in order that parents can be contacted. Please be sure to notify the school of changes of home address, phone number, and place of employment, day care, or emergency numbers.

“Free the child's potential, and you will transform him into the world”—Maria Montessori

Communication

Regular communication between Home and School

Thank you for regularly accessing the communication venues provided by Casa for parents. The parent-school partnership is an essential component of successful learning.

Classroom Newsletters: Your child's teacher will e-mail a monthly newsletter with details about specific classroom activities. This newsletter will also contain important school-wide dates, activities and upcoming events. This information will also be included in the classroom folder on the school's website www.cemcs.org under Newsletters.

Family Folders: Please encourage your children to bring their Family Folders home, and take the time to read the contents of this vital link in our communication system.

School Website: The school maintains a regularly updated website www.cemcs.org that includes an events calendar and other important information, including information regarding school closings due to inclement weather.

Carpool Signage: Reminders are often posted on signs in the carpool lines.

Parent-Teacher Conferences: Your child's teacher focuses intently on children during the school day; every faculty member appreciates the opportunity to meet with you at a mutually convenient, scheduled time to discuss your child's progress. The attendance and involvement of all parents at conferences is beneficial to a child's development.

Parent Information Nights/Events/Education: Monthly information nights and events take place to help you learn more about Casa, your child's experience in his/her specific classroom, parenting, dual language, and Montessori philosophy and education.

Classroom Observations for Parents

All parents are encouraged to observe their child in class with a pre-arranged appointment to do so. Please schedule an observation time anytime after August and before the first week of May. Please pick up observation guidelines and a visitor's pass at the office prior to the observation.

“We cannot create observers by saying "observe," but by giving them the power and the means for this observation and these means are procured through education of the senses”—Maria Montessori

PRACTICALITIES

First Day of School

Montessori education encourages children to be independent. After the first two or three days of school, we encourage you to allow your child to walk back to the classroom after saying good-bye to you in the carpool line or at the front lobby of the school building. Your child will see many other children, even three-year-olds, doing exactly the same thing. If you think your child may be concerned about separating from you, we suggest you tell your child ahead of time “One kiss, one hug, I know you’ll make it a great day at school today! Good-bye; I’ll see you at 3:00.”

While it is important for children to say good-bye to their parents, it is equally important that the parent be firm, say good-bye, and then walk out of view of the child. You are of course welcome to wait around the corner out of sight until your child has gone back to class; you are also invited on the first day to call the front office to check on your child’s progress adjusting during the day.

Uniform policy

It is essential that children follow the dress code. Clothing, shoes, lunchboxes and book bags should contain no characters or designer logos. Please label each item of clothing your child brings to school. It can be virtually impossible to determine to which child an unlabeled, navy blue sweater belongs. We do not use umbrellas at school; please leave umbrellas at home. (Please see addendum A.)

Food

Please encourage your child to eat a healthy breakfast before school. Research shows that eating a healthy breakfast significantly improves school performance. Candy, gum, fast food meal items, soda and carbonated beverages are not allowed in the classroom. Such items will be returned home uneaten. Please follow these nutrition guidelines for birthday foods as well.

Lunch guidelines

There is no food service available at school. Each full-day child must bring his or her own lunch and water, 100% juice, or milk beverage. Please help your child prepare a balanced lunch each day which includes healthy foods from all food groups. Sound nutrition is an integral part of the health and wellness curriculum. Please support your child in this area of his/her learning and growth. Microwaves are not available for heating lunches, so please send hot foods in a Thermos if you desire.

Forgotten lunch

The school does not have food service; students who forget their lunches will call a parent. If no parent can be reached, students will be offered a portion of the class snack to eat and water to drink. Due to health guidelines, there can be no sharing of food between students.

Snack guidelines

Children's House parents supply snack for the entire class on a weekly basis. Children choose snack as a part of their work cycle and may, within stated parameters, enjoy the classroom snack when they are hungry. Please sign up on the snack list in the front office to provide snack to your child's class for a maximum of two different weeks during this school year. A list of healthy snack choices will be available when you sign-up and will appear on individual classroom pages of the school website www.cemcs.org. Elementary parents provide snack only for their own child.

Birthdays and Birthday Food

Birthdays: Your classroom teacher will advise you what observances are typical in classrooms. Students often dedicate books to their classroom libraries in honor of their birthdays. A school-wide birthday observance is held at the monthly Casa Community meeting. July and August birthdays are honored at the first Casa Community meeting of the year.

Birthday food: Candy, gum, fast food meal items, iced cakes or cupcakes, cookies, soda and carbonated beverages are not allowed in the classroom. Please follow these nutrition guidelines for birthday foods as well.

Personal Hygiene

Children should be self-sufficient in all areas of bathroom hygiene. It is recommended all children's house students have a change of labeled, school uniform clothing that stays at school at all times. When students who have no extra clothes need a change of clothes, parents are called and asked to bring clean/dry clothes to school.

Carpool

At arrival and dismissal time, teachers are responsible for the children; it is difficult for them to engage in conversation with parents. If you need to deliver a message or consult with a teacher, either send a note with your child or call the office to make a telephone or personal appointment. Parents who wish to check their children out at the end of the day must do so before or by 2:30 p.m. or wait until after carpool. (Please see Addendum B for specific carpool procedures.)

Inclement Weather

Please note: we *do not* automatically follow Wake County School closings.

School Closings or Delayed Openings

In case of snow or other potentially hazardous weather or emergencies, a decision may be made to close or delay school. Please watch and listen for our closing announcements on:

Our website: www.cemcs.org

Television: WRAL Channel 5

Please do not call television stations.

School Day-in-Progress Closings

There may also be situations when we determine during the school day in progress that it is in the best interest of our community's safety to close early. Again, we will:

- Announce that decision on the above TV stations, as well as on this web site, and
- Notify members of our e-mail list-serve.

Student Alternate Pick-up Location

Should it become necessary to suddenly evacuate the building during the school day, Grace Community Church, which is located across the parking lot behind our school, has graciously agreed to allow us to shelter in their building.

*Grace Community Church
6561 Meridian Drive
Raleigh, NC 27617
TEL 862-8521*

Student Internet Access

Casa Esperanza Montessori Charter offers internet access which may include the use of individual class web pages (wikis), teacher previewed video clips to support/enrich the class curriculum, private class blogs and other web 2.0 tools available and appropriate for elementary students.. Casa Esperanza Montessori Charter School uses advanced software for Internet content filtering and has procedures in place to further block accessibility to material, as necessary. Parents and guardians of a minor are responsible for setting and conveying the standards that their children should follow when using media and information sources. (Please see the acceptable use policy forms required for each student at Casa.) Casa Esperanza Montessori faculty and staff model and discuss appropriate use of web 2.0 tools. To that end, the Casa Esperanza Montessori Charter School supports and respects each family's right to decide whether to deny their child's access. Each child will automatically be given access to the Internet unless a parent or guardian completes and the Parental Request to Deny Access form.

Student Checkout Procedures

When you pick up your child early, you must sign him or her out in the office; include the name, time, and reason, as indicated on the form which is in the office. This process should also be followed when picking up students before 2:30 p.m. carpool dismissal at the end of the day. If someone other than a person designated on the school pick-up list picks up a student, the parent must send a note with the child beforehand. We *cannot* release children based on phone requests.

Visitors to the School

Parents and other members of the community are encouraged to visit the school. However, visitors and family members must first obtain permission to be in the school by registering at the office. Visitors must wear a visitor badge. Student visitors are not allowed.

Classroom Messages and Interruptions

The classroom is a learning environment. When interruptions occur, students are often distracted. ***Please do not go to the classroom while class is in session*** unless you have a previously arranged appointment to volunteer or observe. This includes communicating about such things as messages, forgotten lunches, projects, etc. Volunteers and observers must sign in to school in the office and receive a visitor's badge before leaving the office to go back to any area of the school.

Field Trips

The purpose of field trips is to enhance learning. All field trips are age-appropriate and are intended as “surveys” of the field trip events. We welcome participation of parents on field trips. If you would like to become involved in field trips, please tell your child's teacher. All parents who will be driving groups of children must show proof of current license, registration, and insurance. All children participating in field trips must turn in a signed permission slip. The school reserves the right, when it is in keeping with best safe school practices, to request that some parents provide personal supervision for their own child on school field trip.

Materials Replacement Policy

In the Montessori environment, even very young children work with breakable materials. This develops their ability to be careful and conscious in their environment. Inevitably, things will sometimes break. In that case, the child learns to take responsibility for cleaning the things s/he can and when to call an adult for the things s/he cannot handle (such as broken glass. They tend to feel quite proud of their ability to take responsibility for their own actions in this way.

