



# ENROLLMENT HANDBOOK

*PUBLISHED IN NOVEMBER 2020*

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**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.**

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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 farmland 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.

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. 4	Open enrollment period begins
<b>Thursday, January 21</b>	<b>Enrollment Information Night   6:00 p.m.   <i>More info to come soon.</i></b>
Tuesday, February 9	Open enrollment closes at 4 p.m. <i>Enrollment applications are <b>due by 4p.m.</b></i>
Wednesday, February 10 at 3:00pm	Public Lottery is held at Leavey Hall at Fuente Nueva at 3:00pm. Afterwards, lists are posted at the school and parent notification letters are sent. <i>The list will be posted at 4pm.</i>
Monday, March 1	All enrollment packets must be complete by 4 p.m. to accept slot.
Monday, March 8	Students with incomplete enrollment packets will be placed last on the waitlist.

## 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 teamwork 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 about 90% of their instructional time learning

in Spanish, with minimal time in English. 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 approximately an hour a day learning in English.

Students will gain a strong foundation by learning to read and write in Spanish first. This enables all students to acquire a level of proficiency in Spanish that is necessary for them to learn the more complex concepts that are taught in the upper grades. 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 the full Spanish immersion program provides strong outcomes in their second language. At the same time the 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 21<sup>st</sup> 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 21<sup>st</sup> 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 practicing their newly acquired language 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. For our English students who are given a reason to use their Spanish, they 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 AND STUDENT BEHAVIOR

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, I care for this place and I care for the language.**

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 on character development to gain skills to help them navigate their daily experience both at home and school. Lessons include concepts such as; exploring emotions, self-regulation skills, understanding basic brain functioning, mindfulness tools, growth mindset, conflict resolution, and bullying resistance techniques. 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

Students in second through fifth grade perform a Readers' Theatre performance in Spanish once a year. This performance is a traditional presentation of a book, read and acted out. Then in the spring students in all grade levels participate in a Readers' Theatre performance in Spanish. This is a more elaborate theatrical performance, that is complete with costumes, lights, music and more. 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. Intervention 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. These services can be provided both in and outside of the regular classroom. 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. We are proud of our robust team of educators that includes a Resource Specialist Teacher, a School Counselor, and a Speech and Language Pathologist.

### *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 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. Children with 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 4-6 sessions),
- Small group counseling
- On-call crisis counseling and conflict resolution

- Peer Mediation training for older students

## LUNCH PROGRAM

- *As of the publication of this handbook in November 2020, the school's on-site lunch program is currently on hold due to the COVID-19 pandemic. Fuente Nueva is currently serving free grab and go lunches for all students, prepared by the Arcata School District. When the school opens for on campus-learning, the plan is to return to the on-site school 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 another 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 \$4.25.

## 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

- *As of the publication of this handbook in November 2020, the school's Extended Day Program is currently closed due to the COVID-19 pandemic. When the school opens for full on-campus learning, the plan is to reopen the 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 we 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 \$4 is charged per contracted hour for this service. Drop-in rates are \$4.25 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 \$2.50/day regardless of any drop off time between 7:30 a.m. and 8:15 a.m.

## SCHOOL SCHEDULE

- *As of the publication of this handbook in November 2020, all classes are on distance learning due to the COVID-19 pandemic. The following schedule is used during regular, full on-campus learning. For more info about the current schedule, please contact the office: (707) 822-3348.*

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

<b>Kindergarten</b>	up to 24 students	<i>stand-alone class</i>
<b>1<sup>st</sup> grade</b>	up to 24 students	<i>stand-alone class</i>
<b>2<sup>nd</sup> grade</b>	up to 24 students	<i>stand-alone class</i>

3 <sup>rd</sup> grade	up to 24 students	<i>stand-alone or combined class</i>
4 <sup>th</sup> & 5 <sup>th</sup> 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 they 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 1<sup>st</sup> 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, Parent Teacher Organization/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 their 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 office 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:

