



ENROLLMENT HANDBOOK

PUBLISHED IN DECEMBER 2018

The Fuente Nueva Charter School Mission is to empower kindergarten through fifth grade students to become engaged world citizens through a challenging and creative Spanish immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility.

Fuente Nueva Charter School

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A NOTE FROM THE DIRECTOR

Dear Parents,

Thank you for your interest in Fuente Nueva. Our school community is located within the Arcata School District, next to the farm land known as the Arcata Bottoms. We serve students in transitional kindergarten through fifth grade in a dynamic and engaging Spanish immersion program. Students at Fuente Nueva are given the unique and valuable opportunity to gain proficiency in a second language, while also learning the core subjects in a safe and supportive learning environment.

This publication is designed to provide a snapshot of what it means to choose our school. You are encouraged to schedule a visit to Fuente Nueva, during which you may spend time observing in the classrooms as well as have an opportunity to meet with me and ask any questions you may have. In addition, we encourage you to join one of our school events to experience our extended community.

There are many reasons to choose Fuente Nueva as a school for your child(ren). We ask that over all other reason, you choose our school for the Spanish immersion program. I like to think of all the other pieces that I love as “icing on the cake.” If you are coming just for the “icing” and don’t highly value the “cake,” it is very likely that you will move away from Fuente in future years. As an immersion program where students learn in two languages, transferring from Fuente Nueva midway through a child’s elementary school career is particularly difficult. To gain the full benefits of an immersion school, students must complete the entire program. Therefore, we ask that while you carefully consider your choice of schools, you see Fuente Nueva as a place for the entire course of their elementary education, not just for kindergarten.

Enclosed you will find a list of important dates during our enrollment period. Please feel free to call me with questions at any time. I look forward to welcoming your family to Fuente Nueva.

All the best,

Beth Ann Wylie
Charter Director

IMPORTANT DATES

Monday, Jan. 14	Open enrollment period begins <i>Return completed applications to the office between now and April 11.</i>
Thursday, January 17	Enrollment Information Night 6:00 p.m. Room 9. Come meet the teachers and parents of Fuente Nueva and learn about our program.
Thursday, January 24	Winter Concert 6:15 – 7:00 p.m.
Wednesday, February 13	Open enrollment closes at 4 p.m. <i>Enrollment applications are due by 4pm.</i>
Thursday, February 14	Lottery is held, lists are posted at the school and parent notification letters are sent. <i>The list will be posted at 4pm.</i>
Thursday, February 28	Science Night 6:00 – 7:30 p.m.
Friday, March 1	All enrollment packets must be complete by 4 p.m. to accept slot.
Friday, March 8	Students with incomplete enrollment packets will be placed last on the waitlist.
Thursday, May 23	Open House 6:00 – 7:30 p.m.
Friday, May 25	Move Up Day. <i>Newly enrolled students visit the classroom for activities and a snack. Parents of Transitional Kindergarten, Kindergarten, and new First Grade students are requested to attend.</i>
Thursday, June 7	Spring Readers' Theatre Event Curtain at 6:15 p.m.

OUR MISSION AND VALUES

The Fuente Nueva Charter School Mission is to empower transitional kindergarten through fifth grade students to become engaged world citizens through a challenging and creative Spanish Immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility.

We value

- a supportive and stimulating academic environment that nurtures the whole child,
- multilingual communication abilities and appreciation,
- empathy, compassion, and respect for cultural and ecological diversity,
- a lifelong love of learning, and
- collaboration and team work among community members.

IMMERSION AT FUENTE NUEVA

FULL IMMERSION

At Fuente Nueva, we offer a full Spanish immersion program. Students are given the opportunity to learn a second language by studying core content areas in Spanish. A full immersion program is one in which a student spends 60% or more of their time learning traditional content areas in a second language.

At Fuente Nueva, transitional kindergarten and kindergarten students spend virtually 100% of their time learning in Spanish. In first grade, students spend over 90% of their instructional time learning in Spanish, with minimal time in English for art, music and PE. In second grade, students are first introduced to English Language Arts. As our full immersion students matriculate through the grades, they gradually add more English to their day. By fourth and fifth grade students spend an hour a day learning in English.

Students will gain a strong foundation in their second language by learning to read and write in Spanish first. Studies show that this is the most effective way for immersion students to gain the most proficiency in both a first and second language. For our native English speakers, we have found that by offering a full Spanish immersion program, our students gain the level of Spanish they need in order to grasp more complex concepts taught in their second language. Our students who are native Spanish speakers become proficient in both English and Spanish while also retaining their heritage language.

SPANISH LANGUAGE STANDARDS

Our program's immersion goals are based on both the Common Core State Standards and the essential language instruction tool, *Standards for Language Learning (SLL) in the 21st Century* (The U.S. Department of Education and the National Endowment for the Humanities; National Standards in Foreign Language Education Project, 2006).

The overriding philosophy of the SLL is that our "nation must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad." The SLL document envisions a future in which all students develop and maintain proficiency in both English and at least one other language. The most outstanding aspect of the aforementioned philosophy (summed-up by knowing how, when, and why to say what to whom) is that it goes beyond how (grammar) to say what (vocabulary), and also includes multicultural awareness of our world's diversity.

