



Parent and Student Handbook
2020-2021

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Meet Our Board of Trustees

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John Fukuda
Kimberly Patai
Sharon Groesbeck
Donna Brooks
Lorraine Kucik
Mayumi Coffman

President
Vice President
Secretary, Licensed Teacher
Member
Member, Licensed Teacher
Member
Member



Meet Our Office/Administrative Staff

Ms. Marlo Tsuchiyama
Ms. Danette Olmos-Green
Ms. Denise Crosby
Ms. Kimberly Hodge
Ms. Cheryl McMullin
Ms. Erica Gingrich
Ms. Helen Tellio
Ms. Elena Takayama

Head of School/Director of Finance/Co-Founder
Director of Operations/Co-Founder
Principal/Director of Curriculum & Instruction
Special Programs Facilitator
School Nurse
First Aid Safety Assistant (FASA)
Registrar/Office Specialist
Finance Assistant

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Meet our Teachers

Ms. Stephanie Alvarez
Ms. Katie Jackson
Ms. Kristen Seeley
Ms. Candace Fletcher
Ms. Kiruba Narasimhan
Ms. Amy Tanner
Ms. Mara Tattner
Ms. Kim Kirner

Kindergarten
Kindergarten
Lower Elementary
Lower Elementary
Lower Elementary
Lower Elementary
Upper Elementary
Upper Elementary

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Meet our Support Teachers

Ms. Alyssa Penhall
Ms. Diane Buttrell
Ms. Faith Pope-Boutte
Mr. Dennis Burke

Kindergarten
Lower Elementary
Lower Elementary
Upper Elementary

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Our Mission

To provide a Montessori education in an environment that encourages a child's love of learning and respect for self, others, community and the world.

What is a Public Charter School?

Charter schools are schools chartered by the State to offer innovative alternatives to traditional public school programs. Charter schools are free public schools that receive funding directly from the State. To promote innovation, the rules governing the delivery of instruction are relaxed and charter schools are exempt from some of the rules and regulations imposed on other schools. Thus, charter schools are allowed the flexibility to utilize novel instructional approaches. Charter schools must provide students with instruction that leads to achievement of state mandated academic standards and must comply with federal regulations related to the operation of schools that protect individuals' civil rights. Charter schools must provide students with accommodations related to their individual educational needs as specified in laws such as those pertaining to special education and the Individuals with Disabilities Act.

What is Montessori?

KEY PHILOSOPHICAL MESSAGES THAT MAKE MONTESSORI UNIQUE

- Deep respect for children as individuals
- Multiage classes allow teachers to develop close and long-term relationships with their students, allow them to know each other's learning style well, and encourage older students to become role models, mentors, and leaders to younger students.
- Integrated curriculum is carefully structured and connects subjects within programs (e.g., history and cultural arts to maximize the opportunity for learning and builds from program to program to progress from concrete to abstract learning).
- Independence is nurtured and leads to children becoming purposeful, motivated, and confident in their own abilities.
- Peace and conflict resolution are taught daily and children learn to be a part of a warm, respectful, and supportive community.
- The child creates, in a very real sense, the adult that is to be, through his/her experiences, interactions, and environments. Character development is a central focus of the AMS Montessori curriculum.
- Hands-on learning is central to the curriculum in all programs and leads to children being engaged rather than passive with their work.
- The environments are responsibly and carefully prepared with multisensory, sequential, and self-correcting materials to support self-directed learning.
- Teachers and children and teachers and parents work together as a warm and supportive community.
- Self-expression is nurtured in all children. Children experience art, music, poetry, theater, writing, and other forms of creative arts with confidence and passion.

(Montessori in the 21st Century. The American Montessori Society. 2003.)

DESIRED LEARNER OUTCOMES COMMON TO MONTESSORI EDUCATION

Dr. Maria Montessori, an Italian physician and educator, developed a method of teaching based on her scientific observations of young children's behavior. Her first "Children's House" was established in Rome in 1907. She found children learned best in a homelike environment filled with developmentally appropriate materials that provide experiences, which contribute to the growth of self-motivated, independent learners.

Dr. Montessori carried her message across the globe, including the United States in 1912. Dr. Nancy Rambusch established the American Montessori Society in 1960. Montessori education in the United States appeals to those who embrace it because of its outcomes for students. The American parents who originally chose Montessori education matched their views of child rearing. They saw their children as moral beings, which over time would

become the socially responsible people Montessori had envisioned. And they saw their children becoming confident, competent learners.

The outcomes we aspire to teach are lifelong developments. The original American Montessori agenda of learner outcomes are as follows.

Independence: Is the child able to choose his or her own work, apply energy to that work, complete it to a personal criterion of completion, take and return the work to the place it is customarily kept, in such a way that another child will be able to find the work ready to do? Is the child able to seek help? Is the child able to locate resources to continue the self-chosen task?

Confidence and Competence: Are the child's self-perceived successes far more numerous than his or her self-perceived failures? Is the child capable of self-correcting work, upon observation, reflection, or discussion? Can the child manage the available array of "stuff" with a clear sense of purpose?

Autonomy: Can the child accept or reject inclusion in another child's work or work group with equanimity?

Intrinsic Motivation: Is the child drawn to continue working for the apparent pure pleasure of so doing? Does the child, once having achieved a particular competence, move on to revel in mastery by showing others?

Ability to Handle External Authority: Is the child able to accept the "ground rules" of the group as appropriate in his or her dealing with other children? Is the child, distant from the teacher, able to function as if the teacher were nearby?

Social Responsibility: Independent and autonomous persons are always a part of a group and must attain independence and autonomy through participation in group activity. The loss of these qualities by one of a group is a loss for all. Do students attain independence and autonomy and, at the same time, develop social responsibility?

Academic Preparation: In Montessori education, children learn to learn by learning. Academic preparation entails activation and cultivation of inherent powers and processes through which the learner becomes a supplier of meanings or of things-meaningfully-known. Academic skills are essential to learning and knowing, not the aim of learning and knowing. Do students acquire academic skills and apply them in learning to learn?

Spiritual Awareness: Montessori views the child as a spiritual embryo. Implications are conveyed by the metaphor. All humans are spiritual beings as well as physical beings. They have spiritual health as well as physical health. Montessori sees no need to establish whether or not the source of spirit is theological and does not offer theological explanation. The spiritual embryo simply thrives on spiritual investment. The investment can be theological, humane, or a combination of the two. What are the spiritual outcomes of school experience?

Citizens of the World: All children are part of both a world political system and a world ecological system. Both systems have their constitutions and all must learn to live by the letter and spirit of their laws. As a naturalist, Montessori knew about the laws of mind and of nature and understood the consequences of disobeying either of them. What are the citizenship outcomes of school experience? Are the children acquiring civic virtue? Are they acquiring dispositions to understand the natural world, to cherish it, and to live harmoniously within it?

SOME IMPORTANT ASPECTS OF THE MONTESSORI METHOD

1. It is based on years of patient observation and study of children by Dr. Maria Montessori, who was a scientist uniquely educated and qualified for this task. She was a medical doctor, a student of psychology, and a professor of anthropology, a science that is concerned with man in a unique way. She worked out her methods and developed the materials by letting the children show her what worked and what did not work. It is not a "franchise" or "patented" operation. It is in the public domain. There are responsible organizations (such as the American Montessori Society) that operate on behalf of its proper development in this country.
2. It has proved itself of universal application. Within a single generation, it has been tried successfully with children of many nations. Climate, nationality, social rank, or type of civilization make no difference to its successful application. India, France, Holland, England, Burma, Mexico, Panama, Colombia, Canada, Italy, and the United States have many well-developed Montessori schools.

3. It has revealed the child as a lover of order and of intellectual work, spontaneously chosen and carried out with profound joy, capable of concentration and eager to learn for the joy of learning.
4. It is based upon the child's imperious need to learn by doing activities, which develop his faculties at each stage in his mental growth. These stages are called "sensitive periods," and he more readily absorbs knowledge during those periods. While the method offers the child a maximum of spontaneity, it enables him to reach an even higher level of scholastic attainment than under other systems.
5. Though it does away with the necessity of coercion by means of rewards and punishments, it achieves a higher discipline. It is an active discipline, which originates within the child and is achieved through concentration on work, which he has chosen. Children with extremely active and curious minds are stimulated and utilize their intellectual energies constructively.
6. It is based on a profound respect for the child's personality and removes from him the preponderate influence of the adult, thus leaving him room to grow in biological independence. The child is allowed a large measure of liberty (not license) and he learns to handle it with responsibility.
7. It enables the teacher to deal with each child individually in each subject and thus guide him according to his individual requirements. Each child works at his own pace, hence the quick child is not held back by the slow, nor is the latter, in trying to keep up with the former, obliged to flounder along hopelessly out of his depth. Each stone in the mental edifice is "well and truly laid" before the next is added.
8. It does away with pressure and its trail of challenges. More than this, at every turn it presents endless opportunities among the children for mutual help, which is joyfully given and gratefully received. Since the child works from his own free choice, without pressure and coercion, he is freed from strain, feeling inferior, and other experiences.
9. The Montessori method develops the whole personality of the child, not merely his intellectual faculties but also his powers of deliberation, initiative, and independent choice, with their emotional complements. By living as a free member in a real social community, the child is trained in those fundamental social qualities, which form the basis of good citizenship.

Below is a partial list of Montessori publications available from Amazon.com or from a bookstore:

E. Mortimer Standing, *The Montessori Method: A Revolution in Education*
Rita Kramer, *Maria Montessori: A Biography*
Angeline Lillard, *The Science Behind the Genius*
Paula Polk and L. L. Jessen, *Montessori from the Start*
Nancy McCormick Rambusch, *Learning How to Learn: An American Approach to Montessori's Writings*
Dr. Maria Montessori, *The Montessori Method*
Dr. Maria Montessori, *Dr. Montessori's Own Handbook*
Dr. Maria Montessori, *The Advanced Montessori Method, I & II*
Dr. Maria Montessori, *The Absorbent Mind*
Dr. Maria Montessori, *To Educate the Human Potential*
Dr. Maria Montessori, *The Secret of Childhood*

MONTESSORI GROUND RULES FOR PARENTS

1. Please leave toys at home and don't fight with children over leaving them in the car at the school door. Children are grumpy when this happens.
2. Please try to bring happy, relaxed children to school by allowing adequate time and a very slow pace in preparing for school.
3. Talk about ground rules with children in a "positive" manner, and practice talking quietly at home.
4. Encourage the ability to distinguish between appropriate indoor behavior and outdoor behavior. There is a difference.
5. Parent conferences are scheduled twice each year. A parent or teacher may schedule an optional third conference.
6. Please avoid tangible rewards for accomplishments children naturally receive pleasure from.

7. Order is very important to children to give them a sense of security and peace.
8. Return folders and teacher communications promptly.
9. Notify the lead teacher if you have a question or concern. A telephone message can be left with the office.
10. Parents are the child's primary teacher. The faculty and staff at SSMCS will love, support, and encourage parents best by setting excellent examples. We will address parents' needs as well as the needs of our children. We must also trust one another and share the goal of providing the best educational environment for children to develop.

Student Services

SERVICES

Silver Sands Montessori School offers services for students; however, we sometimes have to test and deliver these services outside of regular school hours.

Services for Children who are Gifted and Talented

Montessori curriculum provides a wide variety of activities and instruction to broaden students' interests, teach more complex skills and offer a stimulating learning environment geared toward higher-level thinking and intellectual pursuits. Students who score above grade level in Reading or Math are allowed to accelerate according to their proficiency.

Withdrawal from Silver Sands Montessori

In accordance with policy and procedures, telephone calls are an acceptable means for informing the school of the desire to withdraw a student from Silver Sands, however a parent/guardian will be asked to sign a withdrawal form for the withdrawal to become official at least 24 hours prior to the last day of school. Students must be withdrawn from one school before they can be enrolled in another school.

Nondiscrimination and Accessibility Notice

SSMCS does not knowingly discriminate against any person on the basis of race, creed/ religion, color, national or ethnic origin, sex, disability, marital status or age, in admission or access to, treatment or employment in, or participation in its programs and activities, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

Students, parents, and other program participants who feel discriminated against may initiate a complaint by contacting the principal. Concerns may also be addressed by completing the complaint/grievance process (public concern form) available, upon request, in the Business Office.

Confidentiality

While school personnel respect the confidentiality of information provided by students and their parents, there are certain things that they cannot, by law, keep confidential. In accordance with Nevada State Law, school personnel must inform an administrator when they become aware of the physical, emotional or sexual abuse of minors or the elderly, or possess information that would lead one to believe a student may do harm to himself, herself or others. State law requires immediate reporting to the appropriate law enforcement or social service agency.