<b>Name</b>	<b>Title</b>	<b>Email</b>
Beth Ann Wylie	Charter Director	<a href="mailto:bwylie@fuentenueva.org">bwylie@fuentenueva.org</a>
Joni Ingvarson	Administrative Assistant	<a href="mailto:jingvarson@fuentenueva.org">jingvarson@fuentenueva.org</a>
Deb Novello	Technology Admin. Assistant	<a href="mailto:dnovello@fuentenueva.org">dnovello@fuentenueva.org</a>
Renee Marrero	Kindergarten Teacher	<a href="mailto:rmarrero@fuentenueva.org">rmarrero@fuentenueva.org</a>
Anna Whitchurch	1 <sup>st</sup> Grade Teacher	<a href="mailto:awhitchurch@fuentenueva.org">awhitchurch@fuentenueva.org</a>
Angela Rivera	2 <sup>nd</sup> Grade Teacher	<a href="mailto:arivera@fuentenueva.org">arivera@fuentenueva.org</a>
Maria de Simón	3 <sup>rd</sup> Grade Teacher	<a href="mailto:mdesimon@fuentenueva.org">mdesimon@fuentenueva.org</a>
Catalina León	4 <sup>th</sup> Grade Teacher	<a href="mailto:cleon@fuentenueva.org">cleon@fuentenueva.org</a>
Naomi Grogan-Hurlich	5 <sup>th</sup> Grade Teacher	<a href="mailto:ngroganhurlich@fuentenueva.org">ngroganhurlich@fuentenueva.org</a>
Angela Kidd	English Language Arts	<a href="mailto:akidd@fuentenueva.org">akidd@fuentenueva.org</a>
Naomi Davis	Art, Music and P.E. Teacher	<a href="mailto:ndavis@fuentenueva.org">ndavis@fuentenueva.org</a>
Kathleen Lake	Speech Therapist	<a href="mailto:klake@fuentenueva.org">klake@fuentenueva.org</a>
Quinn Pawlick	Resource Teacher	<a href="mailto:qpawlick@fuentenueva.org">qpawlick@fuentenueva.org</a>
Monica Rivera	Counselor	<a href="mailto:mrivera@fuentenueva.org">mrivera@fuentenueva.org</a>

### 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 riverbank.

## 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 37th 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 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-8<sup>th</sup> graders. After budget cuts, Renee found herself without a job and their family moved to the Santa Cruz area where she taught as a 1<sup>st</sup> grade Spanish immersion teacher in Watsonville.

When Renee began volunteering at Fuente Nueva nine 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 has been working at Fuente since 2018 and loves to brag about the students, staff, parents, and the Fuente culture.



## ANGELA RIVERA, 2<sup>ND</sup> GRADE TEACHER

Angela Rivera joined our Fuente Nueva family in 2010 and is currently teaching 2<sup>nd</sup> 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 SIMÓN, 3<sup>RD</sup> 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. Her roots spreads 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 three-year-olds 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 LEÓN, 4<sup>TH</sup> 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 eight years. She began as an after-care aide in 2012 and has since spent time as a classroom aide and substitute teacher. She is a fourth-grade teacher and earned her Multi-Subject teaching credential through CalState 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, 5<sup>TH</sup> GRADE TEACHER**

Naomi Grogan-Hurlich is thrilled to be part of the Fuente Nueva community as the 5th grade teacher. She is enjoying her role in the 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, and New Zealand.

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 she 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 the majority of her teaching in 5th grade.

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, 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 5<sup>th</sup> 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 5<sup>th</sup> grade classroom in Monterey, California. She and her husband moved across the country to start new careers on the west coast. While teaching 5<sup>th</sup> 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 from Monterey 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. Angela has taught multiple subjects to kindergarten through 6th grade at Fuente Nueva. Currently Maestra Angela teaches English 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.

### **NAOMI DAVIS, ART, MUSIC AND P.E. TEACHER**

Naomi has been with the Fuente Nueva team since May 2018. She feels right at home in the specials classroom where she is able to share her love for the arts, music, and physical movement with the students. Arriving to Humboldt from Arizona in 2017, Naomi found the Fuente Nueva community to be the perfect fit. Naomi received her Fine Arts degree from the University of Arizona, where she was immersed in many disciplines of visual art. She grew up playing violin and piano, and loves playing percussion, banjo and guitar. Naomi is an avid dancer, having danced into college, and holds a 200-hour yoga teaching certificate. She believes a holistic approach to teaching depends on regular involvement in the arts and physical movement. Currently undertaking classes towards earning her multiple subject teaching credential, Naomi is excited to continue sharing her experience in the arts with the students and community of Fuente Nueva.