Following are the standards that help support our instruction:

- 1. *Communication: Communicate in Spanish***
- 2. *Cultures: Gain Knowledge and Understanding of Other Cultures of the World***
- 3. *Connections: Connect with Other Disciplines and Acquire Information***

4. *Comparisons: Develop Insight into the Nature of Language and Culture*

5. *Communities: Participate in Multilingual Communities at Home and Around the World*

With the aid of these standards, we have established grade level expectations/benchmarks that will guide our learners. These expectations are evaluated at each grade level using a variety of assessment strategies. Teachers work collaboratively to ensure that academic expectations build from one grade level to the next.

ENGLISH LANGUAGE DEVELOPMENT

Parents of both native English speakers and native Spanish speakers are often fearful that immersion education will negatively impact their child's English language development. Research consistently shows that immersion education actually enhances English language development. Initially, while instruction is occurring primarily in Spanish, the English development may lag temporarily in reading, word knowledge, and spelling. However, after a year or two of instruction in English language arts, this discrepancy disappears. At Fuente Nueva, we anticipate the gaps to close throughout the 2nd and 3rd grade, so that by 4th grade students are performing at or above grade level in English language development.

Many cognitive processes that are necessary for initial literacy in the immersion language naturally transfer to the learning of English. The transfer of these common foundational skills, along with the consistent exposure to English outside of school will provide the support needed for students to develop their English literacy.

BENEFITS OF LANGUAGE IMMERSION

There are many benefits for the language immersion student, with the most obvious being that the child will emerge from the program with proficiency in two languages. Having the capacity to speak in two languages gives most individuals an advantage in the workplace. The language immersion classroom prepares the 21st century learner by creating a strong foundation in global citizenship; which is essential in today's society. Learning a second language at any age is a gift, but students who study a second language at an early age have a distinct advantage over students who begin later. Students develop a deeper understanding of the language and at the same time are often able to produce native like speech.

Learning a second language can improve a child's understanding of their own language and culture. As the students acquire language structure in their second language, they are continually making comparisons between their native language and the target language. This strengthens students' critical thinking skills and helps them learn linguistic strategies, such as paying close attention to cognates, context clues, and patterns. Learning to make connections while scaffolding their understanding to what they already know builds essential and valuable learning skills. Immersion students are also known to develop a greater flexibility in thinking and problem-solving skills. Finally, when teaching in the immersion classroom, the use of a variety of learning strategies that meet the needs of the diverse learning styles present in any classroom is that much more essential, and therefore our classrooms are rich with child-centered learning.

While for years scientists, doctors and educators believed that our I.Q. was a static trait that we were born with, recent research has shown that exercising ones brain can increase ones I.Q. Additionally, there is a lot of emerging research that demonstrates the importance of teaching young children traits such as persistence, focus and curiosity. An immersion program naturally lends itself to this goal as our students must learn core content standards and a second language at the same time. Our students exit the program with a tenacity and grit that serves them in their future educational endeavors.

PARENT SUPPORT OF LANGUAGE DEVELOPMENT

A parent's participation in their child's education is an enriching experience for both parent and child. We have found that our most successful immersion students are the ones whose parents provide consistent support for their child's language acquisition and education. This support can take many forms and even be as simple as being your child's cheering section for when school is challenging. We have also seen a benefit when parents can help the child find a use for Spanish outside of school. Instilling a value of respect for a multilingual and multicultural world helps the students to see the purpose in their studies of a second language. Students who are given a reason to use their Spanish are more likely to take risks and speak in Spanish. We encourage parents to play a strong role in helping to nourish their child's language development by learning some simple Spanish phrases themselves. Using Spanish in the home or finding other creative ways to use Spanish in our community are great ways for you to share in the journey with your child. While, there are many ways for parents to support their child's education, immersion students who are eager and invested in their language development (or any part of their schooling) *will* perform better and develop a love of learning.

PROGRAMS TO MEET THE NEEDS OF THE WHOLE CHILD

CORE SUBJECTS

Each classroom teacher brings their own talents and strengths to the classroom to carry out the mission of our school. The core values are threaded throughout all classroom instruction. Teachers follow research-based curriculum while also adding in their own personalized touches to meet the needs of their individual students.

Within each classroom teachers use ability-based grouping to provide an opportunity for students to excel at their own level. It is also common for teachers to incorporate cross-ability tutoring and group work. This enables students to strengthen their understanding of a concept by teaching or learning from a peer. Collaboration and group work are an essential part of all classrooms.

While each classroom has its own environment, teachers work closely to unify our approach across the grades. We are continually coordinating efforts to ensure a smooth transition from one grade level to the next. Weekly staff meetings, release time for collaboration and a small teaching staff enable a shared responsibility for this task.

CHARACTER EDUCATION

We believe that everyone has the right to a safe, nurturing, and challenging learning environment. Additionally, we strongly value the impact that Character Education can have on a child's whole school experience. At Fuente Nueva, we all agree to have respect for each other and our classroom space by following our own golden rules called our Guidelines for Success which are: **I care for myself, I care for others, and I care for my school.**

In the beginning of the school year, the students and teachers work together to develop classroom contracts that reinforce and expand on our Guidelines for Success. Throughout the year, weekly character words are studied to reinforce what it means to care for oneself, care for others, and to care for the school. A lesson on the character word is given during our Monday all school assembly, and students who were exemplary examples of the word are given recognition during our Friday assembly.

In daily interactions with our students, we model respectful and caring behavior. As educators we recognize that students emulate what they are surrounded by, so we are committed to building a positive campus climate where the joy of learning can thrive.