Nevada Testing Requirements, Protection and Security of Tests

All students who are enrolled in public schools, including charter schools, are required to participate in state testing requirements. The Nevada Department of Education administers the Smarter Balanced Assessment Consortium (SBAC) in the following areas:

Grades 3 through 8 Reading and Mathematics

Grades 5 and 8 Science and Writing

Silver Sands Montessori Charter School, in accordance with Nevada law, has implemented procedures to ensure the security of all state-mandated proficiency exams. The plan includes procedures for:

- The names and titles of the individuals responsible for carrying out the procedures
- Reporting irregularities in test administration and test security;
- Notifying the Nevada Department of Education of testing irregularities;
- Ensuring the security of test materials and consistency of test administration;
- Verifying the identity of secondary students taking an exam; and
- Responding to a report of an irregularity in test administration or security, including actions taken during an investigation and the person responsible for each action.

Because test security is a vital part of proficiency testing and the validity of the resulting data, SSMCS under state law may invoke the following penalties for willful violation of test security or administration procedures:

- A teacher and/or administrator may be suspended, demoted, dismissed or not reemployed for breaches in test security or administration;
- All other employees may be subject to suspension, dismissal or non-reemployment for breaches of security or confidentiality; and
- Students who willfully breach test procedures will be subject to administrative and disciplinary action consistent with state law and district regulations.

For more information on the Test Security Plan, or about state testing in general, please contact the Principal.

Professional Development Days

Professional development days are scheduled to allow teachers an opportunity to attend conferences and workshops that enrich their professional development as an educator. The development days can require the school to be closed a full day or be an Early Release Day with children to be picked up by 12pm.

Board Meetings

You are always welcome at our open board meetings. Agendas are posted at the entrance of the school 3 days prior before a scheduled board meeting. Try to attend!

Visitors on Campus

Adult visitors are welcome on the school campus. Any person wishing to visit the school must sign in with the office upon arrival. All visitors will receive a visitor's pass from the staff in the office. Former students wishing to visit a teacher may do so after school. Former students are not permitted to visit while classes are in session unless pre-arranged by the teacher and administration.

Students with Anaphylaxis

The School is sensitive to the needs of all its students and therefore has policies that apply to students with anaphylaxis. Those policies can be found on page 36 of this Handbook. Please read and familiarize yourself with the policies and procedures that apply. If your child attends a class in which there is a student(s) with a particular food allergy, we strongly advise families to refrain from bringing the allergen(s) to his/her classroom. Additionally, there are strict cleaning requirements that apply in such classrooms if an allergen comes into contact with any surface. All classrooms that include a student(s) having a food allergy will be identified by a sign near the doorway of the classroom explaining the classroom is an allergy aware classroom.

SSMCS Classroom Observation Guide

Welcome! You are invited into the life of our school. Observations are limited to 20 minutes, as to not disrupt the children's work. If you would like to observe a classroom, please schedule an appointment with the front office. Once you arrive for your scheduled observation, please follow the guidelines for a visitor and sign in at the front desk and obtain a visitor's pass. There are things that we would like you to do to help the children maintain a normal workday while you are observing.

OBSERVATION GUIDELINE

- You will be offered a chair that has a view of the whole room. We encourage you to observe the workings of the whole class not just an individual child.
- Bring a book or a notebook to write in. After two to three minutes, the children will find you uninteresting and return to their own work.
- Please understand that the teacher and his/her support teacher have their attention on the children.
- Be aware of the attitude that your nonverbal communication and attitudes might convey to the children and the teaching staff.
- Notice how the environment supports the children. Everything should work together to help children be independent and engaged in learning. Children 4-6 learn by absorbing and observing; 6-12 by working with peers and may talk a lot; 12-15 are focused upon their individual and unique relationship to the world.

Parent Conflict Resolution Process

Throughout the school year conflicts between teachers, students, and parents may arise from time to time. A positive resolution of conflict promotes growth for all parties involved. Conflicts should be resolved with courtesy and respect. The following is the proper procedure to be utilized by parents who have concerns:

1. It is vital that every effort is made to resolve concerns as expediently as possible. First step, a parent should arrange a meeting with the teacher or other staff member to discuss his/her concerns and attempt to come to a mutually agreed upon solution.
2. If mutually agreed closure is not reached, a parent may arrange a meeting with the Principal of SSMCS. In the meeting, the parents will discuss the attempts that have been made to settle the problem. The Principal, at his discretion, may invite the staff member to be present.
3. If there is still no closure, the parents may formalize the complaint by putting it in writing and attaching it to SSMCS's Public Concern Form which can be obtained at the school's office. The written concern and this form must be delivered or mailed to: The Business Office, 1841 Whitney Mesa Dr., Henderson, NV 89014.

Teacher Conferencing and Communication

We have formal conferences scheduled twice during the year in the fall and in the spring. Conference sign-up sheets will be sent out prior to conference dates with blocks of time for parents requiring a specific time and date to sign up with their teacher. If you are late, you may not go over the time allocated to you. We encourage all parents to attend as a team. However, if your team has special challenges, you may request separate conferences.

If you need to set up a more in-depth conference please contact your teacher. Please honor our students' need for their teachers' attention by waiting until after class to talk to your child's teacher to schedule a meeting when it is convenient for both parties. Our teachers want to talk to you frequently; however, they do keep busy, professional schedules and sometimes need notice before they can give you their full attention. Please feel free to email teachers as a form of communication or you may leave a message by utilizing the pink message pads available at the front desk.

Please notify us immediately if:


1. Your address or contact information has changed
2. You wish to update your child's emergency contact information
3. Your child has developed a communicable disease
4. You will be out of town
5. If there is a change in transportation

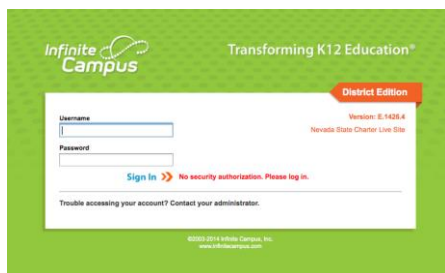
We will not allow a child to deviate from their regular departure routine without written verification.

Infinite Campus Portal Information

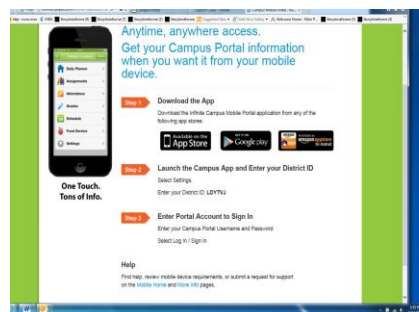
To help you more effectively monitor the progress of your child, the Nevada State Charter School Authority provides a web-based system. This online tool offers real-time attendance, schedule, grades and other information considered extremely helpful and valuable to parents. If you are a returning parent, you should have received a letter giving you the Activation Key, the username/password you set up continues from year to year. If you have forgotten your password please contact the school's registrar to reset.

For our new families, the first step if you have never logged in is to contact the school's registrar for your Campus Portal Activation Key. Once you have that, please follow the instructions below to register:

1. Access the Silver Sands Montessori website at <http://SilverSandsMCS.org/>
2. Select Infinite Campus Parent Portal (scroll to the bottom of the page)
3. You should now be at the Campus Portal website.
4. Click 
5. Click on the section stating you have been given a Campus Portal Activation Key
6. Enter your personal GUID # (if you have need this # please contact the school office)
7. Follow the prompts to set up a username and password and note them below.
 - Username
 - Password
8. Enter Username and Password. Click Sign In.



The Campus Mobile Portal app provides a fast and convenient way for parents and students to check grades, assignments, schedule, attendance and daily planner information on their iOS or Android device. The app is available to our parents and students at no cost and can be downloaded directly from the iTunes App Store, Google play store, amazon appstore.



District Name: Silver Sands Montessori

Parent Involvement and Help

Here are a dozen ways that you can help:

1. Ask your teacher how you can volunteer to help in the classroom. She/he will schedule a day and time that works best for the class.
2. Make sure your child has a healthy, complete breakfast everyday. Send only nutritional snacks and lunches to school.
3. Label your child's belongings and don't send things from home unless the teacher gives permission.
4. Read to your child 30 minutes every day even after they can read well to themselves. Ask questions about their understanding and opinions about the reading. Research has proven that this read-aloud time is the key component to advancing your child's reading skills even after they become readers themselves.

5. Be supportive of our community and its guidelines. We are creating an extended family that will help your parenting challenges in ways we can only imagine at this time. Be the family that helps set the high standard.
6. Limit television at home to weekends only. Make sure your child has a 'creative center' where they can do things instead of watching.
7. Become a Reading Tutor and volunteer to be in the classrooms.
8. Get involved in the PTO; they help us go from good to great!
9. Don't participate in rumors. If you have a concern, go directly to the person involved, and try to find a solution that works for everyone.
10. Role model peaceful conflict resolution. Help your child find ways in which to see the other person's perspective and to look for common ground. Ask for our help if it sounds completely one-sided with no or all blame on your child. Know that children are still learning how to be effective communicators and need help with self-awareness and perspective.
11. If you see a problem, think of a workable solution that you can offer along with your opinion and feedback.
12. Keep your sense of humor. Remember the word "emergency" comes from the root word "merge". Usually what we perceive as an emergency is usually two converging influences that need to find a way to share time, space, and resources. Humor helps smooth over the friction as we merge together as a community.

Arrival & Dismissal for Students

It is our mission to help children to be independent; and it is our job to keep them safe. You can help us foster independence by allowing your child to go into the school building on his or her own. We can support each other by queuing in a looped line for quick and efficient drop off and pick up. **Please, do not park in the drop-off areas or the covered parking spaces; these are reserved for the staff at SSMCS.** It is our hope that this will eliminate the risk of a young child walking or running across the parking lots or streets amid 50 or 60 cars heading in and out; thereby, keeping everyone safer. If you want to visit, please park along Whitney Mesa Drive.

DROP OFF AND PICK UP PROCEDURES

To ensure the safety of the children during drop off and pick up, please follow these procedures.

Kindergarten Parents: For the first week of school, please walk your kindergarten students to and from the class to ensure a comfortable transfer between parents and teachers. **Park on Whitney Mesa Dr., since no parking will be allowed in the parking lot during drop off and pickup times.** When dropping off your child in the morning, please enter through the main doors to the office to access the classroom. When picking up your child, please go to the teacher's classroom door on the outside of the building. For the second week of school, please follow the same procedures as outlined for Elementary Parents.

Elementary School Time

Drop off All Grades 8:00-8:15

Pick up Gr. K-3 IS 2:45 P.M.

Pick up Gr. 4-5 is 3:00 P.M.

Elementary School Parents: We encourage parents to use the YELLOW CURB drop-off area on the first day of school to help us get off to a smooth start with limited confusion. However, if you feel strongly that you need to escort your child to his/her classroom, please **park on Whitney Mesa Dr., since no parking will be allowed in the parking lot during drop off and pickup times. Please do not park in the covered parking spots, those are reserved for the staff at SSMCS.** Walk your child through the main door to the office and the staff will direct you. Please make the transfer of your child to the teacher brief so the class can get started.

Yellow Curb Area:

Drop off: Follow the flow of traffic in the circle until you arrive at the yellow curb. Place the name card provided by the office on the dash of your car so the staff member at the cone station can see the names and greet the children. Do not allow your children to exit the car until you arrive at the yellow curb.

Pick Up: Place the name card on the dash of your car so the staff can see it easily. Wait in the circle of traffic until you get to a cone station. At that time, a staff member will radio the teacher to release your child(ren). Children will not be released until staff members have matched them to a pick up vehicle.

7:00-7:55 AM–

BEFORE CARE DROP OFF: Parents should walk children in and sign them in.

8:00 AM –

BEFORE CARE DISMISSAL: Children are dismissed from Before Care Programs and teachers are in their classrooms ready to receive them.

8:15 AM –

SCHOOL STARTS! Children arriving after this time will be marked tardy. If tardy, park and proceed to the front reception area to sign in.

3:15 to 6:00 PM –

AFTER CARE: Parents use the designated door to pick up children and sign children out of the programs. All ages need to be checked out by parents. Children are not allowed to check themselves out of the program. However, parents may send written permission for an adult other than themselves to pick up and sign their child out as needed.

6:00 PM –

LATE PICKUP: Please do not be late, ever. Children who have not been picked up by 6:00 pm will be assessed a fee as outlined in the fee schedule for the Before/After School Program. If we have not heard from you, we will call authorities at 6:30 pm as required by law.

Walking Off-Campus

Students must have a release slip signed in the front office if they are walking or biking off campus at dismissal. If you have any questions regarding this policy, please contact our front office.

Tardiness



Students are expected to be on time to school and to their classrooms. Student tardiness is a serious disruption to the educational process. Tardiness interferes with time to teach and infringes on the educational rights of other students. A student is marked tardy who is not physically present in the classroom at the start of the instructional day. Students arriving late must sign in at the front office and will be issued a tardy pass. Students exceeding five tardies in a semester are subject to additional consequences and may require a parent conference and may be required to sign in their child every morning. Please see discipline chart for additional information. Student Tardiness

Early Dismissal

A student may only be released from school to:

1. Authorized officials
2. Custodial parents, legal guardians, or their designees - No student who has a medical disability that may be incapacitating may be released from school except in the company of a responsible individual.
3. Emergency personnel

RELEASE OF STUDENTS TO AUTHORIZED OFFICIALS

Students may be released to public officials who are law enforcement officers or who are child abuse investigators from the Nevada State Welfare Division. The administrator, or the administrator's designee, shall release a student to such public officials if the official shows proper identification.