When an item or a part of a work breaks, the entire work is taken off the shelf. Many times the work is no longer self-correcting when part of it is broken or missing. In this way, children also learn that when something is broken or damaged, it is no longer available to the other children. In some circumstances, the child's family will be asked to replace a broken item. Certainly when something is damaged due to carelessness or an act of mischief, we expect an additional level of responsibility from the child. For some children, the opportunity to replace an accidentally broken item will satisfy their innate need to correct the situation. When the teacher deems it appropriate, a note will be sent home to the family requesting that the item be replaced.

When material is checked out from the media center and is either not returned or damaged, the child's family will be asked to pay for the cost of replacing the item. We ask that families do not replace the item, but let the school media center order the replacement. A notice will be sent home with the replacement cost.

PARENTS

Parent Faculty Association (PFA)

Parents are invited to join and participate actively in Parent-Faculty activities. The PFA provides a forum in which parents can meet to keep in touch with school and happenings; financially support students and staff for items not covered by the general school budget; and sponsor activities that promote a sense of school community.

The PFA is open to all parents, teachers, and community members. Meetings are announced in the newsletter.

Volunteers

Research shows the strongest determiner of a child's success in school is involved family members. We encourage a strong sense of community and invite every family to contribute time to the school. There are many volunteer options at Casa Esperanza Montessori. Who should you contact if you want to help...

Q: ...in your child's classroom?

A: the classroom teacher

Q: ...with PFA events?

A: the PFA president or vice president

Q: ...with school wide volunteering?

A: the school receptionist

Concerns

The teacher is the first person to speak with if your child is experiencing difficulties or another situation arises which needs to be addressed. If the parent's concerns are not adequately addressed, they may then request a meeting with a school administrator, who may suggest that the classroom teacher be included in such a conference in order to keep all lines of communication open. (For further details on the grievance process, please reference Addendum D, General Grievance Policy.)

ATTENDANCE

Regular attendance at school is essential for a child's academic and social success. To be counted present, a child must be present for at least one-half of the student school day. Student tardiness and absence, whether excused or unexcused, is also a consideration in student grade promotion and retention. Final determination for class placement rests with the Head of School.

Absence

Absences are excused for medical reasons, death in the family, religious observances or educational opportunities. In order for an absence to be marked as excused, the parent must complete, sign and return an excused absence form (available in the front office) to the front office within three days of the student's return to school.

Tardiness

Classes begin with lessons, which help children succeed during their school day. It is very important that children arrive in the classroom on time (at or before 8:30 a.m.). Children feel embarrassed about coming into school late. If your child is late, he/she may miss the group lesson for the day. Please make every effort to enhance your child's self-esteem and success at school by being on time. Children arriving at the front door of the school at 8:30 or later will be marked tardy. We are sorry; we cannot adjust student tardiness records at the end of the quarter. Parents have three days after a tardy has occurred to write an excuse note to the school office. Regardless of the reasons for a tardy, excused or unexcused, all tardiness negatively impacts a child's ability to succeed in school. Tardiness may be one of several determining factors in retention decisions.

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION GOVERNING COMPULSORY SCHOOL ATTENDANCE

In accordance with G.S. 115C-378, every parent, guardian, or custodian in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. Every parent, guardian, or custodian in North Carolina having charge or control of a child under age seven who is enrolled in a public school in grades Kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school. No person shall encourage, entice, or counsel any child of compulsory age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy.

The term "school" is defined to embrace all public schools and any nonpublic schools which have teachers and curricula that are approved by the State Board of Education.

In order to be considered in attendance, a student (except for hospital/homebound or staggered kindergarten) must be present in the school for the school day or at a place other than the school with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, or any similar approved activity. Except as noted in IV.A. above, a student must be present at least one-half of the school's instructional day in order to be recorded present for that day.

The superintendent, principal, or teacher who is in charge of a school has the right to excuse a

student temporarily from attendance on account of sickness or other unavoidable cause. (Below are the valid/lawful excuses for temporary nonattendance of a student at school.)

1. Illness or Injury*: When the absence results from illness or injury which prevents the student from being physically able to attend school.

2. Quarantine*: When isolation of the student is ordered by the local health officer or by the State Board of Health.

3. Death in the Immediate Family*: When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.

4. Medical or Dental Appointments*: When the absence results from a medical or dental appointment of a student.

5. Court or Administrative Proceedings*: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

6. Religious Observance*: When the student is absent due to a religious observance in accordance with local school board policy.

7. Educational Opportunity*: When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted *prior *to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.

8. Local School Board Policy*: LEAs may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day during the current school year.

9. Absence related to deployment activities*: - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115c-407.5 Article V (E)) Page 13 of 64

MEDICALLY FRAGILE:

Students who are medically fragile are frequently absent from school, and their absences are directly related to their severe or life threatening physical condition.

A medically fragile student is identified as follows:

A student who qualifies for special education in one of the existing categories of disability and for whom a licensed medical doctor has provided documentation that an associated or accompanying chronic illness is so severe as to affect the student's school attendance. A medically fragile student is one whose illness frequently places him/her in life threatening situations. In addition, he/she may be technology-dependent for life support systems, i.e., tracheotomy, gastrostomy, etc. Rare instances may exist in which a child does not qualify for special education as defined in the Individuals with Disabilities Education Act (IDEA). However, the child would unquestionably meet the definition of disabled under Section 504 of the Rehabilitation Act of 1973, and thus would be eligible for consideration as a medically fragile student.

The absence of medically fragile students will be recorded as 1H Absences on the Principal's Monthly Report.

UNLAWFUL ABSENCES:

For students who are entitled to attend public school and who have enrolled in a public school, unlawful absence is defined as:

1. A student's willful absence from school with or without the knowledge of the parent; or
2. A student's absence from school for any reason other than those listed in Chapter 2, Section IV.D., under "Lawful Absences."
3. When students are not permitted to attend school because they lack proper immunization. (G.S. 130A-155)

The Compulsory Attendance Law (G.S. 115C-378) states every parent, guardian, or custodian in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. It prohibits any person from encouraging, enticing, or counseling the child to be unlawfully absent from school. The parent, guardian, or custodian of the child is required to notify the school of the reason for each known absence of the child, in accordance with local school policy.

NOTE: Parents who refuse to comply with the health regulations of a community, such as compulsory vaccination, thereby causing a student to be excluded from the school, or parents who permit a student to stay at home or to be employed in any way contrary to the Child Welfare Law (Chapter 110 of the General Statutes), are responsible for the nonattendance of the student. Each LEA must enforce the state laws and regulations which relate to compulsory attendance. LEAs may adopt rules which allow teachers to consider a student's absences in the computation of the student's grades. (16 NCAC 6E.0103) School personnel have additional legal responsibilities for student attendance.

---excerpted from "*School Attendance and Student Accounting Manual 2010 – 2011*"
Public Schools of North Carolina State Board of Education - Department of Public Instruction
School Business Services, <http://www.ncpublicschools.org/docs/fbs/accounting/manuals/sasa.pdf>

Promotion/Retention

Student tardiness and absence are considerations in student grade promotion and retention. Final determination for class placement rests with the Head of School.

HEALTH

Kindergarten Health Record

State Law requires that children entering North Carolina Schools for the first time must have a complete health exam no more than 12 months prior to the date of school entrance, including required immunizations. The standard health assessment form (available at the school office) is completed by the medical provider and must be presented to the school prior to enrollment. If the record of health assessment is not received by the school within the first 30 days of enrollment, the Head of School is required by law to suspend the child from school on the 31st day until the health assessment has been received.

Absence Due to Illness

We ask that parents keep their child home on **days that the child has:**

1. A rash
2. A temperature over 100
3. An upset stomach, vomiting or diarrhea
4. Any contagious disease, e.g. chicken pox
5. A contagious bacterial infection, e.g. strep

Children should be free of fever for 24 hours without medication before returning to school.

Medication Administration

School employees will administer over-the-counter and/or prescription medication to students if the “Parent Request and Physician Order for Medication” form is completed and on file in the school office. The pharmacist’s label on prescription medications serves as the physician’s order. All prescription medications must have a pharmacy label which clearly indicates the student’s name, name of medication, date the prescription was filled and directions clearly marked.