Children receive weekly lessons from the school director on character development to gain skills to help them navigate their daily experience both at home and school. Lessons include concepts such as; mindfulness tools, growth mindset, anger management, conflict resolution, and bullying. The skills students learn help to create an environment that builds self-esteem and inspires success.

Above all else, the key to student success is clear communication and collaboration between teacher, director, and parents. Students are supported as they experience both positive and negative consequences for their behavior. Their efforts in this regard are recognized with a variety of intrinsic and external rewards. In the event that a child does not follow the school rules, we follow the guidelines of Restorative Practices to help the student learn from their mistakes while also repairing the harm done as a result of their actions. Our Discipline Policy and Right to a Safe School Policies can be viewed on our school's website.

THE ARTS

Artistic expression is also a pedagogical goal of our curriculum. Imaginative problem solving, group cooperation, cultural awareness, and high self-esteem are all reinforced through a well-balanced art curriculum. In our program, we explore the full spectrum of artistic expression through the study of visual arts, theater, movement, and music.

Our arts program is partially funded by parent donation and fundraising. This past year our parents donated \$100 per year per student. This is a donation, not a required payment.

VISUAL ARTS AND MUSIC

Fuente Nueva has had a long tradition of providing weekly lessons with a separate teacher for both visual arts and music for all students in grades 1-5. Both subjects are taught with the goal of promoting a love of the arts. We believe that giving students a chance to express themselves in the arts leads to greater success in the more traditional areas of learning such as math and science. As a Spanish immersion school, exploring culture is a big part of the students experience in both visual arts and music. At the time this publication was drafted, we were between teachers for this area. It is exciting to see the possibilities that exist as we search for just the right person to join our team.

PHYSICAL EDUCATION/ MOVEMENT

A healthy mind needs a healthy body. Our students are engaged in a variety of physical education opportunities under the guidance of both the classroom teacher and a separate teacher for grades 1-5. Positive sportsmanship skills are promoted and physical skills are taught, while students learn about the importance of keeping their bodies healthy. Lessons often include both traditional sports and cooperative games.

READERS' THEATRE

Twice a year, students in all grade levels participate in a Readers' Theatre performance in both English and Spanish. Performances vary from the traditional presentation of a book, read and acted out, to a more elaborate theatrical performance. This opportunity builds self-confidence and self-esteem, while giving students an opportunity to work on public speaking and theatrical skills. The performance is also a chance for Spanish language skills to be showcased in a community format. Parents, staff, and volunteers provide the support needed for these events. Readers' Theatre has grown to be a loved tradition by the students and greater community.

INTERVENTION AND SPECIAL NEEDS

CLASSROOM SUPPORT

At Fuente Nueva, we believe that all students learn in different ways on different days. Our team works to meet the diverse needs of students by providing individualized behavioral and educational plans that support each student's learning experience. Services are provided for students who are at risk of falling below grade level standards. In addition, we provide services for students who present social-emotional or behavioral needs. When appropriate students are assessed and by team decision, given formalized Individual Education Plans. This process is a collaboration between parents, our resource and intervention teachers, the classroom teacher, and the Charter Director.

IMMERSION AND SPECIAL NEEDS

While there is not a lot of conclusive research about the effectiveness of an immersion program for students with special needs, it is commonly felt that students can and will perform well in an immersion program. Students with mild learning disabilities and delays are well supported by the variety of techniques that are common in a language immersion classroom, that are also regularly

utilized strategies for the struggling learner. Pre-identified language-processing difficulties should seriously be considered prior to enrollment. Still, many children with mild learning disabilities, who have knowledgeable teachers, and supportive families can and do succeed in immersion programs.

SCHOOL COUNSELOR

We are fortunate to have a school counselor with us for 2 ½ days per week. Her work focuses on building social skills, mindfulness tools, empowerment groups, friendship groups, and emotional regulation Services that she offers include but are not limited to:

- Individual weekly counseling (typically 6-8 sessions),
- Small group counseling
- On-call crisis counseling and conflict resolution
- Peer Mediation training for older students

LUNCH PROGRAM

Nourishing our bodies with a balanced diet is essential for a well-prepared learner. In January of 2016, FNCS met a long-term goal and began our own on-site school lunch program. The staff is committed to providing both a kid-friendly and nutritious menu. Food exploration is encouraged and on the last Friday of each month a traditional meal from a Spanish speaking corner of the world is served. To stay true to our core values, we include many local and/or organic ingredients. In addition, organic milk and fresh fruit is served with every meal. Students who qualify may receive a free or reduced-price lunch. The regular cost of a lunch is \$3.75.

FAMILIAS & BUDDIES

With a strong value placed on community, Fuente Nueva has created a program to help foster cross-age relationships in our school. *Familias* is a weekly lesson where students are combined into a group that includes students of all grade levels. Returning students remain in the same *Familia* each year and build long-term friendships. The *Familia* groups rotate between teachers for four- week sessions. The teachers choose lessons that are enriching and will develop connections between the students, while exploring the various Spanish speaking regions in our world.

In addition to Familias, each class is connected to another grade as “buddies”. Teachers and students enjoy the opportunity to come together and learn from one another. The result of our buddy program can be seen on the playground with multi-age groups of children playing a variety of games.