### **QUINN PAWLICK, RESOURCE TEACHER**

Quinn Pawlick, our resource teacher, is from a town called Santa Paula, just inland from Ventura in Southern California. He graduated with a B.A. in Recreation Administration with a Business Minor from Humboldt State University in 2014. He continued attending Humboldt State University to earn his education specialist teaching credentials, an adapted physical education teaching credential, and a Masters in Kinesiology.

Quinn runs the resource program at Fuente Nueva. He specializes in small group instruction focusing on language arts and math. He helps to keep students from falling behind. He supports

teachers and students in the classroom by going in to assist students and run small groups. His hobbies on his free time are surfing, skateboarding, and playing music.

### **MONICA RIVERA, SCHOOL COUNSELOR**

Monica Rivera is the Guidance Counselor at Fuente Nueva. She received her B.A. in Psychology from Fresno State University, a Specialist in Learning Disabilities Certificate from Universidad del Valle in Guatemala, and an M.A. in Psychology, a Pupil Personnel Services Credential, and an Administrative Credential from Humboldt State University. She is a native of Humboldt County and has also lived abroad for several years in Central America. She has worked as a teacher and counselor in Guatemala, and AS a counselor for Eureka City Schools, working with students in TK through adults, before coming to Fuente Nueva.

In her position as the Guidance Counselor, she teaches Character Education in the classroom and works with small groups and individual students on social and emotional development and adjustment, conflict resolution, and restorative justice. She works with the teachers to help with the overall development of the students, and with the parents in identifying their students' relevant conditions affecting their progress at school and offering suggestions on how to assist their students at home.

### **KATHLEEN LAKE, SPEECH THERAPIST**

## ENROLLMENT POLICY AND PROCEDURE

Any student in the State of California is eligible to attend Fuente Nueva Charter School. 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.

The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

*For the full Admission Policy, see Fuente Nueva Charter School's website:*

<http://apps.humboldt.k12.ca.us/sites/fuentenueva/>

### *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, students may be enrolled once a complete enrollment packet is on file.

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. Final enrollment is based upon parent/guardian choice.

### *TRANSITIONAL KINDERGARTEN AND EARLY ENROLLMENT FOR TRANSITIONAL KINDERGARTEN*

Transitional Kindergarten is available within the kindergarten classroom to students who meet the legal age requirements for TK. Students will not spend more than two years in the combination Transitional Kindergarten/Kindergarten classroom.

In the event that there is space in the transitional kindergarten/kindergarten classroom and that the wait list has been exhausted, students who turn five after December 2nd may apply for early enrollment upon their fifth birthday. The Charter Council must determine the early enrollment is in the best interest of the child. The Charter School shall provide the parent or guardian with information regarding the advantages and disadvantages and any other explanatory information about the effect of early enrollment. The Charter Council shall vote on the early enrollment and, if approved, that seat will then become occupied for the purpose of continuous open enrollment.

## **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 Presidents' Break. The date will be advertised through a variety of methods such as being posted on the website and distribution of 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.

### **Enrollment Application**

*Complete enrollment applications for inclusion in the lottery must be timely submitted to the Charter School no later than the deadline published for that school year.*

- The enrollment application for admission shall include the following:
  1. Intent to Enroll Form
  2. District Residence Form
  3. If student lives in Arcata Elementary School District "proof" of residency must be attached to District Residence Form to exercise the district preference. Proof can be any of the following: property tax payment receipt; rental property contract, lease, or payment receipt; current utility service contract, statement, or payment receipt; paystub; voter registration; correspondence from a government agency; mortgage statement or insurance policy statement showing the address of residence; or declaration of residency executed by the parent or legal guardian of a pupil. The Arcata city limits are not the same as the boundaries of the Arcata Elementary School District. Parents can check their address on the Humboldt County Office of Education website, if they are unsure which district they reside in. Place of work does not affect the lottery process.
  4. In order to be considered for preference number 4 (see below under Preferences), families are given the option to submit a Household Application for Free and Reduced-Price School Meals. The admission form shall be clear that this supporting documentation is not required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