The administrator, or the administrator's designee, shall request that the official write out a statement and sign it indicating that the student has been taken from school. This statement should include the student's name, time, date, reason for removing the student from school, name of the official, title of the official and agency the official

is representing. If this request is refused, the administrator, or administrator's designee, shall document the refusal and any reasons given for the refusal, but the student shall be released.

Whenever a public official takes a student from school the administrator, or the administrator's designee, must make reasonable efforts to notify the student's parent or guardian. If the parent or guardian cannot be contacted, the administrator, or the administrator's designee, must document attempts to contact the parent or guardian.

Whenever a student is released from school to a public official, or interviewed by a public official at school, the administrator, or the administrator's designee, must request that steps be taken to minimize any likely embarrassment to the student.

The administrator, or the administrator's designee, must request that students not be taken into custody in classrooms or in public. If any of these requests are refused, the administrator, or the administrator's designee, must document the refusal and any reasons given for such refusal.

RELEASE OF STUDENTS TO PARENTS, OR PARENT'S DESIGNEES

Students may be released from school at the request of the parent with whom they are living (custodial parent) or legal guardian as shown on the enrollment card.

Students may be released in the care of a person who is not the student's custodial parent or legal guardian only if this release has been approved by the custodial parent or legal guardian as shown on the emergency card.

Common sense should be used when non-custodial parents wish to talk to their children at school. Whenever there is suspicion that the custodial parent will disapprove, the non-custodial parent should not be allowed to talk with their children until the custodial parent has been contacted.

RELEASE OF STUDENTS TO EMERGENCY PERSONNEL

The student's welfare is the primary consideration in an emergency situation. In an emergency situation it may be necessary to release a student to the care of emergency personnel, but if at all possible, a school official should accompany the student. In addition, every effort should be made to notify the parent or legal guardian as soon as possible. For example, in a life threatening medical emergency, it may be necessary to release a student into the care of emergency medical personnel for transport to a hospital and treatment at the hospital. In such a situation a school official should accompany the student, while the school attempts to contact the parent or legal guardian.

School Safety-Safe Voice

The safety of children, staff, and our school community is a priority for Silver Sands Montessori Charter School. One or more members of the administrative team attend informative meetings on safety and crisis response planning every year. We stress to our students the importance of "See Something, Say Something" to report inappropriate behavior or any instance of abuse of policies or law.

We encourage anyone who has information to contact the school or local law enforcement. Silver Sands Montessori has registered with Nevada Safe Voice which is another avenue to report information. You can report information through the Safe Voice app that you can install on your phone, by visiting safevoicenv.org, or by calling 833-216-SAFE.

About Safe Voice:

Students, parents and faculty throughout Nevada now have access to SafeVoice, an anonymous reporting system used to report threats to the safety or well-being of students. SafeVoice was established by the Nevada Department of Education under SB 212 in 2017 to protect student wellness, prevent violence and save lives.

In partnership with the Nevada Department of Public Safety, the SafeVoice program provides students a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner 24/7/365. Tips always stay anonymous. Students, parents and faculty throughout Nevada now have access to SafeVoice, an anonymous reporting system used to report threats to the safety or well-being of students. SafeVoice was established by the Nevada Department of Education under SB 212 in 2017 to protect student wellness, prevent violence and save lives.



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Please know that our school has a crisis response plan that addresses all types of emergencies. We hold monthly drills to train staff and students for different types of hazards and emergencies.

Attendance, Absences, Missed Instruction, Truancy, Make-Up Work and Parent/School Responsibilities

Pupils will be required to attend school regularly in accordance with Nevada statutes. School attendance is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

Attendance is a shared responsibility and concern of students and parents/guardians, with the assistance and support of school staff and the community. Daily attendance records of each student will be monitored and recorded by the teacher.

ABSENCE DEFINED

As per NAC 387.185, a full day of attendance must be recorded for a pupil if he/she is in attendance for at least two-thirds (2/3) of the required number of minutes in the daily session for his/her grade, and a half-day of attendance must be recorded if the pupil is in attendance at least one-third of the required number of minutes in his/her grade as determined by the sponsor. Elementary student shall be recorded as absent for half of the day if more than one hour and fifty-five minutes of the instructional day are missed and recorded as absent if more than three hours and 45 minutes of the instructional day are missed.

The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session. Each student is expected to attend school for the entire school day.

UNAPPROVED ABSENCES/TRUANCY (APPLY TO ALL STUDENTS AGE 7-18):

- If a student has one or more unapproved absences from school, a conference may be required within one week between the student, the advisor, and the parent(s).
- A student shall be deemed truant if absent without written approval of his/her teacher or principal unless he/she is physically or mentally unable to attend school, the student's disability, an emergency, a required court appearance, or religious holiday.
- An unapproved absence for at least one period or its equivalent may be deemed a truancy (NRS 392.130(2)) if the parent/guardian or person in charge of the student failed to notify the school of the reason the student was physically or mentally unable to attend, or the nature of the emergency, court appearance or religious holiday within three (3) days after the student returned to school.
- The student failed or refused to attend school when so directed by the parent or legal guardian or school official; or,
- The parent or legal guardian or person having charge of the student failed or refused to require the student's attendance at school.
- In the event of an unapproved absence, a school official will notify the parent in writing, specifying the date(s) of the absences.
- Any child who has been declared a truant three or more times for unapproved absences, the administrator shall report the student to a school police officer or the local law enforcement agency for

investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144). The NRS do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

The school shall provide written notice of the referral to the parents or guardians of the student, which must include the name, and address of the student, explanation of the referral, and a summary of the attendance review process.

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at last ninety percent (90%) of the time they are enrolled each year in order to be promoted to the next higher grade, or to earn credit.

The following absences do not count against a student when applying the ninety percent (90%) attendance rule (NRS 392.122):

1. Absences due to the fact that the student is physically or mentally unable to attend school;
2. Up to ten (10) days of absence within one (1) school year
 - a. With the approval of the teacher or administrator of the school pursuant to NRS 392.130 (Truancy Statute),
 - b. If the student has completed course work requirements;
3. Absences due to a school activity that is:
 - a. Sponsored by the school,
 - b. Part of the program of the school, and
 - c. Personally supervised by an employee of the school.

MAKE-UP WORK

Students will be provided the opportunity to request and complete make-up work for absences and missed instruction. Not all work, especially work that is participatory and contributive in nature, can be made up. Alternative work may be provided for these activities at the teacher's discretion.

Failure to request make-up work or to return completed make-up work will result in grade reduction for that work for the purpose of classroom grading. Similarly, missing of work that cannot, at the discretion of the teacher, be made up, will result in grade reduction for that work for the purpose of classroom grading.

Make-up work is defined as: Scheduled tests, Scheduled quizzes, Homework assigned on the day the student is absent or missed instruction, and a description of the topic(s) covered in class while the student was absent or missed instruction and possible resources where the student can obtain information on the topic(s).

Teachers may require additional make-up work. Make-up work need not be identical or equivalent to the work missed in the absence or missed instruction period, but will ensure that the student has the opportunity to meet academic standards.

Previously assigned work, that was due on the day the student was absent, is not considered make-up work, and is due the day the student returns to school.

It is the student's and/or parent/guardian responsibility to request makeup work on the day the student returns to class. Within two (2) school days of receiving the request, the teacher will provide the requested make-up work. It is also the student and/or parent/guardian responsibility to return the completed make-up work within the designated deadline. Failure to do so will result in no credit being given.

Students will have a minimum of as many days/periods as they were absent plus one (1) day to make up the work unless other arrangements are made with the teacher. For example, if a student is absent two (2) days/periods he/she will be given two (2) + one (1) or three (3) days/periods to make up the work. The timeline for making up the work begins when the student receives the make-up assignment from the teacher.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

In order to allow students to progress academically, students will be given the opportunity to make up work for truancies and suspensions.

Teachers with concerns about make-up work for truantries or suspensions are encouraged to meet with the administrator, or his/her designee, to identify consequences for the truancy or suspension that do not impact student academics.

ABUSE OF MAKE-UP WORK POLICY

Students who abuse the make-up work policy by failing to complete and return make-up work may, at the discretion of the teacher, lose the privilege of making up work for that class. The parent/guardian and the student may request administrative review of the teacher's decision.

Failure to request or to return make-up work will result in grade reduction for that work for the purposes of classroom grading. Similarly missing work that cannot, at the discretion of the teacher, be made up, will result in grade reduction for that work for the purposes of classroom grading.

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in
 - a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),
 - b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and
 - c. Any additional rule(s) concerning attendance and truancy adopted by the charter school's governing body.
2. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.
3. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.
4. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.
5. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.
6. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone the school either before each absence or the day of each absence to let the school know not to expect the pupil in school. This will help to ensure the child's safety.
2. Parent(s) or guardian(s) will provide a written excuse within three (3) days after the student returns to school explaining the cause of the absence.

The following information will be required on all absence notes:

Student's first and last name	Teacher's Name
Date the note was written	Date(s) of absence(s)
Student's grade level	
Reason the student was physically or mentally unable to attend school	
3. If the parent(s) or guardian(s) does not notify the school of the reason for absence within three (3) days after the student returns to school, the absence will remain unverified. If legitimate reasons, as determined by the administrator, or his/her designee, caused the delay in notification, the absence may be changed from unverified to the appropriate code.
4. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.

5. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.
6. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence. Extended absences require more advance notice. Although the parent(s) or guardian(s) can prearrange for absences longer than ten (10) days, and the pupil cannot be considered truant for those days, charter school policy can count those as days the pupil is not in attendance for non-promotion purposes.

CONSEQUENCES OF ABSENCES

The school will review absences, and appropriate interventions will be determined. In addition to site interventions, the school shall do its part to comply with the provisions of NRS 392.126 - NRS 392.220 concerning truantries, outlining procedures to be followed as well as legal consequences, including criminal consequences.

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

At the discretion of the administrator, the student may be given the opportunity to earn credit in the class or be promoted if all of the following conditions are met:

1. The student or parent/guardian requests an administrative review of the absences and the student's failing academic status;
2. The student's positive attitude, desire to attend school, and motivation to pass the class or be promoted warrants a second chance;
3. The administrator and teacher(s) in question must agree that the student can still pass the class academically or be promoted, given what the student must accomplish academically and given the amount of time remaining in the semester or school year; and
4. The student and parent/guardian agree with all of the following conditions in writing:
 - a. Any further Unverified absence, or, if applicable, Domestic or Truant absence, will result in an "F" for the course or the student not being promoted,
 - b. The student will successfully complete all make-up work according to a schedule developed cooperatively with the teacher(s), and
 - c. The student will successfully complete all subsequent class work and course/class requirements on time.

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

There may be pre-planned, unique circumstances that call for a review of the attendance policy provision that requires a student to be in attendance at least 90% of the time in order to pass or be promoted to the next grade.

Unique circumstances arise when students are given opportunity to participate in very specialized activities because of family circumstances or the student's own unique talents and skills. Under these circumstances students may be granted additional school approved absences.

Examples of unique circumstances may include:

1. A trip that has unique educational value
2. Participation in an activity that requires specialized skills such as an Olympic development program or professional acting.

To qualify for school approved absences for unique circumstances, students and/or their parents/guardians must:

1. Apply for the additional absences in advance in sufficient time for teachers to prepare make-up work,
2. Provide a description of the circumstances and rationale for requesting additional absences,
3. Provide a plan of action for course work that will be missed,
4. Provide proof of adequate academic progress, class test scores, school behavior, and study habits,
5. Obtain teacher approval and willingness to work with the student regarding his/her missed schoolwork, and,
6. If applicable, demonstrate that they have followed through on commitments previously made utilizing this particular provision of the Attendance Policy.

The school administrator will have the final approval of such a request. If approved, the absences would be considered a school-approved activity.

Promotion/Retention Policy

The general policy is that a student should take eight years to complete the elementary and middle school after kindergarten. It may be necessary for a student to take an additional year to complete the eight grades if there is unsatisfactory achievement in the basic skills areas.

KINDERGARTEN

Kindergarten is generally the child's first contact with the school and the first opportunity for the school staff to evaluate the student's potential for learning. It is expected that the vast majority of students would move to the first grade after one year of kindergarten. When, in the judgment of the teacher and administrator, there is reason to believe the level of maturity is such that the student may not be successful in learning the academic skills called for in first grade, the parent(s) or guardian(s) should be advised. This should be done by conference at the earliest practical date. If progression through the school year confirms the earlier observations, then the staff should recommend that the student spend a second year in kindergarten.