EXTENDED DAY PROGRAM

We look upon our aftercare program as a relaxed extension of our school day. During aftercare, children can participate in both structured and unstructured arts and crafts, additional extracurricular activities, citizenship, extended reading and story time, homework club and, of course, ample free play. In addition, it is important for us that the children have the opportunity to develop life skills centered on the activities and chores of the aftercare program itself. We welcome visiting parents into the aftercare program, and would be happy to hear from any parents who wish to organize a special activity or lesson.

Aftercare is offered from dismissal until 5:30 p.m. A fee of \$3.50 is charged per contracted hour for this service. Drop-in rates are \$4.00 per hour. Subsidized childcare is available through Changing Tides Family Services. It is recommended that you contact them as soon as possible in order to become eligible for low-cost/no-cost childcare. Changing Tides can be reached at 444-8293.

Before-care is also offered starting at 7:30 a.m. and is located in Room 8. The charge for this service is \$1.75/day regardless of any drop off time between 7:30 a.m. and 8:15 a.m.

SCHOOL SCHEDULE

	Monday	Tuesday - Friday
Before school care	7:30 – 8:15 a.m.	
School opens to welcome students	8:15 a.m.	
Schools day begins	8:30 a.m.	
Snack	9:45 – 9:55 a.m.	
Morning recess	9:55 – 10:05 a.m.	
Lunch & Recess	Varies by grade-level Lunch: 25 minutes, Recess: 25 minutes	
Kindergarten dismissal	1:30 p.m.	2:15 p.m.
1st, 2nd and 3rd grade dismissal		2:45 p.m.
4th – 5th grade dismissal		2:55 p.m.
Extended Day Program	Dismissal – 5:30 p.m.	

CLASS CONFIGURATION

Each year the Fuente Nueva Charter Council, in collaboration with the teaching staff and administration, creates the best classroom configuration to meet the needs of the students. Student enrollment numbers in each grade level along with student needs will be taken into consideration when this decision is made. The below possible configurations should be expected by parents who enroll their child in Fuente Nueva:

Kindergarten	up to 24 students	<i>stand-alone class</i>
1st grade	up to 24 students	<i>stand-alone class</i>
2nd grade	up to 24 students	<i>stand-alone class</i>
3rd grade	up to 24 students	<i>stand-alone or combined class</i>
4th & 5th grade	<i>stand-alone or combined classrooms, configuration determined annually based on student enrollment; grades may be split into two classrooms</i>	

PROGRAM COMMITMENT

LONG TERM INVESTMENT

Learning a second language is a long-term investment. To gain the full benefits of an immersion program, students are encouraged to be enrolled continuously for the entirety of their elementary school journey. Students who leave in the early years may find they are behind in their English language development. Over time, we see that all of our students not only catch up, but excel in English language development as well as learn Spanish.

Additionally, as an immersion program we hope for families to make a long-term commitment in order to keep enrollment levels at an adequate number. The school is often unable to replace a student who leaves beyond the 1st grade year, thus creating small class sizes in the upper grades. While there are many benefits to smaller class sizes, social issues often arise when a class becomes too small. Moreover, funding levels are affected by lower enrollment. Fuente Nueva is understanding of life's changing paths and at the same time respectfully requests that you seriously consider if you can make a long-term commitment.

GETTING INVOLVED

Fuente Nueva gives parents the opportunity to involve themselves in their child's learning experience and school community. We are always open to ideas for improvement and pride ourselves on our ability to grow. ***Our school is what it is today due to the tremendous efforts and commitment of our parents. Each family is requested to volunteer at least four hours a month in or out of the school.*** Many parents volunteer beyond the four-hour expectation. This greatly affects the richness of our students' experience at our school. Opportunities for meeting the volunteer hours are varied. We do our best to find a task that works for every family.

Here is a list of the many ways that parents have contributed to our school:

- Serve on the Fuente Nueva Charter Council (our governing Board of Directors)
- Serve on the Amigos de Fuente Nueva Board (PTO/FNCS booster club)
- Volunteer in the classroom
- Bring a unique lesson to the classroom in one's own area of expertise
- Chaperone on a field trip
- Organize special events such as biannual performances/socials
- Fundraising through the PTO
- Odd jobs, all-campus work party days
- And countless other ways that continue to change and evolve

ATTENDANCE

A child's success at school is directly related to his or her ability to have consistent regular attendance. In addition, our school budget is dependent upon students' daily attendance. If a child does not attend school for any reason, we do not receive funding for that student on that day. Being such a small school, student absences make a huge impact on our school budget. For both reasons,

please make every attempt to have your child attend school every day. If appointments need to be made, please make them after school. Families who choose to travel have the option of placing their child on independent study. If you are planning a vacation, please contact the School Secretary or the Charter Director at least two weeks in advance.

HOME SUPPORT

Supporting primary language development at home is an essential role for parents to play. When children have a strong foundation in their first language, they are more adept at acquiring a second language. To support home language, parents can read books or play simple language games. Parents must also be a strong advocate with their child as to the reasons they are studying a second language. Without parent buy-in students are often confused as to why their teachers are insisting that they work in a language other than their own.

For English speaking families, learning basic Spanish is an excellent way for parents to help support their children in our program. This in no way is essential, but even learning simple phrases shows your child that you value the work they are doing during the school day. We strive to offer Spanish classes for parents for a sliding scale fee. Classes are dependent upon the instructor's availability and parent interest.

For some students, the adjustment to an immersion program can be difficult. It is essential that there is regular and honest communication between parents and teachers regarding student progress and any problems that may arise. By working together, we can ensure your child's success in our program.