### **Preferences**

In the event that enrollment applications exceed capacity, students offered admission, with the exception of existing students, who are guaranteed admission in the following school year, will be determined in a lottery with acceptance in the follow priority order

1. Siblings of students admitted to or attending the Charter School
2. Children of teachers and/or staff of the Charter School (not to exceed 10% of total enrollment)

3. Siblings of FNCS alumni
4. Students who qualify for the free or reduced-price meal program<sup>1</sup>
5. Students who reside in the District, students who are currently enrolled in Arcata Elementary School and students who reside in the Arcata Elementary School attendance area - meeting the requirements of the SB 740 Charter School Facility Grant Program
6. All other students

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. A student's enrollment application will be valid for the school year for which he or she applied. If the Charter School is unable to offer a student admission in the year for which he or she applied, the student must re-apply during the next year's open enrollment period. you enrollment in the year for which you applied, you must re-apply during the next year's open enrollment period.

The lottery will be held at the end of the next business day following the conclusion of the open enrollment period, The Charter 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 or digital format.

Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. For the first three preferences there are no weighted priorities assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. Once all students from each preference category have been selected and there are remaining spaces available in that grade level, students from the second and third preference category will be drawn in the lottery and the drawing shall continue to be drawn from the fourth preference category, in which there are weighted priorities assigned, until all spaces are filled and preference categories are exhausted in the order provided above.

Admission and waitlist notifications will be sent to parents through the mail. The list of admitted and wait listed applicants will also be posted publicly at the Charter School.

FNCS offers five student slots for transitional kindergarten and nineteen student slots for kindergarten. Additional transitional kindergarten slots may be offered if the nineteen kindergarten 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, second, and third grade. All other grades will have available slots based on student attrition and configurations of combined grades, which may begin

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<sup>1</sup> In order to be considered for preference number 4, families are given the option to submit a Household Application for Free and Reduced-Price School Meals. The admission form shall be clear that this supporting documentation is not required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

in second or third grade. Classroom and grade level capacity is determined by the Charter Council. The total number of student slots available at each grade level shall be announced publicly prior to the lottery for that grade level.

## **AGE REQUIREMENTS**

FNCS maintains the following age requirements:

- Transitional kindergarten: Students who turn age five between September 2 through December 2 of the school year. Transitional kindergarten is the first year of a two-year kindergarten program.
- Kindergarten: Student who turn age five on or before September 1 of the school year.
- First grade: Students who age six before September 1 of the school year they enter first grade.

## **ACCEPTANCE OF ADMISSION**

Initial rounds of admission offers are made by mail. It is the applicant's responsibility to keep the Charter School informed of any change in contact information. As a courtesy to other families, the Charter School requests that parents confirm their enrollment intentions upon the receipt of their admission acceptance letter. To accept the slot parents are required to submit a complete enrollment packet to the main office by 4:00 pm on the March 1 or, if March 1 falls on a weekend or holiday, the first school day following March 1. Students with incomplete enrollment packets as of March 8th or, if March 8 falls on a weekend or holiday, the first school day following March 8 will be placed at the end of the waitlist.

### **A complete enrollment packet includes:**

Student Enrollment Form; Student Transition Summary Form; documentation of all required immunizations; 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; Health Examination Form and Oral Health Assessment Form; and when applicable, authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending.

Documentation of all required immunizations will be given an additional grace period until June 1.

The Health Examination Form and the Oral Health Assessment Form will be given an additional grace period until the first day of school.

*If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the Charter School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the Charter*



*School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.*

### **ACCEPTANCE OF WAIT LIST OFFERS**

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

When an admission offer is made to a student on the waitlist, FNCS requires that applicants notify the Charter School within 48 hours to indicate whether or not they will accept; if offers are declined or applicants do not respond, the slot is then offered to the next applicant on the waitlist. After verbal acceptance of the slot is given, parents are required to submit a complete enrollment packet to the main office. The complete packet must be received within 5 school days of being offered a slot, otherwise the slot will be offered to the next applicant on the waitlist. See above for what is included in a complete enrollment packet

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

## ADDENDUM

### BILINGUAL REFLECTIONS OF A 9<sup>TH</sup> 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>

*Robbinsdale 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>