First Aid Emergencies

Simple first aid (soap and water, ice, and band-aids) for minor injuries will be given at school. In case of more serious accidents or sudden illness, the parent is notified. It is essential that the emergency call number be in the office and that it be up-to-date. It is our intent to immediately notify parents for any of the following:

- Any head injury
- Any bite
- An indication of anything communicable such as vomiting, diarrhea, rash
- A fever
- Significant injury on the playground

Head Lice

Head lice are a common occurrence amongst school age children and are not an indication of personal hygiene, nor do they present a health concern. Should live bugs be detected, the school will send out notification to parents in the affected classroom. Children should not share articles such as hats, combs, brushes, berets, etc.

In compliance with state healthcare regulations, we offer this information about meningitis and influenza from the Center for Disease Control to assist you .

Meningitis

http://www.cdc.gov/ncidod/dvrd/revb/enterovirus/viral_meningitis.htm

Viral (Aseptic) meningitis

What is meningitis?

Meningitis is an illness in which there is inflammation of the tissues that cover the brain and spinal cord. Viral or "aseptic" meningitis, which is the most common type, is caused by an infection with one of several types of viruses. Meningitis can also be caused by infections with several types of bacteria or fungi. In the United States, there are between 25,000 and 50,000 hospitalizations due to viral meningitis each year.

What are the symptoms of meningitis?

The more common symptoms of meningitis are fever, severe headache, stiff neck, bright lights hurting the eyes, drowsiness or confusion, and nausea and vomiting. In babies, the symptoms are more difficult to identify. They may include fever, fretfulness or irritability, difficulty in awakening the baby, or the baby refuses to eat. The symptoms of meningitis may not be the same for every person.

Is viral meningitis a serious disease?

Viral ("aseptic") meningitis is serious but rarely fatal in persons with normal immune systems. Usually, the symptoms last from 7 to 10 days and the patient recovers completely. Bacterial meningitis, on the other hand, can be very serious and result in disability or death if not treated promptly. Often, the symptoms of viral meningitis and bacterial meningitis are the same. For this reason, if you think you or your child has meningitis, see your doctor as soon as possible.

What causes viral meningitis?

Many different viruses can cause meningitis. About 90% of cases of viral meningitis are caused by members of a group of viruses known as enteroviruses, such as coxsackieviruses and echoviruses. These viruses are more common during summer and fall months. Herpes viruses and the mumps virus can also cause viral meningitis.

How is viral meningitis diagnosed?

Viral meningitis is usually diagnosed by laboratory tests of spinal fluid obtained with a spinal tap. The specific cause of viral meningitis can be determined by tests that identify the virus in specimens collected from the patient, but these tests are rarely done.

How is viral meningitis treated?

No specific treatment for viral meningitis exists at this time. Most patients completely recover on their own. Doctors often will recommend bed rest, plenty of fluids, and medicine to relieve fever and headache.

How is the virus spread?

Enteroviruses, the most common cause of viral meningitis, are most often spread through direct contact with respiratory secretions (e.g., saliva, sputum, or nasal mucus) of an infected person. This usually happens by shaking hands with an infected person or

touching something they have handled, and then rubbing your own nose or mouth. The virus can also be found in the stool of persons who are infected. The virus is spread through this route mainly among small children who are not yet toilet trained. It can also be spread this way to adults changing the diapers of an infected infant. The incubation period for enteroviruses is usually between 3 and 7 days from the time you are infected until you develop symptoms. You can usually spread the virus to someone else beginning about 3 days after you are infected until about 10 days after you develop symptoms.

Can I get viral meningitis if I'm around someone who has it?

The viruses that cause viral meningitis are contagious. Enteroviruses, for example, are very common during the summer and early fall, and many people are exposed to them. However, most infected persons either have no symptoms or develop only a cold or rash with low-grade fever. Only a small proportion of infected persons actually develop meningitis. Therefore, if you are around someone who has viral meningitis, you have a moderate chance of becoming infected, but a very small chance of developing meningitis.

How can I reduce my chances of becoming infected?

Because most persons who are infected with enteroviruses do not become sick, it can be difficult to prevent the spread of the virus. However, adhering to good personal hygiene can help to reduce your chances of becoming infected. If you are in contact with someone who has viral meningitis, the most effective method of prevention is to wash your hands thoroughly and often (see "Hand washing" in: "An Ounce of Prevention: Keeps the Germs Away" at <http://www.cdc.gov/ncidod/op/handwashing.htm>). Also, cleaning contaminated surfaces and soiled articles first with soap and water, and then disinfecting them with a dilute solution of chlorine-containing bleach (made by mixing approximately ¼ cup of bleach with 1 gallon of water) can be a very effective way to inactivate the virus, especially in institutional settings such as childcare centers. (See more about cleaning and disinfecting in general at <http://www.cdc.gov/ncidod/op/cleaning.htm>).

Influenza

www.cdc.gov/flu/keyfacts.htm

FACT SHEET

Key Facts about Influenza and the Influenza Vaccine

What is Influenza (also called Flu)?

The flu is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. The best way to prevent this illness is by getting a flu **vaccination** each fall.

Every year in the United States, on average:

- 5% to 20% of the population gets the flu;
- more than 200,000 people are hospitalized from flu complications, and;
- about 36,000 people die from flu.

Some people, such as older people, young children, and people with certain health conditions, are at high risk for serious flu complications.

Symptoms of Flu

Symptoms of flu include:

- fever (usually high)
- headache
- extreme tiredness
- dry cough
- sore throat
- runny or stuffy nose
- muscle aches
- Stomach symptoms, such as nausea, vomiting, and diarrhea, also can occur but are more common in children than adults

Complications of Flu

Complications of flu can include bacterial pneumonia, dehydration, and worsening of chronic medical conditions, such as congestive heart failure, asthma, or diabetes.

Children may get sinus problems and ear infections.

How Flu Spreads

Flu viruses spread in respiratory droplets caused by coughing and sneezing. They usually spread from person to person, though sometimes people become infected by touching something with flu viruses on it and then touching their mouth or nose. Most healthy adults may be able to infect others beginning 1 day **before** symptoms develop and up to 5 days **after** becoming sick. **That means that you can pass on the flu to someone else before you know you are sick, as well as while you are sick.**

Preventing the Flu

Get Vaccinated

The single best way to prevent the flu is to get a flu vaccination each fall. There are two types of vaccines:

- The "flu shot" – an inactivated vaccine (containing killed virus) that is given with a needle. **The flu shot** is approved for use in people older than 6 months, including healthy people and people with chronic medical conditions.
 - The nasal-spray flu vaccine – a vaccine made with live, weakened flu viruses that do not cause the flu (sometimes called LAIV for “Live Attenuated Influenza Vaccine”). LAIV is approved for use in healthy people 5 years to 49 years of age who are not pregnant.

About two weeks after vaccination, antibodies develop that protect against influenza virus infection. Flu vaccines will not protect against influenza-like illnesses caused by other viruses.

When to Get Vaccinated

October or November is the best time to get vaccinated, but getting vaccinated in December or even later can still be beneficial. Flu season can begin as early as October and last as late as May.

Who Should Get Vaccinated?

In general, anyone who wants to reduce their chances of getting the flu can get vaccinated. However, certain people should get vaccinated each year. They are either people who are at high risk of having serious flu complications or people who live with or care for those at high risk for serious complications. People who should get vaccinated each year are:

People who should get vaccinated each year are:

1.) People at high risk for complications from the flu:

- People 65 years and older;
- People who live in nursing homes and other long-term care facilities that house those with long-term illnesses;
- Adults and children 6 months and older with chronic heart or lung conditions, including asthma;
- Adults and children 6 months and older who needed regular medical care or were in a hospital during the previous year because of a metabolic disease (like diabetes), chronic kidney disease, or weakened immune system (including immune system problems caused by medicines or by infection with human immunodeficiency virus [HIV/AIDS]);
- Children 6 months to 18 years of age who are on long-term aspirin therapy. (Children given aspirin while they have influenza are at risk of Reye syndrome.);
- Women who will be pregnant during the influenza season;
- All children 6 to 23 months of age;
- People with any condition that can compromise respiratory function or the handling of respiratory secretions (that is, a condition that makes it hard to breathe or swallow, such as brain injury or disease, spinal cord injuries, seizure disorders, or other nerve or muscle disorders.)

2.) People 50 to 64 years of age. Because nearly one-third of people 50 to 64 years of age in the United States have one or more medical conditions that place them at increased risk for serious flu complications, vaccination is recommended for all persons aged 50 to 64.

3.) People who can transmit flu to others at high risk for complications. Any person in close contact with someone in a high-risk group (see above) should get vaccinated. This includes all health-care workers, household contacts and out-of-home caregivers of children 6 to 23 months of age, and close contacts of people 65 years and older.

Is CDC recommending that flu shots go to “priority groups,” as was recommended last season?