THE DIRECTOR AND TEACHERS:

Name	Title	Email
Beth Ann Wylie	Charter Director	bwylie@fuentenueva.org
Naomi Davis	Administrative Assistant	ndavis@fuentenueva.org
Renee Marrero	Kindergarten Teacher	rmarrero@fuentenueva.org
Anna Whitchurch	1 st Grade Teacher	awhitchurch@fuentenueva.org
Angela Rivera	2 nd Grade Teacher	arivera@fuentenueva.org
Maria De Simon	3 rd Grade Teacher	mdesimon@fuentenueva.org
Catalina Leon	4 th Grade Teacher	cleon@fuentenueva.org
Naomi Grogan-Hurlich	5 th Grade Teacher	ngroganhurlich@fuentenueva.org
Angela Kidd	English Language Arts	akidd@fuentenueva.org
Berit Locatelli	Speech Therapist	blocatelli@fuentenueva.org
Quinn Pawlick	Resource Teacher	qpawlick@fuentenueva.org
Jenner Cohune	Counselor	jcohune@fuentenueva.org
Josue Vega	Extended Day Program Director	jvega@fuentenueva.org

BETH ANN WYLIE, CHARTER DIRECTOR

From the time Beth was young, she knew that she wanted to be a teacher. As a teenager, she started volunteering in an open-concept school and got hooked. She studied Elementary Education at Millersville University in Pennsylvania. The program emphasized regular placements in the classroom starting as a freshman. During these early experiences, Beth developed a deep curiosity for the impact of a child's social emotional wellbeing on learning. She became fascinated with ways to create learning environments that would meet the needs of the whole child. Today, she can apply that passion to her work as the Director of Fuente Nueva Charter School.

Beth believes that education goes far beyond learning facts. She believes that in today's shrinking world community, our youth need to learn how to synthesize multiple perspectives, collaborate with others and create solutions together as a team. Fuente Nueva's mission and vision are in alignment with these beliefs and Beth finds it is a great honor and a gift to be the leader of a school that gives students the opportunity to develop skills for a brighter future.

Outside of school, Beth is a wife and mother of three young men who all benefited from attending Fuente Nueva. As she watches them grow into adults, she is reminded of what is truly important in life. In her free time, Beth likes to play music with her family and friends, take a walk in the woods with her dogs, or sit on a hot rock by the river bank.

JOSUE VEGA, EXTENDED DAY PROGRAM DIRECTOR

Maestro Josue is the Director of our Extended Day Program at Fuente Nueva; he has been a member of our team for several years. Prior to joining the Fuente team, he was enrolled at Humboldt State University.

With eight staff members under his supervision, strong ties to HSU's volunteer circuit and Child Development department, he coordinates a wide range of after-school activities, including arts and crafts, Cooking and Garden Club, and Homework Club. Extended Day is a crucial part of our small school, and Josue is proud to offer children a place to develop their social, academic, and physical skills, and learn new ones under his direction and care.

RENEE MARRERO, KINDERGARTEN TEACHER

Renee Marrero has come a long way from her trip to Spain in 1982 with a bag of trail mix and limited Spanish; to an, energetic, music filled bilingual Kindergarten teacher at Fuente Nueva. After numerous trips to Spain, marriage was eminent. Renee and her husband, who is from Cadiz, Spain, are celebrating their 35th anniversary this year. Over the years, Renee has balanced the need to be a stay at home mom with being a career mom. Renee graduated from Sonoma State University in 1991 with a degree in Mexican-American Studies with an emphasis in bilingual education. She did her student teaching and also worked as an aide at the Windsor Immersion Program, which is now called Calicalmecac.

Hailing from Klamath, CA her and her family migrated back to the north coast where she worked in the Head Start Program, the Even Start family literacy program in Eureka, and then at Pacific Union School where she began a Spanish program for K-8th graders. After budget cuts, Renee found herself

without a job and their family moved to the Santa Cruz area where she taught as a 1st grade Spanish immersion teacher in Watsonville.

When Renee began volunteering at Fuente Nueva seven years ago, she felt right at home, and when the Kindergarten position opened, she easily slipped right into it. Renee values family, and sees her class as a large extended family, listening with her heart every day to these little humans. They are so enlightened. Her hope is to nourish that spark of learning and curiosity that exists in each student.

ANNA WHITCHURCH, 1ST GRADE TEACHER

Anna was born in Kiev, Ukraine into a Russian-American family. She began studying Spanish at the age of thirteen and graduated from UC Davis majoring in Neurobiology, Physiology, and Behavior and minoring in Spanish. Anna has always dreamed of being a teacher and loved being around kids. Anna has volunteered in summer camps in Ukraine and Central Asia and during her last trip to Central Asia she led their annual sports camp by collaborating with local friends.

In 2016 Anna moved to Valencia, Spain where she lived with a charming host family and taught English at a nearby school. She concurrently took an online course through Universitat Internacional de Catalunya that gave her a certification as an Expert in Bilingual Education and inspired her to motivate students and make speaking a second language so fun that students did it without noticing it.

Anna dreams of having meaningful discussions with kids, promoting a culture of acceptance, and daily reminding them of how valuable they are and how much they can do. She is so excited to be at Fuente because during her time in the spring of 2018 being a clerical assistant and classroom aide, she's already grown to love the students, staff, parents, and the Fuente culture.