GRADES 1-5

It shall be the obligation of the teachers and administrator to make an early assessment of the skill level of each student. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete a grade, three steps shall be taken:

1. The parent(s) or guardian(s) will be called into conference and apprised of the teacher's concern and be given a summary of the area of weakness. This conference will be held before the middle of the school year.
2. The teacher(s) will outline a program of remediation and an explanation of this program will be given to the parent(s) or guardian(s).
3. Periodic reports will be given to the parent(s) or guardian(s) (in addition to the report card) to inform them of the pupil's progress.

If, after the above steps have been taken, the student is still not ready to go into the next grade by the end of the school year the teacher(s) and administrator may recommend retention of that student in the same grade for the next year. Parent(s) or guardian(s) will be given this recommendation in conference with the teacher(s) and administrator. If the parents do not agree with this recommendation, the teacher and the administrator in joint agreement have the final authority to retain a pupil.

When a recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

At any time during a child's academic career in grades kindergarten through fifth grade, the administrator, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.

CITIZENSHIP

Part of education is having a student learn to take responsibility for his or her own actions. Each teacher is responsible for making an evaluation of the student's deportment and recording the results of that evaluation on the report card. These citizenship grades shall be placed in the student's permanent record.

Report cards may provide for the addition of teacher comments. In addition, classroom skills, behaviors and specials (i.e. art, Spanish, music, outdoor gardens) are graded using O, Outstanding; S, Satisfactory; I, Improvement Needed.

ELEMENTARY SCHOOL FAILURE NOTICES

Teachers have the responsibility to notify the parent or guardian when a child's level of performance is such that without improvement a failing grade will be earned or when the student's performance falls significantly below

expectation. A parent conference may be requested by either the parent or teacher to seek means to resolve the problem.

STANDARDS-BASED GRADING SYSTEM

Students in Kindergarten through 5th grade will be assessed using a standards-based grading system. Standards-based education, grades measure a student's progress against known and established milestones – not against how well their classmates are doing. Grades mean the same thing from class to class. Assignments are graded according to how well a student demonstrates understanding or mastery of related standards. The understanding or mastery is scored on the following 4-point scale:

Academic Performance		Score
Excelling – Student consistently demonstrates an in-depth understanding of concepts, skills, and processes	=	4
Meeting – Student frequently demonstrates an in-depth understanding of concepts, skills, and processes	=	3
Approaching – Student occasionally demonstrates an in-depth understanding of concepts, skills, and processes	=	2
Beginning – Student rarely demonstrates an in-depth understanding of concepts, skills, and processes	=	1

Scores of 3 and 4 meet the standard. Scores of 1 and 2 do not meet standard. Each standard may be assessed more than once, if needed, to give the student the opportunity for more instruction and practice before a final score on a standard is determined. The grades O, S, N and U may be used for special classes and/or citizenship. A Student Report Cards Q & A can be found at the end of the handbook.

Reporting Student Progress

Reports to parents are established to inform the parents of their children's progress in school and to serve as a link between the home and the school. Reports may take many forms: progress reports, report cards, conferences, letters, phone calls, newsletters, and other avenues of personal contact. Any report made to parents should be clear, concise, and as complete as possible.

Parent-teacher conferences are an excellent means of communication between the school and the home. Either the teacher or the parent may initiate a conference. In parent-teacher conferences and other contacts with parents, there is sometimes a tendency to emphasize problem areas. Efforts should be made to balance conferences with discussions of students' strengths, potentials, and accomplishments.

General Classroom Policies

We understand that making changes can be challenging. We want you to know that our staff has your child's best interests in mind. These are policies that are typically followed in Montessori schools around the world, and we believe in them. We would like to acknowledge all of you for making an effort in making these changes. All caregivers, including spouses, grandparents, babysitters, and any other person who may be picking up, dropping off, or preparing lunch should read our policies carefully. Please come to us with any questions or concerns.

SNACKS

Each teacher will develop the procedures and times for his/her specific classroom's snacks. Elementary and middle school students may bring a healthy snack for midmorning.

LUNCHES

Students will eat lunch in their classroom. All students will need to bring a lunch from home. Milk is available for 60 cents. Please send a well-balanced, nutritional lunch (with ice pack if needed) each day. We encourage you to use reusable containers, utensils, and napkins as much as possible. Please send a second cloth napkin in your child's lunchbox every day to serve as a placemat.

Good lunches can be simple. A sandwich, an apple, and milk or water is a very well balanced lunch. Good lunch choices may include: chicken, turkey or cheese sandwiches, hard-boiled eggs, peanut butter, leftovers from dinner in a thermos, string cheese, whole wheat crackers, vegetables, cottage cheese, yogurt, celery with peanut butter, rice cakes, nuts, fresh fruit, and milk or water.

Please do not send the following items in the lunch: sodas, candy, high sugar beverages or other treats with excessive amounts of refined sugar, salts, and fat. Research indicates that consumption of high sugar items results in poor concentration, difficulty in retention, and overactive or overtired children. Please help us encourage good, wholesome eating habits that last a lifetime.

Homework

Montessori education is experiential and hands-on; children work with specially designed materials in the classroom before learning abstract pencil-and-paper methods. As students grow into the Upper Elementary and Middle School years, written resources make more and more appearances, though usually in the form of novels or reference books. Students tend to do their own research rather than relying on a class textbook's descriptions.

Montessori homework does not necessarily show up on worksheets or on assignment pages at the end of each day, but yes, Montessori schools do have homework! Many activities are considered to be appropriate homework. These include activities such as reading, keeping a garden, taking music lessons, taking a hike, keeping a journal, or playing a sport. It's considered important not to over-schedule a child's time and to leave plenty of time for free play.

In addition to this work, Montessori students may be asked to complete components of some class projects at home. Families may be involved in working with the student.

Homework is often referred to as extended learning or "home learning". It should be individualized and involve choice. The purposes of homework are to learn and practice time management, organization, and responsibility while extending the learning from school, not to do busy work.

Each instructional team (Kdg., LE, and UE) will develop homework for their grade levels. All should include Reading and Math, but may also include other activities such as creative writing, word studies, current events, or thematic projects. All students should keep a Reading Log and a Math journal or notes in their planner of Math activities done at home. The Math might be a worksheet or packet to reinforce what students are learning in class, but it might also be an application, such as using a recipe, measuring (furniture, windows, rooms), playing games that use numbers or shapes, collecting data and making graphs, or using math websites for practice. Parents will be asked to help students memorize basic facts, whether it is by playing games, using flashcards, using a math website, or any other method that works to make their computation faster and more consistently accurate. This will also make the students more confident and efficient in their daily work.

Text books

Students are responsible for items such as books, lab supplies, and other breakables that will be placed in their care while at SSMCS. If students lose or damage these items, they will be responsible for replacing the item. Books may be assigned to students in the classroom and shall be their responsibility. If the student withdraws from SSMCS, all books that have been loaned to the student must be returned upon withdrawal.

Telephone and Cell Phone Policy

Students may use the school phone during recess and after school for emergency calls. An emergency would be if a student forgot his or her medication at home and needed it brought to school. Students will not be called out of class or given a direct message unless it is an emergency as determined by a school administrator.

We are required by Nevada law to have an official policy regarding the use of cell phones at our school. As always, our policies put the wellbeing of the child as our guiding principle. Telephones ringing in a classroom are a distraction and disruption of the classroom environment.

Cell phones in elementary: students may not bring a cell phone to school at any time, for any reason. If any student does not follow the cell phone policy, the cell phone will be sent to the office and the parent/guardian will be responsible for picking up the cell phone at the end of the day.

Student Internet Use Policy



It is the intent of the school to make computer access available to further the learning of students at Silver Sands Montessori Charter School. This resource should be used to enhance the curriculum or assist students in meeting their specific educational research needs.

In accordance with the requirements of the Children's Internet Protection Act (CIPA), all school computers that can access the Internet will be filtered. The professional educator or paraprofessional in charge shall be responsible for monitoring the computer activities of minors in library media centers, computer labs and other rooms where computers are connected to the Internet to restrict minors' access to obscenity, child pornography and materials deemed harmful to minors.

Even with filters and adult monitoring in place, it is impossible to control access to all materials on the Internet. The school's instructional materials standards and criteria outlined in Board policy shall be followed in the selection and use of instructional resources for students. Some users may discover educationally unsuitable information or have access to materials that are illegal, defamatory, inaccurate, or potentially objectionable to some people. Nevertheless, the school believes that the educationally appropriate information and interaction available on the Internet should be available as a resource for students. The acceptable use policy defines the appropriate use of the computer. In addition, students are personally responsible for following their school's Code of Conduct and for following the directions of the professional educator or paraprofessional responsible for supervising student use of electronic resources.

Students are expected to follow all guidelines stated below as well as those given verbally by school staff and to demonstrate ethical behavior in using the network. Care of the school facilities go hand in hand with using computer hardware, software and the Internet in a responsible manner. Any actions that might harm the computer equipment or software, or impair its effective use, or showing disregard for the proper procedures set up for network access will not be tolerated.

Responsible students shall:

- Respect the privacy of others and self.
- Provide no personal information on any Internet site. This includes home telephone numbers, home email addresses, home addresses, pictures with name identifications, or information regarding location at any given time.
- Refrain from sharing passwords with others or using passwords not belonging to the user.
- Respect the network as a shared resource. The user shall not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others.
- Observe all laws including copyrights, licensing agreements, etc.
- Use the computer to research assigned classroom projects.
- Follow all rules posted in the computer lab or other room where computers are in use.
- Follow the directions of the adult in charge of the computer lab or where computers are in use.

Responsible students may not:

- Use the Internet for any illegal purpose, including copyright violations.
- Send or receive text, images, movies, or sound, which contains material that offends or is inappropriate in an educational setting.
- Change or vandalize files or data of another user.
- Wastefully use finite resources.
- Send or forward personal communication without the original author's consent.
- Connect anybody's personal electronic device to the School's network jacks or wireless access points or assist others in doing the same.
- Use the system to download, transform or install software or files onto the hard drive(s) or network.
- Deliberately use the computer in such a way that it would disrupt the use of the network by other users.
- Deliberately or willfully cause damage to computer equipment or assist others in doing the same.

- Deliberately use the school's computers to bypass the filtering software or violate the school's code of conduct or educational goals or show others how to do the same.

Birthday Celebrations

Montessori schools the world over have a very special birthday celebration according to grade level.

- Birthday Snack: The birthday child is invited to bring a healthy snack for everyone in the class. May we suggest muffins, fruits, popcorn, fruit salad, popcorn balls, Chex party mix, breakfast bars, banana bread, zucchini bread, cinnamon-raisin bread, fruit tarts, yogurt, dried fruit, bagels, nutrition bars, animal crackers, fruit trifles, fruit parfaits, smoothies. Please see your teacher for appropriate snacks for children in primary classes. Please also direct any elementary dietary questions to your child's teacher.
- Circle Time: We invite parents to join us for circle time on this special day.
- Birthdays that fall on the weekend can be scheduled the following week. If you are unable to attend on the day of the celebration please contact your child's teacher if you would like to reschedule. Summer birthdays will be celebrated in May or June.
- Gifts: Children are welcome to bring a gift to their class to commemorate their birthday. It can be a piece of art, a special book, an art supply, a scientific wonder, or safe, outdoor play equipment.
- To avoid hurt feelings when birthday invitations are passed out at school, unless every child is being invited please send out invitations by mail.
- (Primary/Lower Elementary) Birthday Walk: Please send photographs of your child one for each year of his/her life and a short paragraph for each year describing special events or accomplishments of your child year such as "when Jared was 2 his new baby brother arrived", "when Jared was 3 he went to Disneyland for the first time".
- (Upper Elementary) Elementary Compliment Book: The whole class prepares a book of compliments for the birthday child. The book is presented to the child at their celebration. Pictures are still appropriate to send and are used as a timeline for the birthday child's celebration.

Milestone

At Silver Sands Montessori, we have a special tradition where our senior students at each level grouping commemorate with a memorable Milestone Field Trip. At Lower Elementary, the third years spend the day hiking at the Valley of Fire, and then enjoy a special dinner at a restaurant. In Upper Elementary, the fifth years go to San Diego and experience an amazing behind-the-scenes, 3-Day residence camp at SeaWorld. In Middle School our senior 8th year Milestone field trip is an amazing, sight-seeing packed, 4-Day trip to Washington DC.

Students and parents in those senior grade levels in coordination with the school and their teachers, organize some fundraising events to help supplement the cost of the field trips. Although we encourage the participation of all of our senior students, like all of our field trips, participation is optional. Students that decide not to participate in the field trip are expected to attend school as usual. The Milestone field trips are a wonderful way for our senior students to celebrate their accomplishment and build a wonderful memory before moving up to their next grade level grouping.

Lost and Found

Please mark all personal items clearly with your child's name. Items that are found will be turned in to the front office and placed in the Lost & Found bins. Items of substantial value will be kept separate from the general lost and found. These items will be retained for two weeks. Periodically throughout the year any items not claimed will be donated to a local charity.