To ensure that those who are at highest risk of complications from influenza have access to vaccine this season, CDC recommends that people in certain priority groups receive inactivated influenza vaccine. (Please see your health care provider about information specific to your case):

- people aged 65 years and older, with and without chronic health conditions
- residents of long-term care facilities
- people aged 2–64 years with chronic health conditions
- children aged 6–23 months
- pregnant women
- health-care personnel who provide direct patient care
- household contacts and out-of-home caregivers of children less than 6 months of age

Use of the Nasal Spray Flu Vaccine

It should be noted that vaccination with the nasal-spray flu vaccine is always an option for healthy persons aged 5-49 years who are not pregnant. This vaccine is not subject to prioritization and can be given to healthy 5-49 year olds at any time.

Who Should Not Be Vaccinated

Some people should not be vaccinated without first consulting a physician. They include:

- People who have a severe allergy to chicken eggs.
- People who have had a severe reaction to an influenza vaccination in the past.
- People who developed [Guillain-Barré syndrome](#) (GBS) within 6 weeks of getting an influenza vaccine previously.
- Children less than 6 months of age (influenza vaccine is not approved for use in this age group).
- People who have a moderate or severe illness with a fever should wait to get vaccinated until their symptoms lessen.

If you have questions about whether you should get a flu vaccine, consult your health-care provider.

Genital HPV Virus Fact Sheet

Genital human papilloma virus (HPV) is the most common sexually transmitted infection (STI). There are more than 40 HPV types that can infect the genital areas of men and women, including the skin of the penis, vulva (area outside the vagina), and anus, and the linings of the vagina, cervix, and rectum. You cannot see HPV. Most people who become infected with HPV do not even know they have it.

What are the symptoms and potential consequences of HPV?

Most people with HPV do not develop symptoms or health problems. But sometimes, certain types of HPV can cause genital warts in men and women. Other HPV types can cause cervical cancer and other less common cancers, such as cancers of the vulva, vagina, anus, and penis. The types of HPV that can cause genital warts are not the same as the types that can cause cancer. HPV types are often referred to as “low-risk” (wart-causing) or “high-risk” (cancer-causing), based on whether they put a person at risk for cancer. In 90% of cases, the body’s immune system clears the HPV infection naturally within two years. This is true of both high-risk and low-risk types.

Genital warts usually appear as small bumps or groups of bumps, usually in the genital area. They can be raised or flat, single or multiple, small or large, and sometimes cauliflower shaped. They can appear on the vulva, in or around the vagina or anus, on the cervix, and on the penis, scrotum, groin, or thigh. Warts may appear within weeks or months after sexual contact with an infected person. Or, they may not appear at all. If left untreated, genital warts may go away, remain unchanged, or increase in size or number. They will not turn into cancer.

Cervical cancer does not have symptoms until it is quite advanced. For this reason, it is important for women to get screened regularly for cervical cancer.

Other less common HPV-related cancers, such as cancers of the vulva, vagina, anus and penis, also may not have signs or symptoms until they are advanced.

How do people get genital HPV?

Genital HPV is passed on through genital contact, most often during vaginal and anal sex. A person can have HPV even if years have passed since he or she had sex. Most infected persons do not realize they are infected or that they are passing the virus to a sex partner. Very rarely, a pregnant woman with genital HPV can pass HPV to her baby during vaginal delivery. In these cases, the child may develop warts in the throat or voice box – a condition called *recurrent respiratory papillomatosis* (RRP).

How does HPV cause genital warts and cancer?

HPV can cause normal cells on infected skin or mucous membranes to turn abnormal. Most of the time, you cannot see or feel these cell changes. In most cases, the body fights off HPV naturally and the infected cells then go back to normal.

- Sometimes, low-risk types of HPV can cause visible changes that take the form of genital warts.
- If a high-risk HPV infection is not cleared by the immune system, it can linger for many years and turn abnormal cells into cancer over time. About 10% of women with high-risk HPV on their cervix will develop long-lasting HPV infections that put them at risk for cervical cancer. Similarly, when high-risk HPV lingers and infects the cells of the penis, anus, vulva, or vagina, it can cause cancer in those areas. But these cancers are much less common than cervical cancer.

How common are HPV and related diseases?

HPV infection. Approximately 20 million Americans are currently infected with HPV, and another 6.2 million people become newly infected each year. At least 50% of sexually active men and women acquire genital HPV infection at some point in their lives.

Genital warts. About 1% of sexually active adults in the U.S. have genital warts at any one time.

Cervical cancer. The American Cancer Society estimates that in 2008, 11,070 women will be diagnosed with cervical cancer.

How can people prevent HPV?

A vaccine can now protect females from the four types of HPV that cause most cervical cancers and genital warts. The vaccine is recommended for 11 and 12 year-old girls. It is also recommended for girls and women age 13 through 26 who have not yet been vaccinated or completed the vaccine series. For those who choose to be sexually active, condoms may lower the risk of HPV, if used all the time and the right way. Condoms may also lower the risk of developing HPV-related diseases, such as genital warts and cervical cancer. But HPV can infect areas that are not covered by a condom—so condoms may not *fully* protect against HPV. So the only sure way to prevent HPV is to avoid all sexual activity. Individuals can also lower their chances of getting HPV by being in a mutually faithful relationship with someone who has had no or few sex partners. However, even people with only one lifetime sex partner can get HPV. For those who are not in long-term mutually monogamous relationships, limiting the number of sex partners and choosing a partner who has had no or few prior sex partners may lower the risk of infection. But it may not be possible to determine if a partner who has been sexually active in the past is currently infected.

How can people prevent HPV-related diseases?

The HPV vaccine can protect against most cervical cancers (see above). Cervical cancer can also be prevented with routine cervical cancer screening and follow-up of abnormal results. The Pap test can identify abnormal or pre-cancerous changes in the cervix so that they can be removed before cancer develops. An HPV DNA test, which can find high-risk HPV on a woman's cervix, may also be used with a Pap test in certain cases. The HPV test can help healthcare professionals decide if more tests or treatment are needed.

Even women who got the vaccine when they were younger need regular cervical cancer screening because the vaccine does not protect against all cervical cancers. There is currently no vaccine licensed to prevent HPV-related diseases in males.

Generally, cesarean delivery is not recommended for women with genital warts to prevent RRP in their babies. This is because it is unclear whether cesarean delivery actually prevents RRP in infants and children.

Is there a test for HPV?

The HPV test on the market is only used as part of cervical cancer screening. There is no general test for men or women to check one's overall "HPV status." HPV usually goes away on its own, without causing health problems. So an HPV infection that is found today will most likely not be there a year or two from now. For this reason, there is no need to be tested just to find out if you have HPV now. However, you should get tested for signs of disease that HPV can cause, such as cervical cancer.

- **Genital warts** are diagnosed by visual inspection. Some health care providers may use acetic acid, a vinegar solution, to help identify flat warts. But this is not a sensitive test so it may wrongly identify normal skin as a wart.
- **Cervical cell changes** can be identified by routine Pap tests. The HPV test can identify high-risk HPV types on a woman's cervix, which can cause cervical cell changes and cancer.

Is there a treatment for HPV or related diseases?

There is no treatment for the virus itself, but a healthy immune system can usually fight off HPV naturally. There are treatments for the diseases that HPV can cause:

Visible genital warts can be removed by patient-applied medications, or treated by a health care provider. Some individuals choose to forego treatment to see if the warts will disappear on their own. No one treatment is better than another.

Cervical cancer is most treatable when it is diagnosed and treated early. But women who get routine Pap testing and follow up as needed can identify problems before cancer develops. Prevention is always better than treatment.

Other HPV-related cancers are also more treatable when diagnosed and treated early.

FOR MORE INFORMATION:

Centers for Disease Control and Prevention

www.cdc.gov/std

www.cdc.gov/vaccines/vpd-vac/hpv

www.cdc.gov/cancer/cervical

CDC-INFO Contact Center

1-800-CDC-INFO (1-800-232-4636)

Email: cdcinfo@cdc.gov

American Social Health Association (ASHA)

National HPV and Cervical Cancer Prevention Resource Center

1-800-783-9877

www.ashastd.org/hpvcrc/index.html

CONTENT UPDATED: DECEMBER, 2007

FINANCES

Even though charter schools are public schools, and often serve a specific population sector or the neediest children in a given area, they rarely receive adequate funding for facilities. This means that they must use part of their operating funds to lease space—often leaving just 80 percent of their resources available to support instruction. Most charter school operators are forced to pay for facilities costs out of an already slim operating budget.