ANGELA RIVERA, 2ND GRADE TEACHER

Angela Rivera joined our Fuente Nueva family in 2010 and is currently teaching 2nd grade. Maestra Rivera was born in Guatemala and lived there until she was 11 years old, at which point her family moved to her mother's hometown: Fortuna, CA. Angie attended Fortuna Middle School and graduated from Fortuna Union High School. She traveled all over California attending different colleges and universities before moving back to Humboldt County to attend Humboldt State University. In 2007, she received her undergraduate degree in Liberal Studies and went on to receive her teaching credential in 2008.

Before teaching at Fuente Nueva, Maestra Rivera had been working at Alice Birney Elementary School for five years. At Alice Birney, Angie provided academic support and instruction to students in grades kindergarten through sixth grade who speak a language other than English at home while also working closely with their families in order to bridge home and school contact.

Maestra Rivera consciously establishes rapport with her students to build their self-worth. She individualizes and diversifies her teaching techniques so that each student's learning style can experience success in her classroom. Her priority is to create a student-centered atmosphere.

MARIA DE SIMON, 3RD GRADE TEACHER

Maria was born in a small town in the center of Spain, called Talavera de la Reina; but, she has lived in many cities around her country. She also lived in the United States while she studied English at California State University in Fresno. She thinks of herself as a world citizen, whose roots spread along the many places that have helped her become the person and the professional she is now.

When she was 16 years old, she visited California for the first time and felt an immediate connection with us. That was when she decided to study here and, a few years later, applied to be part of the Visiting Teachers Program between Spain and the States.

She received her teaching degree in the University of Castilla la Mancha, in Toledo (Spain) in 2006, and has been working as a teacher since then. In Spain, she was a Music and English teacher, and has worked with 3 year old's up to sixth graders. Here at Fuente Nueva, she is the third grade teacher. She likes to use technology and music in her classes and considers that the learning process should be a positive experience for everyone; for which she tries to find engaging activities to keep her students motivated.

CATALINA LEON, 4TH GRADE TEACHER

Maestra Catalina León attended a bilingual Spanish immersion school, called Cali Calmecác Charter School, in her hometown of Windsor, CA from kindergarten to eighth grade. Her primary school experience was very similar to Fuente Nueva, so she understands the classroom from the perspective of the students. This allows for Catalina to connect with students at all levels, both in and out of the classroom. She grew up in a Spanish speaking home environment, took AP Spanish courses at Windsor High School, and earned her Seal of Biliteracy in her senior year. She has a deep understanding of the Spanish language, which allows for her to teach it effectively in the immersion classroom. Catalina graduated from Humboldt State University in 2015 with a B.S. degree in Environmental Protection and Management, with an emphasis in Environmental Education and Interpretation. With this degree, she brings outdoor education into the classroom and informs the students of the impacts they can have on environmental sustainability. This gives the students a sense of how they are an essential part of the community.

Catalina has been working at Fuente Nueva for six years. She began as an after-care aide in 2012 and has since spent time as a classroom aide and substitute teacher. She is now the fourth grade teacher and is in the process of earning her multiple subjects teaching credential through CAL State Teach. Catalina believes that every learner has unique needs. With an open-mind and a wide array of tools, Catalina meets the diverse needs of her students; which leads to educational and personal success. She ensures her classroom is a safe space where the kids have the freedom to learn, while feeling comfortable with themselves and those around them. Catalina strives to fulfill her role as an educator by inspiring the students to learn about the wonders of education, and by being passionate, enthusiastic, and devoted both in and outside of the classroom.

NAOMI GROGAN-HURLICH, 5TH GRADE TEACHER

Naomi Grogan-Hurlich, is thrilled to have joined the Fuente Nueva community this school year as the 5th grade teacher. She is enjoying becoming a part of a tight-knit group of educators and learners in a Spanish immersion environment where international mindedness, social responsibility, and teaching tolerance are in the forefront.

Naomi was born and raised in Seattle, Washington and has also lived in Spain, Germany, New Zealand and, most recently, in Southern California.

Naomi received a BA in Spanish Literature and a Masters in Bilingual Education, both from UC Santa Cruz. Living in California, she anticipated she would start her career teaching at a Spanish-immersion school, but wound up finding a position as a German-immersion teacher in San Diego; where she also had the opportunity to help develop the Spanish-as-a-foreign language program. Naomi began teaching in 1st grade, then jumped to 3rd and has spent the past three years as a 5th grade teacher. This has meant that while she taught German to her students during the day, she would go home in the afternoon to speak Spanish with her daughter - who is now four years old. She is enjoying aligning home and work in a Spanish-immersion environment.

Naomi enjoys cycling, playing the guitar at home and with her students, hiking, gardening, spending time with family, eating her husband's home-baked bread, practicing yoga, catching up on the Next Generation Science Standards, and if there is time left over, dancing swing and salsa.

ANGELA KIDD, ENGLISH LANGUAGE ARTS TEACHER

Angela received her B.A. in education with a concentration in psychology from Kutztown University in Pennsylvania. During her senior year, she was accepted into the Student Teaching Abroad Program, where she taught 5th grade in London, England. After teaching and learning in London's multicultural climate, she sought out career opportunities and left teaching in her Pennsylvania hometown.