Field Trips

All trips planned by the school are for specific educational purposes. Participation in field trips requires the student to present a field trip form signed by the parent/guardian to his or her teacher in advance. Students going on a field trip must assume the responsibility for any necessary fee. Please keep in mind that once the field

trip has been paid, the school will not issue a refund. If a hardship exists where a student cannot afford the cost of the field trip, please notify administration. Field trip chaperones will be selected by classroom teachers. Parent chaperones may not bring siblings on field trips. All parents attending overnight field trips are subjected to fingerprinting and a background check.

Students will not be released to anyone during a field trip for any reason. Authorized persons who wish to have a student released early must report to the main office to sign out the child and wait for the child to return with their class from the field trip.

As a matter of safety and for ease of identification of students, staff, and teachers, and those persons attending a school-sponsored field trip will wear a Silver Sands Montessori t-shirt. One SSMCS t-shirt will be provided to each student upon completion of enrollment. Additional t-shirts are sold at SSMCS. You are encouraged to obtain your shirt(s) at the beginning of the year to ensure participation in field trips is possible.

Student Classroom Supplies

Each teacher has a list of the things that are needed for the classroom. Please see your classroom teacher or pick up a supply list from the front office or print it off the school's website.

School Bags

Due to space and safety concerns, we ask that only SSMCS tote bags are brought to school. Please bring this bag to school on a daily basis and be sure to label the tote bag with your child's name. Work or items utilized for school activities must fit within the tote bag. One tote bag will be provided to each student upon completion of enrollment, replacement tote bags are available for purchase at the front desk throughout the year. Please, NO backpacks.

Agenda/Books

Students may borrow or be assigned a novel/book throughout the school year as part of an assignment. Students in upper elementary will be issued agenda at the beginning of each school year. Students must immediately inform teachers about any lost or damaged books so that they can be replaced. Parents will be responsible for the cost of the replacement book(s). The same rule applies for lost library books and agendas.

Dress Code Policy

Specific prohibitions and limitations include (but are not limited to) the following:

CONDITION AND WEAR OF CLOTHING

- Nothing that distracts or poses a safety hazard
- No holes, rips, or tears that reveal the body
- No tight-fitting or revealing clothing

SAFETY

- No hair covering eyes
- No clothing that can pose a potential health or safety problem
- No gloves inside the building; no single glove at any time
- No jewelry or chains that can cause injury
- No hanging chains
- No spiked or studded accessories

TOPS/SKIRTS/DRESSES

- Tops must cover the upper and middle torso at all times
- Skirts must cover the lower torso with no skin showing between top and skirt
- Skirts, shorts, and dresses must be at least mid-thigh in length; no mini-skirts
- No exposed undergarments
- No halter, tank or tube tops; no transparent, half, or muscle shirts

- No exposed shoulders
- No low cut necklines, exposed cleavage, or spaghetti straps
- No pajamas, lounge wear, or bath robes
- Inappropriate tops may not be covered with sheer shirts, sweatshirts or jackets

PANTS/SHORTS

- Must cover lower torso with no skin showing between top and pants/shorts
- No exposed undergarments
- No sagging pants or shorts
- No single rolled up pant leg
- No exposed buttocks
- Belt buckle monograms must be appropriate
- No hanging or extended belt lengths
- No unfastened overalls
- No cut-offs or ripped jeans
- Shorts must be hemmed and at least mid-thigh in length
- No mini-shorts; no spandex shorts

HEAD COVERINGS/HAIR

- No head coverings or sunglasses worn in the building during school hours (exceptions are made for religious or medical reasons)
- No bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event
- No extreme hair styles or colors that are not natural (exceptions are made for special events and/or spirit days)

FOOTWEAR

- Proper footwear at all times (no flip-flops, closed toe shoes are encouraged)
- No house slippers or shoes with wheels

LANGUAGE/ILLUSTRATIONS ON CLOTHING

- No obscene, vulgar, profane, or derogatory language or illustrations on clothing
- No sexual overtones, or anything that promotes alcohol, drugs, tobacco, gang membership, or violence
- Nothing that may be deemed a safety issue

GANG ATTIRE

All items that have been identified as gang-related by local law enforcement agencies. These may include but are not limited to:

- No dangling belts
- No chains
- No unfastened overalls
- No sagging pants/shorts
- No single rolled up pant leg
- No hairnets, bandanas, or do-rags (all colors)
- No altered insignias or graffiti
- No jewelry or belt buckles symbolizing any gangs
- No graffiti in or on personal belongings symbolizing any identified gang

TV AND MOVIE CHARACTERS

In addition to our school dress code, we ask that students do not wear or bring any items to school with cartoon, TV, or movie characters. This includes: clothing, shoes, lunch boxes, and hats. We also ask that your child does not wear "light up" shoes. Characters and/or lights can be distracting.

CONSEQUENCES

If a student violates the dress code s/he will be given a warning by school staff. School staff will notify school administrators with the student's name. School administrators will notify parent/legal guardian of the warning. The student must correct the clothing violation at that time, prior to returning to his/her class schedule. Refusal to change clothes will constitute insubordination. After the first five school days of the school year, the warning system will be terminated and the following sequential and progressive discipline plan will be followed:

First Offense

- Parent notified
- Student must change clothing violation
- Student warned of consequences for second violation
- Consequence/conference entered in student discipline documentation

Second Offense

- Parent notified
- Student must change clothing violation
- Student warned of consequence for third offense
- Consequence/conference entered in student discipline documentation

Third Offense

- Parent notified
- Student must change clothing violation
- Out-of-school suspension assigned
- Warned that any further violations will result in multiple days of suspension
- Consequence/conference entered in student discipline documentation

Hands Off Policy

A "Hands Off" policy is enforced in SSMC's Middle School. Everyone is required to keep his or her hands to him/herself. This applies to horseplay as well as public displays of affection. Hugging, handholding, and other displays of affection on campus are prohibited at the sole discretion of administration.

Behavior Expectations

Behavior during non-academic times:

Lunch: Although lunchtime is a social event, students are expected to behave maturely. Horseplay and behavior that is disruptive will not be tolerated.

Dismissal: Students will be required to stay seated until their name is called. Students should take advantage of this time to pack tote bag, read, review planners or clean up the classroom.

Restroom: The teacher will inform the students of the class restroom policy. Students may be required to sign out and use a restroom pass. Restroom breaks may be limited to specific times if students are taking advantage of this privilege.

Positive Discipline Plan

Montessori is simply defined as 'preparation for life', which creates an overriding policy of helping each student's independence and personal dignity while respecting the rights of others. In this pursuit, Silver Sands Montessori School (SSMCS) chooses to utilize a 'positive behavior support' approach for all students with or without disabilities. This requires numerous supports and strategies intended to work together to support any child who is struggling with challenging behaviors to gain control over their own behavior and choices over their entire lifespan (Devalt, Krug, Turnbull, & Horner, 1997).

Traditional approaches include perceptions of either good or bad behavior (Thoma, Selby, & Baker, 1999). Good behavior receives reward and bad behavior receives punishment. However, punishment does not teach the child appropriate behavior. Nor does it necessarily, reduce the child's need for adult intervention in controlling their

behavior. Therefore, SSMCS will employ a person-centered planning method. We will encourage mediation between people, development of solutions that work for all in the group, and fostering a sense of community.

SSMCS understands that people, including children, have reasons for engaging in challenging behaviors. We seek to enhance the dignity and competence of all of our students and staff; therefore, we will seek to develop a school-wide behavior support plan that utilizes the following steps:

1. Community Support

Teachers will create atmospheres of cooperation within their classrooms by providing and reinforcing three general rules.

- Respect for self: The student is encouraged to respect himself or herself by making choices that honor his or her life and responsibilities as a student. This includes the completion of his or her scholastic work to the best of his or her individual abilities; asking for assistance when it is needed; and personal responsibility for his or her learning process.
- Respect for others: The class shows respect for others by supporting individual differences in learning styles and levels; returning classroom materials where they belong; working in a manner conducive to learning for everyone in the class; and not interrupting other students while they are working. Children receive grace and courtesy lessons regarding common social responsibilities, for example, how to interrupt politely.
- Respect for the environment: Students are asked to show respect for our shared space and resources by cleaning up after themselves; conserving available natural and manmade resources; and helping to create an environment of inclusion and respect.

2. Creating a Basis for Inclusion for Everyone

At the beginning of the year, teachers will role model and role-play social situations that children need help in knowing how to handle. These lessons are given proactively at a neutral time, preferably before the situation has occurred. Children are given opportunities to role-play these situations so that there is general information about appropriate behavior guidelines. Children, for instance, are taught how to decline an invitation to play with another in a way that is not hurtful to the other. Following is a list of typical courtesy lessons.

- How to interrupt politely.
- How to ask someone to work with you on a project.
- How to politely remind a friend to put away their work.
- How to move chairs without disturbing others.
- How to enter another classroom without disturbing the class.
- How to tell someone that they have hurt your feelings without hurting theirs.
- How to have snack without disturbing others' work.

3. Positive Behavior Supports

Teachers and assistants will first try to understand the function and purpose of the underlying causes of inappropriate behavior. This may be accomplished by documented observation of the child. We will assess the underlying needs of the student and then teach other means of achieving the same goal, so that the child acquires the social skills to meet his or her needs appropriately.

Teachers will provide children with opportunities to take pro-active measures to repair relationships and the environment that have resulted from their previous inappropriate choices.

Changes to the classroom environment and accommodations to the student's needs are integral parts of our positive behavior supports.

Choices will be given to the child to empower their willingness to comply with the needs of others as they repair and mend the results of previous inappropriate behavior.

Objectives:

- Enhance the child's connection to friends and teachers by first viewing the behavior from his or her perspective.
- Increase the child's recognition and appreciation by peers in the classroom by assigning specific, positive roles in the life of the classroom.

- Increase the child's understanding of competent and appropriate behavior.
- Increase the child's competency for self-control and appropriate choice.
- Allocate resources in a proactive mode rather than a reactive mode.

4. Typical Procedures

Despite the most proactive and positive discipline models, children are still developing and will occasionally make an error in judgment that requires the attention of the staff. These are treated as opportunities to discuss with the child the unwanted results of their actions and to problem solve with them a more desirable result by a different choice of action.

SSMCS reiterates that behaviors are generated because of a need and that it is the teacher's role to look for the underlying need and help the child find a more appropriate path to meet that need.

There is, of course, the child's need to repair or replace damages to relationships that may have inadvertently occurred due to inappropriate choices. SSMCS will treat this in a positive model rather than a blaming model. The child will be empowered to right the situation so that they will feel better.

The variations of these inappropriate choices are infinite and specific to situations; however, the general rule is that if the child has offended someone, then an apology is in order. This can be either verbal or written depending upon the abilities of the child. If something is broken, then the child will attempt to fix it to the best of their ability. If something is lost or irreparable, the child will be expected to replace the item. We stress the child's need to reestablish self respect by earning the money for the repair or the replacement. As in all things, the developmental level of the child is respected and included. Most consequence at SSMCS involves cleaning or repairing the damage.

This process of repairing and replacing is focused upon creating a positive outcome not a punishment. We refer to it as 'putting the world right again so we can get back to regular life'.

There is one inappropriate choice that is very important for the Montessori child to have a specific consequence. Montessori allows the child freedom in the choice of work and the sequence of activities. This requires a general understanding that children will work on academic endeavors and projects during the school day; therefore, we have a rule: If you play during work time, then work during play time. This involves bringing work to the playground during recess but never requires a delay in lunch for the child.

5. Functional Assessment of Specific Target Behaviors

It is important to determine the relationship between the person's environment and the occurrence of specific challenging behaviors. When a child is exhibiting behaviors that are keeping him or her from a successful school experience, then the Intervention Assistance Team (IAT) shall target a specific behavior to assess. Teachers will be encouraged to look for patterns of behavior rather than focusing upon single incidences (Buckmann & Holland, 1995).

Steps in Conducting a Functional Assessment

- a. Define the behavior being assessed. Target behaviors should be observable and measurable. Observations should be objective versus subjective.
- b. Collect information when the behavior is occurring and when it is not. It is critical to finding a solution to also know when a behavior is not occurring. Behavior is based upon the child's desire to escape or obtain. It is critical to understand which is the goal.
- c. Determine a hypothesis. We will use who-what-when information to describe the situations in which the behavior occurs. Establish consistent patterns to determine what the student is getting from the challenging behavior.
Example: When this occurs (describe context), the child does (describe the behavior) to obtain or avoid (describe functions).
- d. Test the hypothesis.
- e. Develop a Behavior Support Plan (Thoma, Selby, & Baker, 1999)
 - Build security, predictability, and choice into daily activities;
 - Change tasks or activities so they are clearly understood and able to be performed with minimal assistance;
 - Decrease distractions in the environment;
 - Embed rewards in an activity rather than only at the end:

- Use background music, quiet time, etc. to help the atmosphere;
 - Decrease the number of instructions and demand delivered by adults;
 - Intersperse easy tasks when working on a difficult task;
 - Make changes in room arrangement and traffic patterns, paying particular attention to things that might be dangerous to students;
 - Reduce the amount of time required in a particular activity; and
 - Increase the amount of time required in a particular activity.
- f. Monitor improvements.
- Devise a recording system;
 - Know that fine tuning and changes will be necessary;
 - Have staff collect information;
 - Information should be time-efficient and accurate;
 - Make weekly or monthly summaries;
 - Success is monitored by the child's progress in life choices.