—excerpted from “A Building Need,” by Kim Smith and James Wilcox,
Education Next - Spring 2004, <http://www.educationnext.org/>

Casa school age programs are tuition-free, public charter school programs. As a public charter school, we are fortunate to be able to share our Montessori dual language curriculum with all families who have the drive and interest to enroll their children in this alternative educational program, regardless of financial means. However, state funding does not provide all of the resources necessary to implement our demanding program.

Each family is expected to bear the cost for school supplies, consumable books used by individual student, and field trips.

Parent Responsibilities to School Financial Support***

- ensure that students are present in school for the first 20 days of the school year
- to understand that regular parent volunteers in the classrooms, as well as on parent work days, are essential to the efficient operation of the school;
- to understand that public charter schools do not survive on government funding alone, but are dependent upon donations by parents and outside organizations to meet educational and facilities goals;
- to understand that Casa Esperanza is a very young school, and is therefore especially dependent upon the generosity of parents in particular;
- to contribute, therefore, according to financial ability to fundraising each year to support current school needs; and
- to consider the needs of Casa Esperanza and its long-range goals for funding buildings and endowment through major gifts.

Attendance and Funding

Your child’s K-8 education funding for the entire school year is directly tied to the number of days your child is in attendance for the first twenty days of the school year.

If your child is absent during that time for two days, (10%) of the education funding for your child for the entire school year. Attendance is important academically all year round; during these twenty days, it is also financially critical that students attend. Thank you for supporting your child’s education both academically and financially.

****NOTE ON GIVING:** We are sensitive to the fact that not every family can make large financial gifts to support the program of the school. The unique curriculum at Casa, the high-quality faculty from around the world, the ongoing investment in the professional development of our faculty, and our desire to develop a permanent site for our school make our operating costs higher than they are in many other schools. We ask that you be understanding when you receive requests for donations by the school and that you consider giving to the best of your ability. These funds are for your child's superior education and development as you contribute to a program which serves the needs of all children.

ACADEMIC PROGRESS

Although your children spend hours in school every week, the time they spend at home doing school-related work is just as important. Research shows that homework does produce beneficial results for students as low as first grade (see Cooper, Lindsay, Nye and Greathouse, 1998; Cooper, Valentine, Nye and Lindsay, 1999, Rosenberg 1989). By helping your children learn and practice good study habits, you'll do a lot to help them succeed in school.

Practicing Good Study Habits

Have a set time to settle down: By having the same start-time for homework every day, you avoid having daily battles about when it's time to hit the books. Many families have their kids start their studies as soon as they get home from school. Others wait until after dinnertime. The key is to have a routine and to stick to it.

Take a breather: Just like schools have recess, children need to have mini-breaks when they're working hard to complete homework or projects, or studying for test. Come up with some five-minute break ideas that will appeal to your child--doing some stretches, playing with a pet, grabbing a glass of juice, etc. Every hour or half-hour (depending on your child's age and attention span), set a timer for five minutes and take a break. If it's been a particularly long study session, make it a 10-minute break. Just make sure that when the timer rings, it's back to work, no questions asked.

Create a study space: Every family needs the basic "ingredients" for studying and doing homework: a workspace with good lighting, the tools needed to complete the work (e.g., paper, pencils, markers, and ruler), basic reference materials available either online or in print (dictionary, encyclopedia, and atlas), and a library card for special projects. Keeping all the materials in one area makes it faster and easier to get work done.

Turn off the distractions: Your child's study area should be distraction-free during study/homework time. That means the TV, music, and computer games should be off--or out of view (and earshot). Kids may say they have no trouble studying with the TV or music on, but studies show that they have trouble retaining what they're learned.

Teach them responsibility: Children have to absolutely know that it is their responsibility to know what work has to be done and when it's due. And, of course, it's their job to make sure they get it done correctly and on time.

Make day-day lists: Keep track of what needs to be done by creating a daily check-off list and posting it in a prominent place (e.g., on the refrigerator or another public space). Write in things that are due the next day, as well as longer-term work (such as upcoming projects or test). Make a big deal out of every item crossed off.

Get in the "flash card" habit: From the earliest grades on (all the way through college), students can benefit hugely from using homemade flash cards to learn facts, spelling, and math. Not only does drilling with the cards help cement the knowledge, but the act of writing down the information on the cards in the first place (writing the answer on one side and the question, problem, or definition on the other) is a great learning tool.

Keep a watchful eye: Although you don't need to sit with your children while they do their homework, it helps to be nearby. They see that you're keeping track of whether they're daydreaming or working, they know you'll be available if they are stumped, and they learn that you care about what they're doing--that learning is important to you, and to them.

Encourage, motivate and prompt your child: Do not sit with your child to do the homework with her. The purpose of the homework is for your child to practice and use what she has learned. If your child is consistently not able to do the homework by herself, please contact the teacher.

The purpose of homework should be identified and articulated: Two common purposes of homework are practice and preparation, or elaboration (Foyle, Lyman, Tompkins, Perne, & Foyle, 1990). Homework assigned for practice should be about content with which students are very familiar. Homework assigned for preparation or elaboration should prepare students for new content or ask them to elaborate on content that has already been introduced.

Practice really does make perfect: Mastering a skill takes a fair amount of practice. Research shows that it's not until students have practiced upwards of 24 times that they reach an 80-percent competency (Anderson, J.R., 1985; Newell & Rosenbloom, 1981). Learning new content does not happen quickly; it requires practice spread out over time. It is only after a great deal of practice that students can perform a skill with speed and accuracy.

Adapting learned skills: During practice, students "shape" or adapt skills they are learning. During this shaping, learners attend to their conceptual understanding of skills. When they lack this understanding, they tend to use procedures in shallow and ineffective ways (Mathematical Science Education Board 1990; Romberg & Carpenter 1986). This shaping time is not the time to press students to perform a skill with significant speed but is a good time to slowly walk through only a few examples (Healy, 1990).

If homework is assigned, it should be checked/commented on: The effects of homework vary greatly, depending on the feedback a teacher provides (Walberg, 1999). The truth is not every assignment will receive the same level of attention from the teacher. Teachers use a variety of feedback strategies to manage the workload of checking homework while maximizing the effectiveness of the feedback.

10 minutes per grade level: Although there might be exceptions, the minutes your child should spend on homework should equal approximately 10 times her grade level (2nd grade = 20 minutes, 3rd grade = thirty minutes, etc).

Bedtime is bedtime: When bedtime comes, please stop your child, even if the homework is not done. Write a note to the teacher at the top of the homework or in the homework log indicating your child productively endeavored for the required number of minutes.

--excerpted from Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Marzano, Pickering, and Pollock. Association for Supervision and Curriculum Development, 2001.

Homework

(Please see the full Elementary and Middle Grades student homework statement in Addendum D) By definition, homework is any activity, work or lessons children participate in outside the school classroom setting. It is important that all children have the continued opportunity at home to assume responsibility, endure consequences, manage their time wisely, and choose activities from a carefully prepared selection. Children need a “prepared environment” at home as much as (if not more than) they need a prepared environment at school.

When Will My Child Be Assigned Homework from School?

- Elementary students have weekly homework in skills-based activities (e.g. spelling, penmanship, math facts memorization, money and time).
- Occasionally students may be assigned reading or project-based work.
- Parents may occasionally see unfinished work come home when a child has chosen to play during the work cycle. This unfinished work becomes homework. Some children even self-initiate homework in areas that have been introduced in class so they will have a deeper knowledge of the subject.

What are Other Types of Homework?

- Children should read and be read to every day. Retelling what they’ve read or heard and word study work is easily accomplished at home and assists with reading comprehension when done on a regular basis.
- Children may draw pictures, keep a journal or diary, and write letters stories, poems and reports.
- Memorizing poetry or jokes is an ideal literacy activity, as is spelling memorization.
- Penmanship, culminating in decorative writing such as calligraphy, is also ideal homework.
- The memorization of mathematic facts, money facts, and telling time are areas that can be practiced at home.
- Word and logic problems are also ideal work for the one-to-one adult-child ratio available at home.
- Second language studies can often be enhanced at home or through enrichment activities.
- Homework presents opportunities to honor those talents of a child that are not practiced in traditional Montessori settings, such as competitive team sports and participation in areas of interest beyond the survey or introductory level

Transitioning from Montessori Homework

As Montessori teachers, we must prepare a child for life, including their next academic environment, which may include a traditionally structured school program.

We encourage children to develop the discipline of remembering to complete homework on time and transporting it to and from school through regular homework in our penmanship and word study programs. Children benefit most from short repetitions on a daily basis under close adult supervision.