In 2002, she was hired to teach a 5th grade classroom in Monterey, California. She and her husband moved across the country to start new careers on the west coast. While teaching 5th grade in Monterey, she also attended California State University at Monterey where she received an M.A. degree in education. Highlights of her three years in the Monterey School District include the following: starting two school garden programs, working as the reader's and writer's workshop coach, writing a grant for art education in the school district, and completing the 2004 Legacy of Freedom Institute for social studies teachers.

Angela and her husband moved to Humboldt County in 2005. Angela worked as a substitute for the first few months until she found the perfect fit in the Fuente Nueva community. The school's multicultural, socially-just, environmentally-conscious, and artistic cornerstones were very close to her own personal beliefs. She began teaching full-time language arts and social studies to K-3 grades. After the birth of her son in 2006, she started working part-time as the language arts and social studies teacher for the upper grades. Currently Maestra Angela teaches language arts to the second through fifth grade students. Her instruction focuses on a readers and writers workshop

model that incorporates many genres of children's literature to teach comprehension strategies and writing techniques. Angela enjoys the opportunity to weave in social studies and science research in her curriculum; while emphasizing social justice as well as multicultural viewpoints.

JENNER COHUNE, SCHOOL COUNSELOR

Jenner Cohune joined the Fuente Nueva team in the fall of 2016 as the school counselor. She holds her Pupil Personnel Services Credential, in addition to her master's degree in Counseling Psychology, which she obtained from Humboldt State in 2005. She has worked for several years as a counselor at other schools, primarily in the McKinleyville Union School District. She uses a humanistic and strength-based approach, emphasizing unconditional positive regard to help students build confidence as they work towards social, personal, and academic goals.

QUINN PAWLICK, RESOURCE TEACHER

BERIT LOCATELLI, SPEECH AND LANGUAGE TEACHER

My 28 years as a national and state certified SLP has allowed me to combine scientific knowledge from the diaphragm to the brain and provide a creative and effective delivery of service. My approach in providing treatment is to "play" so the child maintains focus, succeeds in targeted goals and eventually meets speech and language objectives. I am a compassionate and professional team player. Every child has a voice. I believe giving the power to communicate is the most powerful gift one can bestow.

ENROLLMENT POLICY AND PROCEDURE

Any student in the State of California is eligible to attend Fuente Nueva Charter School (FNCS). Fuente Nueva Charter School will actively recruit a diverse student population that is representative of the rich diversity existing in the Arcata School District boundaries. FNCS will be nonsectarian in its programs, admissions policies, employment practices and all other operations. FNCS will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category. Open enrollment and lottery information are posted physically on campus in a publicly accessible location.

FNCS does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Beth Ann Wylie, Charter Director, 1730 Janes Road, Arcata CA 95521, (707) 822-3348. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> or the address and phone number of the office that serves your area or call 1-(800)-421-3481.

CONTINUOUS OPEN ENROLLMENT FOR THE CURRENT SCHOOL YEAR

If a position is available during the course of the year and there is no waitlist for that position, enrollment is available on a first-come first-served basis. This means that the student who is first

interested, age eligible, and ready to immediately attend will be given the position. Positions will not be held for more than five school days.

Students enrolling in any grade beyond the fifth school month of the first grade year will be required to take an oral language entrance assessment in order to assess the student's proficiency in the Spanish language. Results of the assessment shall be presented to the parent/guardian. We will also share with the parents the traits that are held by students who find successes and challenges in entering our program beyond first grade. Students who are eager to learn a second language and enjoy a challenge or students with grade level proficiency in Spanish are encouraged to enroll. Final enrollment is based upon available space and parent/guardian choice.

EARLY ENROLLMENT FOR TRANSITIONAL KINDERGARTEN

As per California State Education code (*sec 48900b*), students who turn five after December 2nd may apply for early enrollment. Students may begin attending on the first day the child is five. The charter council must approve the early enrollment and will do so based on available space and the recommendation of the parent and kindergarten teacher. The council shall vote on the early enrollment at the meeting prior to child's fifth birthday. If approved, that seat will then become occupied for the purpose of continuous open enrollment. When more than one family applies for early enrollment at one time, the student's admission will be approved in the order of the child's age eligibility, (the child who turns five first).

OPEN ENROLLMENT FOR THE UPCOMING SCHOOL YEAR

The open enrollment period for positions open in all grades starting for the following fall is determined annually by the Fuente Nueva Charter Council and will be approximately the second Monday after winter break until the Wednesday prior to President's Break. The date will be advertised through a variety of methods such as posted on the website and flyers. Enrollment applications may only be submitted during this period and must be received by 4 p.m. on the last day of the open enrollment period.

Application

- Complete applications for admission must be timely submitted to the School no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:
 - A completed Intent to Enroll form;
 - If the student lives within the boundaries of Arcata School District, proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

Preferences

In the event that the number of enrollment applications exceeds capacity in a grade level, enrollees will be determined by a lottery in the following priority order until classroom capacity is met:

1. Siblings of existing FNCS students
2. Children of FNCS employees
3. Siblings of FNCS alumni
4. Students who are currently enrolled in or reside within the Arcata Elementary School District
5. All other applicants

The lottery will be held at the end of the next business day and acceptance notifications will be sent to parents through the mail. The list of accepted applicants will also be posted publicly at the school. The FNCS Director and at least one other school employee will conduct the lottery as a public event in order to ensure that lottery procedures are fairly executed. Procedures include announcing each applicant's name and lottery number and recording the number on paper.