6. Prohibited Procedures (Thoma, Selby, & Baker 1999):

SSMCS will educate staff that the following procedures cannot be used at any time with any student, special education eligible or not:

- The use of noxious odors and tastes;
- The use of water and other mists and sprays;
- The use of blasts of air;
- The use of corporal punishments;
- The use of verbal or mental abuse;
- The use of electric shock;
- The administration of chemical restraint to a person;
- The placement of a person alone in a room where release from the room is prohibited by a mechanism, including, without limitation, a lock, device or object positioned to hold the door closed or otherwise prevent the person from leaving the room.
- Requiring a person to perform exercise under forced conditions, if the : (a) Person is required to perform the exercise because he exhibited a behavior that is related to his disability; or (b) Exercise is harmful to the health of the person because of his disability; or (c) Nature of the person's disability prevents him from engaging in the exercise; or
- The deprivation of necessities needed to sustain the health of a person, regardless of the length of the deprivation, including without limitation, the denial or unreasonable delay in the provision of: (a) Food or liquid at a time when it is customarily served; or (b) medication.

7. Restricted Procedures:

The following procedures may be used on a limited basis; however, for the special education student, these procedures would need to be only a small percentage of the student's individualized education program (IEP). SSMCS will provide prior training for any staff person who will interact with a child whose IEP calls for mechanical or physical restraint.

- time out (student spends time apart from the group for a limited time);
- mechanical restraint; and
- Physical restraint.

8. Progressive Discipline Plan

SSMCS has Positive Discipline Plan as its primary action plan for classroom management. We adopt the following progression of disciplinary actions when school rules are repeatedly broken. The infractions are divided into two types of infractions: the first contain all rules typical to the school and classroom, and the second are those actions that endanger any child to him/herself or others.

A. INFRACTIONS OF SCHOOL RULES AS NOTED IN THE SCHOOL HANDBOOK

Rules and regulations in the Student/Parent Handbook help us protect the academic environment for all children enrolled in our school. Although some may seem minor, all work together to create a high quality learning experience for our children. Parents are encouraged to be familiar with our policies and to support their practice while your children are at school.

Teachers must be able to devote themselves to their students' learning challenges, not necessarily their behavior challenges. Therefore, we have adopted the following progressive steps to discipline when a child does not follow the rules at school.

Minor infractions of the school rules include but are not limited to:

- Disregard for school rules
- Play fighting
- Inappropriate language/gesture
- Inappropriate lunchtime behavior
- Not using equipment safely
- Radio, pager, cell phone, electronic toys
- Throwing objects
- Inappropriate dress and appearance
- Insubordination/disobedience
- Skateboarding/rollerblading

First Level of Progressive Discipline: Parents are not notified of this first level.

Child will be verbally reminded of the rule that they have broken and given an opportunity to correct their behavior to comply with the rules.

If child does not comply with the teacher's request, then the child will be allowed to choose one of following three consequences:

1. Miss entire recess to complete missed instructional time.
2. Sit in isolation in the classroom until willing to cooperate.
3. Take work to another classroom to complete and to **recover** calmness.

Second Level of Progressive Discipline: Child will be verbally reminded of the rule that they have broken and given an opportunity to correct their behavior to comply with the rules. Parents will be notified if child does not comply with the teacher's request. The child will be allowed to choose one of the following three consequences.

1. Complete 'My Plan for Better Choices' with the teacher. Must be signed by parent and returned to school the following day.
2. Sit in isolation for the remainder of the work period, remainder of the morning or the afternoon.
3. Work in a different classroom/office area for the remainder of the work period. This is considered an in-school suspension.

Third Level of Progressive Discipline: Child will be verbally reminded of the rule that they have broken, an Incident Report will be sent home to the parents, and the child will be required to choose one of the following consequences:

1. Child will miss recess and complete community service during that time under supervision by staff.
2. Child or teacher will call parent to request that they meet with the teacher at a time convenient to the teacher. Together the parent and child will develop a consequence that will rectify the problem.
3. Child will complete community service work on Saturday morning under Parental Supervision. Child/parent team needs to report to Saturday staff at 9:00 a.m. on Saturday morning. Penalty doubles if the student does not show up.

Fourth Level of Progressive Discipline: Parents will be called immediately. A meeting will be set up with the family to discuss the matter with the school administrator. Student will be suspended and not allowed to return to school until that meeting has taken place. At that meeting, the student, his/her

family, teacher and the school administrator will develop three consequences that assure that the child and his/her family realize the seriousness of repeat offenses to the quality of the learning environment.

The three natural consequences developed at that meeting must satisfy the following three criteria:

1. Helps the student to repair or remedy any damage or loss experienced by his class or school.
2. Repair levels of trust with classmates and teacher.
3. Will extinguish undesirable behavior.

If the family does not participate in meetings and/or student fails to complete three consequences for this fourth infraction, then the conditions of the fifth infraction will be immediately in effect.

Fifth infraction: Parents will be called immediately to pick up their child who will be suspended. Student will not be allowed to return for five days. Parents will need to meet with the school administrator before child can return to classroom environment to assure the school that there will be no further infractions. All of the following consequences must be met before the child may resume regular enrollment in Silver Sands Montessori:

1. Child will be put on a probationary enrollment for the remainder of the school year during which time any further infraction will result in immediate and final expulsion from school.
2. Child must complete all missed assignments while suspended for five days and repair/replace any damages to relationships or property.

If the family does not participate in meetings and/or student fails to complete three consequences for this fifth infraction, then the conditions of the sixth infraction will be immediately in effect.

Sixth infraction: Student will be expelled from school and required to enroll in their neighborhood school or a private school of their choice. SSMCS will send records and incident reports to their zoned school. Parents may appeal decision to the Board of Directors of Silver Sands Montessori School A form is attached for your use to request an appeal. Their decision is final.

B.PROGRESSIVE DISCIPLINARY LEVELS FOR STUDENT ACTIONS THAT HAVE RESULTED IN ENDANGERMENT OF SELF OR OTHERS

This section is reserved for serious violations of school, local, state, or federal laws and regulations. As a first step, Silver Sands Montessori reserves the right to do whatever is necessary to assure the safety of all involved. That may include, but is not limited to, calling in local fire and police support. The school will refer all violations of local, state, or federal laws to the proper authorities at the time of the incident.

Actions that would result in the use of the Serious Progressive Discipline Plan include but not limited to:

- Assault
- Battery
- Bullying* and cyber-bullying**
- Destruction of property
- Discrimination
- Disturbance of the peace
- Profanity/obscene gesture
- Fighting/mutual combat
- Harassment***
- Biting
- Sexually inappropriate behavior
- Larceny
- Threats to staff
- Threats to student

- Weapon
- Graffiti
- NRS 392.4655: A student is deemed a habitual disciplinary problem if there is written evidence that documents that in one school year:
 - a) The student has threatened or extorted, or attempted to threaten or extort, another student or teacher or other personnel employed by the school or;
 - b) The student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; or
 - c) The student has a record of five suspensions from the school for any reason.

***NRS 388.122. Bullying defined.** Bullying means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over tie to one or more negative actions which is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress;
2. Places the person in reasonable fear of harm or serious emotional distress; or
3. Creates an environment, which is hostile to a pupil by interfering with the education of the pupil.

****NRS 388.123. Cyber-bullying defined.** Cyber-bullying means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor.

*****NRS 388.125. Harassment defined.** Harassment means a willful act which is written, verbal or physical, of a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes another person to suffer serious emotional distress;
2. Places a person in a reasonable fear of harm or serious emotional distress; or
3. Creates an environment, which is hostile to a pupil by interfering with the education of the pupil.

First Level of Serious Progressive Discipline: Parents will be called immediately. Law Enforcement will be called in if deemed appropriate by the school administrator.

A meeting will be set up with the family to discuss the matter with the school administrator. Student will not be allowed to return to school until three days and a meeting has taken place. At that meeting, the student, his/her family, teacher and the school administrator will determine whether or not the student is fully aware of the seriousness of their action to the safety of the school. All three consequences must be completed within six weeks.

1. Student will be required to repair or remedy any damage or loss experienced by his class or school.
2. Student and family will be required to complete counseling to discuss appropriate behavior at school for a period of six weeks.
3. Student will be placed on probation with the school administrator for a period of six weeks during which any further action of this nature will be cause for immediate suspension and progress to the second level of Serious Progressive Discipline.

If the family does not participate in meetings and/or student fails to complete three consequences, then the conditions of the next level of discipline will be immediately in effect.

Second Level of Serious Progressive Discipline: Parents will be called immediately to pick their child up who will be suspended for five days. Student will not be allowed to be on school property in any way for five days. Law enforcement agency may be called in immediately. Parents will need to meet with the school administrator before child can return to classroom environment to assure the school that there will be no further infractions. All of the following consequences must be met before the child may resume regular enrollment in Silver Sands Montessori:

1. Child will be put on a probationary enrollment for one full quarter during which time any further infraction will result in immediate and final expulsion from school.
2. Child and his/her family must acquire professional assessment of child's risk level to self or others and make that assessment available to the school.

Third Level of Serious Progressive Discipline: Student will be expelled from school and required to enroll in their neighborhood school or a private school of their choice. SSMCS will send records and incident reports to the zoned school. Parents may appeal the school administrator's decision to the Board of Directors of Silver Sands Montessori School. Their decision is final.

Causes for Dismissal from SSMCS

SSMCS is a school that has an established goal of individual respect and dignity; therefore, children who exhibit acts of violence toward others or use of illegal substances will be expelled from the school. Children who have established legal eligibility due to special needs shall follow IEP protocols in accordance with all special education laws and policies.

Reporting Unlawful Activities

Students enrolled in SSMCS may report, anonymously if the student chooses, any unlawful activities conducted on school property, or at an activity sponsored SSMCS. This shall be referred to as the "secret witness program. Students may use the email: info@silversandsmcs.org or place a written note in a sealed, envelope addressed to the administration and leave it at the front desk.

Family Educational Rights And Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- the right to annual notification of procedural safeguards;
- the right to inspect and review your child's educational records within a reasonable period of time, but not more than 45 days after the District has received your request;
- the right to request that your child's educational records be amended, if you or your child believe that the educational records relating to your child contain any information that is inaccurate, misleading or in violation of your child's right to privacy. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing which includes the:
 - right to request, and have a hearing, and present evidence to challenge the District's decision not to amend your child's educational record;
 - right to receive prior notification of the date, time, and place in advance of the hearing;
 - right to present evidence and be represented by someone of your own choosing, or an attorney, at your own expense; and
 - right to receive a written decision of the issues presented in the hearing within a reasonable period of time following the hearing.
- the right to give informed consent (written permission) before the District can release any personal identifying information about your child to any person not otherwise entitled by law to see such information; and
- the right to file a complaint with the U.S. Department of Education if you believe that the District has in any way violated your child's or your rights to privacy or alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Dept. of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and

It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and his/her family;
- Sex behavior and attitudes;
- Illegal, anti-social, self-incriminating and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or contact us at the following address:

Family Policy Compliance Office^[SEP] U.S. Dept. of Educ.^[SEP] 400 Maryland Avenue, SW^[SEP] Washington, D.C. 20202-5920

Emergency Plan

FIRE PREVENTION PLAN

Fire drills will be scheduled monthly, beginning in the first month of the school year.

Students will be instructed in emergency procedures during an assembly the first week of school. The instruction will include:

- a) a tour of all exits, b) expected response to an alarm ringing, c) designated locations for classes to meet outdoors, d) introductions to persons responsible for each aspect of an emergency, and, e) a test of the alarm system so everyone will recognize the sound. Special directions will be provided for all children with special needs.

EMERGENCY EVACUATION PROCEDURES

Instructions for Students:

- When you hear the fire alarm, immediately stop what you are doing and walk quietly to the nearest exit.
- After you get outdoors, walk to the designated area to meet your class. If you are already outdoors, stay outdoors and walk to your class's designated area.
- Do Not Panic or Run, just follow the plan and listen for instructions.
- Follow the instructions of your teacher.
- Each Teacher will lead their students to the back parking lot, using the safest route.
- Each Teacher will take attendance and report any missing students to the Office/Administrator
- Always take fire drills seriously.

Health Services

HEALTH IMMUNIZATIONS

Nevada State Law requires that all students who are enrolled in a public or private school must present certification that the student has been immunized according to the provisions of NRS 392.435. Immunizations must be completed prior to attending any public or private school.

Parents must have written documentation from a physician or health clinic indicating the dates of each immunization and boosters received. All immunizations must be up to date.

A conditional enrollment is accepted for a period of up to 30 days if immunization records are not available at the time of enrollment.

State law does provide exemptions for religious or medical reasons. Please notify the health office if you need additional information regarding the exemptions.