Assessment

Montessori program assessment is most complete when accomplished using instruments specifically designed to measure the unique characteristics and curriculum of the Montessori environment. In an effort to provide a well-rounded view of children's progress, assessment is cyclical in nature and accomplished using a menu of assessment tools:

Observation

Montessori-trained faculty members prepare an environment and guide children toward self-initiated learning, rather than adult-centered teaching. Teachers observe the children and their progress in the environment, record their observations and use them to drive future instructional choices.

Qualitative Evaluation Tools

Qualitative evaluation tools may include rating forms, mastery checklists, work portfolios, and anecdotal narrative descriptions. Some of the personal growth variables included are:

1. Positive attitude toward school
2. Inner security and sense of order
3. Pride in the physical environment
4. Abiding curiosity
5. Habit of concentration
6. Habits of initiative and persistence
7. Ability to make decisions
8. Sense of independence and self-confidence
9. Self-discipline
10. Sense of responsibility to other members of the class, school, and community

Objective Assessment Instruments

Students' core subject knowledge is assessed at the beginning of each year and at intervals throughout the year to determine the correct level for individual and small group lessons. These instruments assess many skills, including:

1. Print concepts
2. Listening skills
3. Decoding skills
4. Reading comprehension
5. Spelling
6. Penmanship
7. Composition skills
8. Mathematics skills
9. Mathematics applications
10. Second language skills

Student Self-Assessment/Peer Assessment

Students self-assess using a variety of tools. Students self-correct work in response to control of error inherent in the materials, as well as in response to adult review of written work.

Students collect their work over time in blank books by subject area, so a student has a visual record and reminder of how much his/her work has improved since beginning work in a math journal, for example.

Student and faculty members collect representative work samples throughout the school year to develop portfolios. The portfolios also serve as a point of personal reflection for each student as s/he determines which pieces to include in the portfolio or reviews portfolio contents in retrospect.

Students develop summary project presentations to present to their peers. These presentations include self-assessment and peer-assessment components.

Bimonthly Student/Teacher Conferences

Elementary and Middle Grades students and faculty members conference at the end of every other week to reflect on the student's progress toward student- and adult-chosen goals. This information is reflected in the student's work plan and guidebook, which is sent home weekly for parent review and comment, then returned to school the following week.

Standardized Assessments

Casa Esperanza students are required to participate in the State of North Carolina Department of Public Instruction's accountability testing program, beginning with end-of-grade testing in grade 3. Throughout the year, elementary students complete written standardized test preparation exercises and learn test-taking strategies and techniques.

MAP Tests

During the week of August 1st, your child will take tests called Measures of Academic Progress™ (MAP). We give students MAP tests to determine your child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Reading, Math and Science. Your child will take the tests on a computer. MAP tests are unique in that they adapt to be appropriate for your child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child's growth. Each school year, students in grades K-3 take the tests in Reading and Math, and grades 4-8 take the tests in Reading, Math and Science. For more information on resources for parents, download the Parent Toolkit at www.nwea.org Partner Support. You can also email our Testing Coordinator at dmiddleman@cemcs.org if you have any questions.

Conferences and Reports of Efforts to Date

Faculty members complete a progress report three times (in Children's House) or four times (in Elementary and Middle Grades) a year. Parents meet with faculty members at least twice a year at formal conferences to discuss student progress. Parent-teacher

conferences are most helpful to the child if all adults responsible for the education of the child attend the conference.

End of Grade Tests

All Casa Esperanza students are required to participate in the State of North Carolina Department of Public Instruction's accountability testing program, beginning with end of-grade testing in grade 3. All students that do not receive a 3 or 4 on the regular administration of any end of grade test will be required to retake that test.

Promotion and Retention

Multiple assessment tools may be used to make decisions about continuing instruction and promotion to the next level of work and class grouping. Student tardiness and attendance are also considered in the promotion/retention determination. Final determination for class placement rests with the Head of School.

And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”—Maria Montessori

STUDENT RECORDS

Parents have the right to inspect and review the student's education records maintained by the school. The school will provide a copy of records maintained in the cumulative file for a nominal fee.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing with the Head of School. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

**“The only language men ever speak perfectly is the one they learn in
babyhood, when no one can teach them anything!”**

—Maria Montessori

BOARD of DIRECTORS

The Board's mission is to implement Casa Esperanza Montessori's educational vision over time for future generations. The Board plans for the future and approves policies that correspond to Casa's mission statement. The Board sets policies, directs the management of school assets, does long-range planning, and supports the administration, activities, and programs of the school.

Service on the Board is entirely voluntary; board members receive no financial compensation for their services to the school. Board meetings are open to the public and are generally held at the school, beginning at 6:30 p.m. on the last Tuesday of most every month. A calendar of board meetings for the year is posted on the school's website at www.cemcs.org.

Board members are valued members of both the Casa parent and local communities who have specific knowledge and experience they can contribute to standing board committees. The work of the board is accomplished through these committees. Board committees are comprised of board members, Casa parents, and faculty members. If you would like to offer your talents or service to help build Casa Esperanza Montessori, please consider volunteering on one of these board committees:

Executive
Board Affairs
Human Resources
Facilities

Development
Maintenance
Finance
Strategic Planning

“If we can, when we have established individual discipline, arrange the children, sending each one to his own place, in order, trying to make them understand the idea that thus placed they look well, and that it is a good thing to be thus placed in order, that it is a good and pleasing arrangement in the room, this ordered and tranquil adjustment of theirs -- then their remaining in their places, quiet and silent, is the result of a species of lesson, not an imposition. To make them understand the idea, without calling their attention too forcibly to the practice, to have them assimilate a principle of collective order -- that is the important thing.”

--Maria Montessori

DISCIPLINE

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

Additional policies of Casa Esperanza may be read at www.cemcs.org/PolicyProcedure/

Addendum A: Uniform Policy and Procedure

Policy

All students enrolled at Casa Esperanza Montessori wear a school uniform daily and at official school functions. The daily uniform shall consist of the following items.

CLOTHING

Children’s House, Lower and Upper Elementary

Bottoms: **Navy blue**, Dockers style chino or corduroy pants, shorts, skirt, skort, or jumper dress. Skirt, dress, skort, and short lengths should be no shorter than 4 inches above the knee. Navy and red plaid jumper or skirt from the French Toast Uniform Company (www.frenchtoast.com). Girls may wish to wear shorts under their skirts or dresses because they will be frequently sitting on the floor.

Shirts: **Red or White** turtleneck or polo-style knit shirt with short or long sleeves. Or, white button-down style shirt or blouse (long or short sleeves). A sweater or sweater vest can be **Red, white or navy**. Polo-style knit shirts and sweaters should be solid in color and not display a name brand logo. (i.e. Ralph Lauren® horse, Izod Lacoste® alligator, Hilfiger® flag, Aeropostale® AERO or A87, Hollister® seagull, Abercrombie & Fitch® A&F, American Eagle® eagle, GAP®, etc.)

Middle Grades

Middle Grades students will wear **navy**, collared shirts with **khaki** bottoms (shorts, pants, skirt, skort, and jumper). Polo-style knit shirts and sweaters should be solid in color and not display a name brand logo. (i.e. Ralph Lauren® horse, Izod Lacoste® alligator, Hilfiger® flag, Aeropostale® AERO or A87, Hollister® seagull, Abercrombie & Fitch® A&F, American Eagle® eagle, GAP®, etc.)

Outdoor Footwear

Closed toe fabric/leather shoes/boots with buckles, laces, or Velcro tabs. Plastic footwear is not recommended. Unacceptable footwear: slip-on shoes (**such as Crocs**), zip-on shoes, sandals, mules, or other toeless or open back shoes; character footwear; footwear with light-up or other “special” effects; heels higher than 1 inch.

Required Accessories

A backpack and a solid color lunch box. These items may not be emblazoned with characters (i.e. Dora the Explorer®, Spider Man®, Disney® characters, etc.) or special effects (twinkle lights, etc.).

Other Items

Socks/Tights—Navy, Red, or White. Hair Accessories—Uniform in color. Belts—Solid color, leather or artificial leather.

Prohibited Items

Casa Esperanza’s dress code prohibits the following:

Blue Jeans or jeans of any type, T-shirts, sweatshirts, and sweatpants. Exceptions to this guideline include sweatshirts/t-shirts with the school logo.

Addendum B: Carpool Guidelines

CARPOOL

School Hours: School doors are unlocked at 8:05 Casa time. If your children arrive before 8:05, please stay with them in your vehicle in the parking lot since they cannot be admitted into the building before 8:05. Drop-off is between 8:05 and 8:30, at which time all classes are in session.