All applications received during the open enrollment period will be included in the lottery. The lottery is conducted to determine applicants' classroom or waitlist placement. Your application will be valid for one year, until we open enrollment for the following school year. If we are unable to offer you enrollment in the year for which you applied, you must re-apply during the next year's open enrollment period.

We offer five student slots for transitional kindergarten and nineteen student slots in kindergarten. Additional transitional kindergarten slots may be offered if the other nineteen slots are not filled via the lottery, or if slots become available during the school year. There are twenty-four student slots offered in first grade and second grade. All other grades will have available spots based on student attrition and configurations of combined grades, which may begin in second or third grade. Classroom and grade level capacity is determined by the governing board.

ADMISSIONS REQUIREMENTS

Following California State Education Code, FNCS maintains the following requirements:

- Transitional kindergarten: age five on September 2 through December 2 of the school year. Transitional kindergarten is the first year of a two-year kindergarten program and offers a modified curriculum pursuant the guidelines at the California Department of Education.
- Kindergarten: age five on or before September 1 of the school year.
- First grade: age six before September 1 of the school year they enter first grade.
- FNCS will not enroll a student that is also enrolled in a private school that charge's the student's family tuition.
- All students must have been fully immunized and present the appropriate health examination records in accordance with California Health and Safety Code.
- All students must be documented residents of the State of California.

Active parent support of the school through volunteering time and/or other resources and a firm commitment to provide a home environment that is conducive to learning are essential to student success. In particular, this means having a willingness to gain understanding of immersion education and to support their child's education in the home.

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten is available within the kindergarten classroom to students who meet the age requirements. Students will not spend more than two years in the combination Transitional Kindergarten/Kindergarten classroom. School personnel may make a recommendation for a transitional kindergarten student to advance directly to first grade. This recommendation will be based on the student's academic and social/emotional readiness as dictated by the California Department of Education. Parents must agree with this recommendation in order for the student to be enrolled in first grade following transitional kindergarten.

ACCEPTANCE OF ENROLLMENT SLOT

Initial rounds of offers are made by mail. It is the applicant's responsibility to keep the school informed of any change in contact information. To accept the slot parents are required to submit a complete enrollment packet to the main office by 4:00pm on the school day closest to March 1. Students with incomplete enrollment packets as of March 8th will be placed at the end of the wait-list. A complete enrollment packet includes: Student Enrollment Form; Student Transition Summary Form; Immunization Form with a copy of record of all required immunizations; and a copy of a document that proves child's age such as a student's official birth certificate, birth record, baptism certificate, passport, or affidavit of the parent, guardian or custodian of the minor. The Immunization Form with a copy of the record of all required immunizations will be given an additional grace period until June 1. As a courtesy to other families, the school requests that parents confirm their enrollment intentions upon the receipt of their acceptance letter.

ACCEPTANCE OF WAIT LIST OFFERS

Subsequent offers of enrollment are made through contacting applicants by phone or by email. It is the applicant's responsibility to keep the school informed of any change in contact information. When an applicant will be unreachable for a period of time, they may provide the school contact information for a proxy to respond with their acceptance or denial of the position.

When an offer is made, FNCS requires that applicants notify the school within 48 hours to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist. After verbal acceptance of the spot is given, parents are required to submit a complete enrollment packet to the main office to hold the slot. The complete packet must be received within 5 days of being offered a slot, otherwise the spot will be offered to the next applicant on the waitlist. A complete enrollment packet includes: Student Enrollment Form; Student Transition Summary Form; Immunization Form with a copy of record of all required immunizations; and a copy of a document that proves child's age such as a student's official birth

certificate, birth record, baptism certificate, passport, or affidavit of the parent, guardian or custodian of the minor.

FNCS records all dates and dialogue regarding enrollment activity for each applicant. Each applicant's enrollment application is kept on file while actively on the waitlist. Packets are destroyed when positions are declined or the waitlist expires.

ADDENDUM

BILINGUAL REFLECTIONS OF A 9TH GRADER IN A SPANISH IMMERSION PROGRAM

“After reflecting back on my experiences as an immersion student, there are so many different reasons why I would really recommend sending children to immersion schools. I believe that a language immersion education is one of the best gifts that a parent can give them. It is a unique gift one can give to children that will remain with them for their entire lives.” – Annie Heiderman

Y EN ESPAÑOL

“Hay muchas diferentes razones por las que yo recomiendo mandar a sus hijos a escuelas de inmersión. Creo que es uno de los mejores regalos que pueden darles. Esto es algo que mis padres me han dado y que ha afectado a mi vida de una forma impresionante. Es algo único que puede regalar a sus hijos que permanece con ellos por toda su vida.” – Annie Heiderman

INTERESTING LINKS ABOUT IMMERSION EDUCATION

California Department of Education Two-Way Immersion: <http://www.cde.ca.gov/sp/el/ip/>

University of Minnesota Center for Advanced Research on Language Acquisition:
<http://www.carla.umn.edu/immersion/ACIE.html>

Robinsdale Spanish Immersion School video:
<http://rsi.rdale.org/modules/groups/homepagefiles/cms/494481/File/RSI.wmv?sessionid=174bff508c41cc18d0ff717a4c9622e8>

PBS Teachers: Language Immersion Programs:
<http://www.pbs.org/teachers/earlychildhood/articles/language.html>

Center for Applied Linguistics: “What Parents Want to Know about Foreign Language Immersion Programs:” <http://www.cal.org/resources/digest/0304fortune.html>