HEALTH SCREENINGS

Nevada State Law requires vision and hearing screenings for all kindergarten and 4th grade students as well as all students new to Clark County.

Scoliosis screening will be completed during the school year for 5th grade girls. The age for screening is based on development maturity. The purpose of postural screening is to detect signs of spinal curvature at the earliest stages so that the need for treatment can be determined. Notification letters will be sent home to inform parents/guardians when the screening has been scheduled. Once the screening has been completed parents/guardians will be notified if a problem is suspected.

ILLNESS/INJURIES AT SCHOOL

If a student becomes ill or is injured at school, the school nurse is available to give immediate assistance. If it is necessary for an ill student to be sent home, the school will notify the parent to come for the student.

If a parent cannot be reached, the people listed on the emergency card will be contacted. When filling out the emergency card it is important to list people who are likely to be available for such pickups. **If for some reason during the year, your job, residence, or the people you have listed change, it is imperative that you notify the office immediately.**

RETURNING FROM CONTAGIOUS ILLNESS

Children who have had an elevated temperature should remain home until the temperature has returned to normal without medication for a full 24 hours.

If a child is returning after having had a contagious illness such as strep or conjunctivitis, a note from the child's doctor is required for re-admittance. The note listing the illness, date treatment began, and doctor's signature, must be delivered to the office by the child on the day of return. The child will then be sent to the classroom.

INFORMATION REGARDING MEDICATION DURING SCHOOL HOURS

The following information summarizes the SSMCS procedures regarding assistance with medications and the self-administration of medication during school hours. For more complete information please consult SSMCS Policy.

- Parents should make every effort to avoid the necessity of medicating students during school hours. Where possible, medication schedules should be developed which provide for the administration of medication before or after school hours. Parents are encouraged to keep students with short-term illnesses at home until they no longer require medication. When there is no other reasonable alternative, SSMCS personnel may assist with the self-administration of medication.
- Any parent/guardian requesting that SSMCS personnel assist with the administration of medication (includes over-the-counter medications) by their child must provide to the school health office a signed and witnessed Medication Release form and a copy of the prescription, or order from an appropriate health care provider directing the use of the medication by the student. Separate Medication Release

forms and separate prescriptions or orders are required for each medication. Any change in type; frequency or dosage of medication will require a new Medication Release form and a new prescription or order.

- Except as provided in paragraph 6, no SSMCS employee may assist with the administration of medication that has not been prescribed or ordered by an appropriate health care provider. This PROHIBITION APPLIES TO OVER-THE COUNTER MEDICATIONS.
- Any medication to be administered under this section shall be stored in a secured location. The medication shall be kept at all times in a labeled container which sets forth the name of the student to receive the medication, the name and dosage of the medication, the name of the prescribing practitioner, and the instruction for administration.
- If the student's condition requires the medication be immediately available at all times, the student may personally maintain possession of the medication. The student's health records must contain a health practitioner's statement reflecting this need. The medication shall be kept at all times in a labeled-container which sets forth the name of the student to receive the medication, the name and dosage of the medication, the name of the prescribing practitioner, and the instruction for administration. The school is not liable for the loss or misuse of such medication. Under no circumstances may a student provide medication to any other student.

In the event it is impossible to comply with the requirements of paragraph 2, and, if the parent/guardian determines that it is imperative that the student receive medication, SSMCS personnel will assist with the administration of a medication for a period not to exceed two (2) days upon written request of the parent/guardian, subject to review by the SSMCS school nurse. However, over the counter medications will not be administered without a prescription from a licensed health care provider.

MANAGEMENT OF STUDENTS WITH FOOD ANAPHYLAXIS

The primary goal of this policy is to reduce the risk of exposure of students with food allergies to potentially life-threatening allergens. It is recognized that it is impossible to completely eliminate allergens in the school environment however, education and planning are key to establishing and maintaining a safe school environment for all students. Prevention of allergy symptoms involves coordination and cooperation between the school, parents, students and health care professionals. Early recognition of symptoms and prompt interventions of appropriate therapy are vital to survival.

THE RIGHTS OF FOOD-ALLERGIC STUDENTS UNDER SECTION 504

Silver Sands Montessori Charter School promotes and facilitates educational opportunities for students who, as a result of health conditions or disabilities such as food allergy and anaphylaxis, require reasonable accommodations while attending Silver Sands and during Silver Sands sponsored activities.

Students eligible for special education services under the Individuals with Disabilities Education Act (IDEA), and student who qualify for accommodations under the Rehabilitation Act (504), are entitled to receive "Free and Appropriate Public Education" (FAPE), the same as regular education students.

The medical needs of such students must be addressed to determine whether it is safe for such students to attend school in the regular education environment and to ensure that such students are in fact receiving a FAPE.

DEFINITIONS

Allergies

People with allergies have over-reactive immune systems that target and react to otherwise harmless substances in food or the environment. Food allergies are defined by an immune response triggered by food proteins. A substance that elicits an allergic response in an individual is called an "allergen." The severity of a reaction depends upon how sensitive an individual is and the quantity of the allergen consumed.

When a susceptible individual is exposed to a food allergen, the immune system reacts by releasing chemical "mediators" such as histamine. These chemical mediators trigger mild to severe inflammatory reactions in the

tissues of the skin (itching, hives, rash), the respiratory system (cough, difficulty breathing, wheezing), the gastrointestinal tract (vomiting, diarrhea, abdominal pain), and/or the cardiovascular system (decreased blood pressure, heartbeat irregularities, shock).

Anaphylaxis

When the symptoms of allergy develop rapidly, are severe and wide-spread, and occur in one or more systems of the body, the reaction is termed "anaphylaxis." Anaphylaxis is a life threatening event that occurs in allergic individuals after exposure to their specific allergens. Food is the most common trigger of anaphylaxis in the general community and can be fatal if not treated immediately.

Aside from foods, other common examples of life-threatening allergens are: stinging insects, medications, and latex rubber. Anaphylaxis may also occur in association with exercise.

The most dangerous and potentially fatal symptoms of anaphylaxis include breathing difficulties and a drop in blood pressure, also called "shock." Other symptoms may include one or more of the following:

- Hives
- Vomiting
- Diarrhea
- Stomach cramps
- Difficulty swallowing
- Wheezing
- Shortness of breath
- Change of voice (hoarse)
- Throat tightness or closing
- Coughing
- Itch lips, tongue, mouth and/or throat
- Itching (of any body part)
- Swelling (of any body part)
- Red, watery eyes
- Runny nose
- Sense of doom
- Dizziness, change in mental status
- Flushed, pale skin cyanotic (bluish) lips and mouth area

Anaphylaxis can occur immediately or up to two hours following allergen exposure. In about one third of anaphylactic reactions, the initial symptoms are followed by a delayed wave of symptoms two to four hours later. This combination of an early phase of symptoms followed by a late phase of symptoms is defined as a biphasic reaction.

PREVENTION OF FOOD ANAPHYLAXIS

For those students at risk of anaphylaxis, the most important aspect of the management in the school setting is prevention. As stated in the Nevada Nurse Practice Act, NAC 632.226, nursing services and recommendations to school staff regarding the health management of students with food allergies and other health conditions is solely within the purview of the school nurse, whose knowledge and expertise will direct and guide all members of the team in ensuring the health and well-being of the student.

EMERGENCY RESPONSE TO FOOD ANAPHYLAXIS

The severity and explosive speed of anaphylaxis emphasizes the importance of the school nurse's role in developing an individualized Health Care Plan (HCP) for the student diagnosed with food allergies or anaphylaxis. The HCP includes important directives for school personnel such as: preventative measures; a list of common symptoms of allergies/anaphylaxis; location of rescue medications; a list of staff who has been trained to administer physician-prescribed rescue medications; and instructions for accessing Emergency Medical Services (EMS).

In the event of a severe allergic or anaphylactic reaction at school, an injection of physician prescribed or parent/guardian provided epinephrine is the treatment of choice and should be given immediately.

It is imperative that school personnel immediately call 911 following the administration of epinephrine even if the symptoms appear to have been resolved.

THE ROLE AND RESPONSIBILITY OF SCHOOL PERSONNEL

School Principal

Student Health and Safety

This position is vital to the well-being and academic success of the student with food allergies. The school administration will take a proactive and collaborative approach by fostering open communication between the school nurse, school staff and the student's parent/guardian; and by ensuring implementation of the individualized student HCP and 504-mediated classroom accommodations.

Including but not limited to:

- Takes a leadership role in decisions regarding communication with parents/guardians and staff about the presence in the classroom of a student with food allergies
- As appropriate, designates "Allergy-aware" areas of the school, including the classroom and/or cafeteria, for students with food allergies and ensures that allergen-reducing cleaning solutions are used for these areas.
- Provides opportunities for the school nurse and/or other health care providers to conduct training in HCP procedures and for the training and delegation of school nurse-designated staff in the administration of medication and other specialized services
- Collaborates with the school nurse to ensure staff compliance with Silver Sands policies and procedures relative to prevention and emergency assistance to students with food allergies
- Facilitates and ensures school-wide code blue and emergency preparedness plan for all areas on campus.
- Maintains student confidentiality

School Nurse

Student Health and Safety

Including but not limited to:

- Coordinates appropriate nursing and health services for student with food allergies according to the mandates of the Nevada Nurse Practice Act: NRS 632, NAC 632, and all Silver Sands policies.
- Develops an individualized Health Care Plan for each student diagnosed with food allergies and/or anaphylaxis, based on physician recommendations and parent input
- Promotes the safety of the student with food allergies by disseminating the student's individualized HCP to appropriate school staff and by addressing staff questions and concerns regarding the health management of the student
- Provides education and training of designated staff in prevention of exposure to food allergens, administration of rescue medications and appropriate response to allergic symptoms • Assigns, trains, and delegates the administration of physician-prescribed rescue medications to qualified school personnel.
- Implements and communicates procedures to ensure student access to rescue medications and immediate assistance for symptoms.
- Make recommendations to the team members that support the student toward self-care and independence in food allergy management.
- Maintains student confidentiality

Classroom Teacher

Student Health and Safety

Including but not limited to:

- Carefully reviews and follows the directives of the student's HCP and contacts the school nurse for clarification as needed.
- Attends staff training conducted by the school nurse and/or other health care professionals regarding food allergy prevention and response to symptoms.

- Reviews and is familiar with the school's code blue plan, emergency communication procedures, and classroom-specific emergency actions for the student with symptoms of food allergy.
- Reports all student health events immediately to office personnel.
- Advises the school nurse in a timely manner if the parent/guardian provides updated student health information.
- Ensures that a substitute teacher is aware of a student with food allergies by placing a "Food Allergy Alert" notice and hard copy of the student HCP in a RED confidential folder which is kept in a prominent and accessible location in the classroom.
- Considers the use of non-food classroom rewards.
- Takes immediate action in accordance with the student HCP if a student reports or manifests signs of an allergic reaction.
- When working with the allergic student, avoids ingesting food or food products that contain food allergens; washes hands after eating.
- Cautions students not to share or trade food/snacks.
- Collaborates with the school nurse, school administrator, and parent in planning for the student's re-entry to school after a food allergy reaction.
- When indicated in the HCP, ensures wipe-down of classroom surfaces with approved disinfectant.
- Ensures that appropriate cleaning supplies are readily accessible in a safe and secure location.
- Informs the school nurse about other classroom personnel such as volunteers, student teachers, aides, specialists, and substitute teachers who may supervise or interact with the student.
- Maintains student confidentiality.

Classroom Support Teacher

Student Health and Safety

Including but not limited to:

- Follows the classroom teacher's instructions for preventing the student's exposure to food allergens.
- Abides by the conditions established for a "Food Allergy Aware" classroom.
- In the event of an anaphylaxis emergency, remains calm and follows the classroom teacher's instructions.
- Does not offer foods to students unless cleared to do so by the classroom teacher.
- Does not insist that students try foods.
- Maintains student confidentiality.

School Office Staff

Student Health and Safety

Including but not limited to:

- Are familiar with the school's code blue plan.
- Follows the directives outlined by the school nurse in the student's HCP and contacts the school nurse immediately if questions arise.
- Knows where the student's rescue medication(s) is kept.
- Refers parent/guardian questions or concerns to the school nurse and/or school administrator in a timely manner.
- Ensures that the school nurse's phone numbers are posted in the nurse's office.
- Organizes the nurse's office so that student health information, including HCP is confidential but readily accessible
- In collaboration with the administrator, is alert to symptoms of food allergy.
- Maintains student confidentiality.

Playground Supervisor/Specials Teachers

Student Health and Safety

Including but not limited to:

- Is familiar with the schools code blue plan, the student's HCP, and knows how to recognize symptoms of allergy.
- Knows where the student's rescue medication(s) are kept and attends trainings in medication administration.
- Immediately calls for assistance of other staff if a student is exhibiting signs of allergic reaction.
- Maintains student confidentiality.

Never allow a student with allergy symptoms to walk to the office without an adult escort.

THE ROLE OF THE PARENT/GUARDIAN

Successfully transitioning the child into school requires a partnership between the parent and a team of key school personnel that includes the administrator, school nurse, teacher, other school staff, other parents, and the child's classmates.