Morning carpool is between 8:05 and 8:30 a.m. Morning drop-off will begin at 8:05 when our fourth grade Casa Courtesy Crew members are at their stations. After 8:05, please sign your child in at the front office so s/he may be admitted to class.

Afternoon pickup will begin at 3:00 p.m. We hope to finish no later than 3:30 p.m. If you must sign your child out of school in the afternoon, please do so before or by 2:30 p.m. After 2:30 p.m. we lock the school front door to limit access during carpool preparations and process. Thank you.

CARPOOL COURTESY RULES

- Spaces on the side of the school doors are blocked by cones. If you need to park to come in, please park in spaces immediately in front of the school.
- If you need or your child needs extra time to buckle up seat belts or car seats, please pull up to the BUCKLE UP ZONE. Please do not hold up the carpool line because you need an extra five or ten minutes for buckling.
- Please do not park your car in the carpool lane or get out escorting your child in or out of the building. Please park in a parking space if you need to get out of your car for any reason.
- If you need to speak with your child's teacher or administrative personnel at pick-up time, please wait until after 3:30 to do so. Between 3:00 and 3:30 all faculty members are still with their classes, listening for carpool numbers. If you are talking to them, they can't hear numbers and children do not get dismissed. Teachers are also better able to concentrate on your conversation after they have dismissed their children. We are happy to speak with parents after children have been dismissed.
- You may have to leave a voice mail message if you call during drop-off or pick-up time. Our first priority is safety during morning and afternoon carpool; we would be happy to return your call as soon as we have finished making sure children safely enter and exit the building.
- Our parking lot is one-way and the speed limit is 5 miles per hour/ 8 kilometers per hour (5mph, 8 kph).

Thank you for your cooperation in keeping us all safe and for modeling good safety skills for all our children. The positive focus, patience, and consistency you bring to this process will make it work for you, your child/children, and other families who share our carpool time and space. With everyone's cooperation, we can make the "esperanza" of a safe carpool time a reality for us all.

Addendum C: General Grievance Policy

Policy: Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents have complaints or disagreements with any parties at Casa Esperanza Montessori, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher or teacher assistant as is appropriate.
2. If a resolution with the classroom faculty is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the Head of School or the Assistant Head of School.
3. If resolution is not possible with any of the parties above, parents should address their concern to any member of the Board of Directors.
4. When a complaint is addressed to a specific member of Board of Directors, parents should be clear about who the complaint may be shared with, keeping in mind that the Board may not be able to take specific action unless the entire Board is informed of the issue.
5. Parents should also keep the following in mind when addressing a complaint to the Board of Directors:
 - a. Complaints should be made in writing. This allows all parties involved to work from a consistent body of information.
 - b. The Board of Directors, in general, will not to address a complaint based on hearsay or made on behalf of another parent or family.
 - c. The Board of Directors, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 has not yet been attempted in good faith.
 - d. The Board of Directors reserves the right not to address a complaint that is made anonymously.
 - e. The Board of Directors, in general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Board will take the complaint under advisement and will provide an appropriate response at a later time.
 - f. The Board of Directors reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint.
6. If a parent complaint is not addressed to the satisfaction of the people involved, parents have the right to seek resolution through the North Carolina Department of Public Instruction. Complaints may be addressed to the Director, Office of Charter Schools, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601
7. This Grievance Policy (CEM 5.5.1) is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

Addendum D: Homework Position Statement

By definition, homework is any activity, work or lessons children participate in outside the classroom. This work promotes growth in all aspects of the child's life. Therefore, it is important that children have the continued opportunity at home to assume responsibility, endure consequences, manage their time wisely, and choose activities from a carefully prepared selection. Children need a "prepared environment" at home as much as (if not more than) they need a prepared environment at school.

As Montessori students, your children are exposed to continuous, daily homework. It may not be work in textbooks, on worksheets, or even particular assignments at the end of each day. In fact, homework reaches far beyond academics.

The Work of the Home

Children learn by doing. There are many areas in which children should participate daily, including working around the house and garden, completing regular, daily chores, caring for personal belongings, and sharing in meal preparation and clean-up activities. Children want and need to participate in all areas of family life. A family night in which the entire family is involved in an activity is great for child development. These nights may include game night, video night, or sharing stories together.

Academic Homework

What does Montessori academic homework look like? While homework should be related to classroom lessons, it should not repeat the work being done in the classroom. Consider the adult who works 6-8 hours a day on a task and then brings the work home to continue working at night. That schedule wears thin quickly, unless the work is a consuming passion for the adult. Even so, the work always interferes with the adult's home life. The same is true for children. Montessori children have a classroom lesson on a concept; then they practice that concept in the classroom. If they were then asked to repeat that work at home, their appetite for that work diminishes quickly. This is another rationale for diverse Montessori homework.

Many activities are appropriate homework for the Montessori child. Academic areas may include literacy, mathematics, fine arts, and cultural studies. Literacy is a life-long work both at school and at home. Upper Elementary children should read at least one half hour each evening. Parents should also read aloud to their children daily. Retelling what they've read or heard and word study work is easily accomplished at home and assists with reading comprehension when done on a regular basis. Children may keep a journal or diary to keep daily thoughts, concerns, and ideas. They may also practice writing letters to relatives, stories, poems and reports. Memorizing poetry or jokes is an ideal literacy activity for homework, as is preparing an oral or computer-based presentation. Penmanship, culminating in decorative writing such as calligraphy, is also ideal homework.

In mathematics, the memorization of mathematic facts, money facts, and telling time are areas that can be practiced at home. Word and logic problems are also ideal work for the one-to-one adult-child ratio available at home.

Second language studies can often be enhanced at home or through enrichment activities.

Other Types of Homework

Homework presents opportunities to honor those talents of a child that are not practiced in traditional Montessori settings, such as competitive team sports and participation in areas of interest beyond the survey or introductory level

Children must be allowed time for the arts. Time allowed to daydream, draw or sketch, read, write, and recite poetry, visit museums, exposure to music, and lessons in dance or music should be an option for every child.

Children must also experience time out-of-doors. Hiking, exploring nature, bike riding, and the participation in sports should be an alternative for children. Becoming involved in a physical fitness program is another area in which the child may become interested.

Parents may occasionally see unfinished work come home when a child has chosen to play during the work cycle. This unfinished work becomes homework. Some children even self-initiate homework in areas that have been introduced in class so they will have a deeper knowledge of the subject.

Optional homework may be offered to supplement work that is being completed in the classroom. This work is carefully planned and evaluated based on the current level of classroom work the child is attempting in class. Examples might include practice with varying math operations, word problems, and reading comprehension practice. Homework will not be given daily and may not even be given weekly. Work that is given as practice or as a supplement is just that, practice. We invite the children to complete the work and return it, but the work is not mandatory. There is no due date for optional homework. Children are able to work at their leisure and return their work at their convenience. It is important for the child to complete the work, but it is not mandatory for them to undertake the work. Once work is returned to school, it will be checked and return to students in Friday folders.

Transitioning from Montessori Homework

As Montessori teachers, we must prepare a child for life, including their next academic environment, which may include a traditionally-structured school program.

We encourage children to develop the discipline of remembering to complete homework on time and transporting it to and from school through regular homework in our penmanship and word study programs. Children benefit from short repetitions of these activities on a daily basis under close adult supervision.

Addendum E: Excerpts from Casa Esperanza Montessori Safe Schools Plan

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.

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.

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.

Each month the 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.

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.

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.

The 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.

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

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.

Addendum F: Head Lice Narrative and Policy

The members of the Casa Esperanza Montessori board of directors were recently asked to evaluate the lice policy of the school in response to several outbreaks of head lice. The board of directors takes its responsibility for the health and well-being of Casa students very seriously, and wishes to minimize the impact of all communicable diseases/ conditions on Casa's ability to carry out its educational mission. As is common at all schools however, school-age children occasionally get head lice infestations, that can be transmitted within a classroom population. Although not a health concern, head lice are a nuisance and require prompt and possibly repeated treatment of the affected scalp to ensure the infestation lasts no longer than one life cycle.

The board of directors at Casa revisits the school's lice policy periodically and reviews the scientific literature to make sure our policy upholds best lice management practices for schools. We also greatly appreciate families that follow school guidelines to notify the school anytime a child is ill or has a contagious condition, and then follow up with prescribed treatment. Health issues such as these are a shared responsibility of the entire school community.

We look forward to continuing to serve you and your family by providing a healthy school environment.

Policy Number: 1.3.2 (revised and approved April 24, 2007)

Section: Health and Safety, Communicable Diseases or Parasites

Title: Treatment and Parental Notification of Head Lice

Policy: Lice control is important to the maintenance of a productive school environment. Proper lice control can be achieved without excluding children from school unless there are live bugs present on the child's person and no treatment scheme has been implemented. Parent education, notification of head lice outbreaks and treatment monitoring are crucial factors in the management of head lice outbreaks at school.

Procedures:

1. The school will not conduct mass screenings for head lice infestations. In the unlikely event that live bugs are seen on a child by casual observations, the school will dismiss the child.
2. The school will periodically send materials home with children reminding parents to notify the school should they discover lice on his or her child.
3. A child identified as having lice under items (1) or (2) above may return to school after parents have signed and delivered a form to the school receptionist (accompanying form CEM 1.3.2 -- attached) indicating that they have performed some form of management and treatment program and that the child's or children's head appear to be without lice. Parents should maintain an active management program for at least two weeks, periodically checking for any signs of re-infestation. During this time, the child may attend school normally.

4. The school will take steps as necessary to prevent the spread of lice through monitoring of fomites (materials that can harbor lice) within the classroom.
5. The school will provide parents with information to assist them in the treatment of head lice.
6. Upon discovery of a child with lice, the school will send out notification to parents in the affected classrooms, as is done with other infectious diseases (e.g., strep throat). Such notification shall request that parents do a thorough check of their child's head, and if lice are found, notify the school and perform a management and treatment program as described in (3) above.
7. Children will be instructed never to share articles such as coats, sweaters, hats, combs, brushes, berets and hair ornaments.

**FORM 1.3.2: VERIFICATION OF HEAD LICE TREATMENT/VERIFICATION
OF THE ABSENCE OF HEAD LICE ON CHILD OR CHILDREN**

I verify that my child or children,

_____, has/have been treated for the presence of head lice, and that I will continue to implement an active treatment program for the next fourteen (14) days.

Signature of Parent or Guardian

Date



Casa Esperanza Montessori

a dual-language charter school and preschool community

Addendum G: Parent Involvement Policy

Policy Number: 5.2.4

Section: Parents

Title: Parent Involvement Policy

Rationale:

Casa Esperanza Montessori Charter School recognizes that involvement of parents in children's education increases student success. This is documented in the Federal Register, Vol. 54, No. 96, Section 200.34. The **No Child Left Behind Act of 2001** requires the involvement of parents in Title I programs; therefore, Casa sets forth this written policy.

I. Parent Involvement Goals

Casa shall, in coordination with parents of participating children, develop programs, activities and procedures, which have the following goals:

- To inform parents of the reasons for their children's participation and the specific instructional objectives and methods of the program.
- To consult with parents, on an ongoing basis, concerning the manner in which the school and parents can better work together to achieve the program's objectives.
- To train parents and teachers to build a partnership between home and school.
- To provide a comprehensive range of opportunities for parents to become informed about how the program will be designed, operated and evaluated.
- To ensure opportunities for the participation of parents who lack literacy skills or whose native language is not English.

- To provide parents with information concerning North Carolina's Standard Course of Study, student academic achievement standards, and state and local academic assessments.
- To provide parents information about the professional qualifications of their child's classroom teacher and the qualifications of the classroom paraprofessional.

II. Procedures, Activities and Use of Funds

Casa will ensure that parents are involved in the planning, design and implementation of programs and shall provide reasonable support by offering parent involvement activities and surveys.

Participation invitations and surveys shall be made available to parents of participating children at the beginning of each school year.

Casa will hold an annual meeting for parents to explain the programs and activities provided in each program.

Casa will provide parents with progress reports and hold parent- teacher conferences to discuss progress, placement and methods of instruction.

Parent programs, activities and procedures will include:

A School Compact of student/parent/school involvement

Conferences, resources, and training programs

Reporting on students' progress

Coordinating parent activities

Use of parents as classroom volunteers, tutors and assistants

Reinforcement of classroom instruction and student motivation through home-based instruction

Information on the programs and their annual evaluations

Parents are expected to cooperate with the school system by making every effort to become knowledgeable about the school program and by working to reinforce their children's training at home.

Reasonable and necessary expenditures associated with parent training sessions and hiring, training and utilization of parental involvement liaison workers may be supported with program funds.

III. Accessibility

Information, programs and activities for parents shall be provided in a language and form that the parent understands. This policy shall be distributed to parents at the beginning of the school year via school newsletter and email. The policy shall also be included in the Parent Handbook, which is distributed to parents and appears on the school website.

IV. Annual Evaluation

An annual measurement of parental participation will be conducted.

V. Grievance Procedures

Parent grievances relative to this policy shall be handled in accordance with existing Casa policy.

Adopted April 27, 2010

Addendum H: AHERA Management Plan

The US Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the architect or project engineer responsible for constructing the school stating that no asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided such a statement, and is, therefore, exempt from the requirement to conduct an asbestos inspection.

The EPA requires us to annually notify you that we are aware of the AHERA regulation, and that we are in compliance. The Management Plan is available for your review at anytime during normal school hours (Monday – Friday, 8:30 A.M. – 3:00 P.M.). The school's Facilities Manager, is available to answer any questions you may have.



Casa Esperanza Montessori
 a dual-language charter school and preschool community

Addendum I: End of Grade Tests

Policy Number: 6.2.1

Section: Student Support

Title: End of Grade Tests

Policy Verbiage:

All Casa Esperanza students are required to participate in the State of North Carolina Department of Public Instruction’s accountability testing program, beginning with end of-grade testing in grade 3. All students that do not receive a 3 or 4 on the regular administration of any end of grade test will be required to retake that test.

- Include in Parent Information Handbook
- Include in Employee Handbook

Include on School website

Signature:

10/20/11

 Zachary Donahue, Board Chair

 Date Adopted

Revision History	Issue Date	Sections Affected
0.0.0	10/20/11	All



In Appreciation

...for all that has been and will be accomplished at Casa Esperanza by YOU, a member of our dedicated, wonderful Casa community, including...

... sending your children to school well-rested, well-fed, on time, and ready to learn; stuffing Family folders; referring your friends to us; serving on the board of directors and board committees; guest storytelling; attending board meetings; visiting the library to check out books for classrooms; donating goods for our silent auction; washing classroom napkins and cleaning towels on a regular basis; leading reading groups; cutting out laminated materials; building Montessori furniture to hold our Montessori didactic apparatus; writing grant applications; substituting in classrooms for teachers and paraprofessionals; translating documents; buying and selling scrip cards; saving "Labels for Education" points; bringing snack for children; organizing book fairs; donating PE equipment; formatting classroom newsletters; taking photos of our children; watering plants; sponsoring Casa family restaurant fundraiser nights; polishing our floors; teaching personal skills to elementary students; participating in PFA special events; installing hooks, plumbing fixtures, door locks and playground equipment; working on the web site; creating a yearbook and organizing school pictures; attending parent education events; working with the Courtesy Crew during morning and afternoon carpool; visiting the furniture warehouse and the dump; sorting school supplies; sanding, refinishing, and repairing furniture; coming into classrooms to share your family's holiday traditions; putting a Band-Aid on a scraped knee; cooking with children; organizing field trips and visits; networking with other businesses in the community; coordinating child care during evening events; attending PFA meetings; bringing coffee, chocolate, pizza, cookies, and other food to "starving" faculty members; working on computer systems; maintaining classroom list serves; arranging faculty appreciation events; working on weekends and during the evenings; answering telephones; donating classroom books; holding reading groups with children; participating in consortium classes; material making; internet research; taking out the trash; conference table moving; countless hours working with hammers, drills and saws; wall painting; completing art projects with children; calling press conferences; re-organizing the ramp yet another time; and trusting the faculty of Casa to educate your children and help prepare them to participate meaningfully, thoughtfully, and joyfully in the society of their choice...

...our hearts are overwhelmed with gratitude for everything you do to make Casa a unique, warm, and wonderful school community.





Dr. Maria Montessori 1870-1952

We honor Dr. Maria Montessori, physician and founder of the Montessori movement. As more and more schools incorporated core elements of her model—child-centered classrooms, early childhood education— Montessori became widely recognized as being ahead of her time.

There are thousands of Montessori schools in the United States alone, including hundreds of programs in district-supported public schools and public charter schools, where the interest in enrollment often results in long waiting lists. Remarkably, even after 100 years, Dr. Montessori's visionary ideas and methods remain viable concepts that have profoundly influenced the entire educational landscape on every continent and which continue to flourish today as the cornerstone of a thriving, innovative, educational philosophy and pedagogy.