Student Health and Safety

- Upon registration every year, complete the "Student Health Information" form, including all updated information regarding your child's diagnosis and health status.
- Ensure that your contact information, including cell phone, home phone, work numbers, and emergency contacts are up-to-date and on-file with the school.
- Provide the school nurse with a current letter or information from your child's allergist or physician addressing your child's diagnosis, allergy status, and any precautions or restrictions relative to tactile, ingested or airborne exposure to foods.
- Speak with your child's physician about prescribing an Epi-Pen and/or other rescue medications for your child to carry or keep at school.
- Prior to the start of each school year, contact your child's physician and obtain a signed "Consent and Request for Medication Assistance During School Hours" for all rescue medications your child will keep at school.
- Ensure that all rescue medications sent with your child to school are in the original container, labeled properly, and unexpired; replace expired medication immediately.
- Contact the school nurse before the first day of school to discuss your child's diagnosis and provide feedback about school management.
- Carefully review your child's HCP and provide feedback to the school nurse before the school nurse sends the HCP to school personnel.
- Notify the school nurse immediately of any changes in your child's health status.

Teach Your Child To:

- Recognize and report allergy symptoms immediately to the classroom teacher or other adult.
- Tell his/her friends what allergic symptoms look like and to find an adult immediately if symptoms occur.
- Know where the school stores his/her rescue medications.
- Avoid sharing food or drinks with other students.
- Wash hands prior to and after eating.
- Tell an adult if they are experiencing teasing or bullying.
- Read food labels.
- Say "No thank you" if food is offered, and avoid taking unnecessary chances just to be part of the crowd.
- Become as independent as possible in self-managing symptoms of food allergy.

Students with food allergies and anaphylaxis will, over time, develop increased independence and self-advocacy skills.

Procedures Following an Allergic Reaction

Students who have experienced an allergic reaction, whether at school or outside of school hours, need special consideration, including review and possible revision of both the HCP and 504 Services Plan, prior to their return to school.

The school nurse will take the leadership role to ensure the student's health and safety after a mild or moderate allergic reaction. This will require information from the school personnel or parent who witnessed the event and contact with the physician to determine whether there are changes in the student's diagnosis, activity restrictions, and/or medications.

If appropriate, the school nurse updates the HCP and instructs and/or trains school personnel in the provisions of the revised plan. In addition, the school nurse will collaborate with the 504 team to determine whether revisions to the 504 Plan are necessary.

In cases where the student has experienced a severe allergic reaction at school the school administrator, in collaboration with the school nurse and school counselor, should consider the following additional actions:

- Keep in regular touch with the parent/guardian to express concern, offer support, and inquire about the student's health status.
- Identify those who witnessed the student's allergic reaction and/or rendered emergency measures in order to obtain as much information as possible about the possible triggers and symptoms the student manifested.
- Maintain student confidentiality when providing support and/or discussing the event with the greater school community.
- Provide age-appropriate explanations to students who may have witnessed the event.
- Schedule a meeting as soon as possible to review and revise the 504 Plan as needed.
- Meet with the school staff as soon as possible to review school-wide Code Blue procedures, making modifications if necessary.
- Ensure the implementation of strategies to minimize student anxiety upon his/her return to school.

Special Considerations for Field Trips

Supervising teacher will:

- Notify the parents prior to taking the student on a field trip.
- Avoid scheduling field trips to venues that are "high risk" for allergen exposure either due to location or foods served.
- Work with docents or field trip leaders to discuss allergen exposure during tours or other scheduled activities.
- Consider ways to wash hands after eating or bring parent-provided hand wipes to the field trip.
- Ensure that prescribed rescue medications are accessible to the student at all times in a safe and secure location.
- Bring a communication device to all activities.
- Know how to contact Emergency Medical Services.
- Don't ever ignore a report of student symptoms by the student or classmates.

Recommended Cleaning Products

This link explains a study in which Formula 409, Lysol Sanitizing Wipes, and Target brand Cleaner with Bleach were compared with soap and water; it was found that these types of cleaners effectively removed allergens from surfaces.

Findings also indicate that bar soap, liquid soap, and non-detergent wipes were effective in removing allergens from hands. Hand sanitizer and plain water are NOT ACCEPTABLE for removing allergens from hands.

www.foodallergy.org

[www.jacionline.org/article/S0091-6749\(04\)01067-X/fulltext](http://www.jacionline.org/article/S0091-6749(04)01067-X/fulltext)

Health Office Services

Supplemental Information Guide for Parents

It is essential that the school office staff have **current working phone numbers** (cell, home, employment) and emergency contact person information. Please inform the school staff of all changes in numbers and addresses. This booklet covers some of the common problems and questions about school and health. First aid is provided by school personnel following the action steps outlined in the First Aid/Emergency Guidelines for School Personnel. For further information, please call your school nurse.

Emergencies at School

- The Parent/guardian will be notified and is responsible for obtaining medical care.
- An ambulance may need to be called, if unable to contact the parent/guardian or emergency contact person.
- The cost of the ambulance transport is the responsibility of the parent/guardian.

School nurses are Registered Nurses who hold a minimum of a Bachelors Degree. They are responsible for implementing the comprehensive school health program, as well as coordinating the activities of the health office. First aid safety assistants (FASAs) are assigned to one school. They are required to have a high school diploma and be certified in CPR/AED and basic first aid. Their primary role is to perform first aid and emergency care and administer medications. School nurses and FASAs work together to maintain student health and safety.

Immunizations

Nevada State Law states that for a student to enroll in school the parent/guardian must provide a certificate stating that the child has been immunized and is complying with the schedules established by the Southern Nevada Health District (SNHD).

Immunizations records must be current for enrollment. Copies of immunization records will be kept for school records. For further information or clinic locations, call the SNHD at 759-0850 or refer to <http://www.southernnevadahealthdistrict.org/>

Each year the parent/guardian is **required** to complete the Supplemental Health Card to inform the health office staff of any health problems and/or changes in your child's health status.

Health Problems

Health problems need to be brought to the attention of the school nurse promptly. The following is a list of examples:

ADD/ADHD

Allergies (food, medications, animals, and environmental agents)

Arthritis

Asthma

Blood disorders

Cancer

Diabetes

Genetic disorders

Hearing loss or aids

Heart conditions

Glasses or contacts

Migraines

Orthopedic conditions

Psychological diagnoses

Seizures

Skin disorders

Vision impairment

Other disorders requiring medication

Teachers/school staff will be notified of students in their classrooms with significant health problems. Notification of health problems will be done in a confidential manner.

Health Habits

Children perform better in school when they are well-rested, eat a healthy breakfast, exercise regularly and are neat and clean. Growing children need at least 8-10 hours of sleep each night. Young children usually need your help or supervision with bedtime, bathing, shampooing, hand washing and blowing their noses. These little things help a child learn to take care of himself and develop self-confidence. As children mature, good hygiene and clean clothing are important for self-esteem.

Contagious Illnesses

According to Southern NV Health District policy, students with known or suspected contagious illnesses are to be excluded from school. In most cases, a student may return to school 24hrs after medical treatment has begun.

Chickenpox

Rash appears as red, individual pimple-like spots that quickly turn to tiny clear blisters. The blisters may be quite small, itch intensely and be easily scratched off. They will then form scabs, which appear a day or two after the blister. Students are usually out of school 7-10 days or until the sores are scabbed over. Fortunately, children are not usually very sick with chickenpox; however, symptoms such as high fever, unusual sleepiness, severe headache and persistent vomiting should be referred to a licensed health care provider.

Head Lice

This is a condition in which small insects live in the hair and lay tiny white eggs called nits. The nits are tear-drop shaped, about the size of a grain of sugar but cannot be removed easily. New eggs are usually found very close to the scalp or at the nape of the neck and behind the ears. A first symptom is intense itching of the head. Head lice can be treated with an over-the-counter anti-lice shampoo or rinse. Follow directions with the product carefully; consult the school nurse or a licensed health care provider for more information. Carefully inspect everyone in your family for your own protection.

Children may return to school after treatment. Treatment will be verified and the child will be checked by health office personnel before returning to class. A “no nit” policy will be implemented by the school nurse after the second infestation within a school year.

Impetigo

This is a staph or strep infection which can develop into clusters of pimples or blisters around the nose and mouth. Pimples are filled with a straw-colored fluid which dries up as thin yellow scabs. In milder cases treatment at home is adequate. If that doesn’t work, and the infection seems to spread, contact a licensed health care provider.

Pink Eye Or Conjunctivitis

Redness of the eye accompanied by itching, burning and discharge may be from allergies or may be a viral or bacterial infection which requires medical attention. The child may awaken with his/her eyes stuck shut from the dried mucous. Washing with absorbent cotton and warm water will get them unstuck. The condition may be an infection which is highly communicable and **MUST be treated by a licensed health care provider**. Verification of treatment may be required.

Rashes

Any unexplained rash is presumed to be communicable. Please evaluate your child before sending to school. Considerations include the presence of an elevated temperature, cough, sore throat, itching, or other signs of illness. Reactions to certain medications may also cause rashes. This could be potentially serious, and a licensed health care provider should be contacted.

Ringworm (of the Body and Scalp)

This is a fungus infection of the skin, typically occurring in a ring-like lesion. Body ringworm can usually be treated at home with an over-the-counter anti-fungal ointment. Occasionally treatment by a licensed health care provider is necessary. **Ringworm of the scalp requires treatment by a licensed health care provider**. Verification of treatment may be required.

Scabies

This is a condition in which a tiny mite (rarely visible with the naked eye) burrows under the skin and sets up a fierce itching and allergic reaction. The itching is most intense at night and when the body is warm. This condition **MUST be treated by a licensed health care provider**. Verification of treatment may be required.

Scarlet Fever

This is strep throat with a rash. This rash gives skin the appearance of a scarlet flush, prominent over the cheeks, chest, abdomen, and especially the groin. It is contagious and can be serious. This condition **MUST be treated by a licensed health care provider**.

Head/Eye Injuries

In this even your child sustains a head or eye injury while at school, parent/guardian notifications will occur. These injuries may be serious without apparent evidence of injury. Contact with your licensed health care provider is recommended to discuss the need for follow-up. School personnel follow the First Aid/Emergency Guidelines for School Personnel, which is available through the health office.

Specialized Health Services

If your child requires Specialized Health Services at school such as a nebulizer treatment, Epi-pen injection, blood glucose monitoring, inhalers, or any type of daily medication, a licensed health care provider's order is required. Parents must contact the school nurse. **No procedure will be performed by school personnel without the licensed health care provider's orders**. The school nurse will provide required training.

Medication at School

Many children must be on medication around the clock. A student needing medication during school hours **must** have a completed Medication Release form which can be obtained from the health office. Both prescription and over-the-counter medication **must** have been prescribed by a licensed health care provider.

Sick Child Guidelines

Please review the following guidelines to determine when your child should be kept at home and when they are ready to return to school after an illness.

When to keep your child home from school:

If any of the signs and symptoms noted below is present, your child should be kept home. He or she may be contagious to other students and recovery time may be slowed. If symptoms persist you may want to contact your licensed health care provider.

Elevated temperature (100 or greater)

Fever within the last 24 hours

Diarrhea

Persistent headache

Inflamed/sore throat

Frequent, persistent hard coughing

Nausea/vomiting-students need to be able to eat and drink without difficulty or upset stomach before returning to school

Unexplained rash

Wheezing

Earache

Head lice or nits

Drainage from eyes or ears

When to have your child return to school:

Temperature normal for 24 hours without fever reducing medications

Feels well enough to be in school for the full day

No vomiting/loose stools for at least 24 hrs

After head lice treatment and ALL nits have been removed

Screening

School nurses detect health problems through state mandated screening. New students and those in grades specifically designated by the Health Services Department will be screened for vision, hearing and scoliosis. Other screenings may include dental and height/weight measurements.

These screenings do not substitute for a professional exam. Problems detected in screening will be referred to the parent/guardian for further medical evaluation. The parent/guardian is responsible to follow up on referrals issued. The school nurse may be contacted if assistance is needed.

If a parent/guardian has a specific health concern, he/she can request an individual screening by contacting the school nurse.

Remember over-the-counter medications (including cough drops) cannot be sent to school!

Please help to keep our students well and safe. Any questions please call the school health office at 702-522-6220.

Southern Nevada Health District

Main Office: (702) 759-1000

No. Las Vegas: (702) 759-0700

Henderson: (702) 759-1040

Standards-Based Report Card Q & A

SSMCS uses Standard-Based report cards for Grades Kindergarten through 5th grade. Standard-Based report cards benefit students, teachers, and parents. It allows students to be more aware of what is expected of them. It provides parents with a more detailed outline of the expectations in each major academic area. We believe that your understanding of what is expected of your child and how well he or she is progressing towards the goal at his or her grade level is very important.

We hope the following information will answer your questions about Standards-Based grade reporting.

- 1. What is Standards-Based grade reporting?** A Standards-Based grade reporting system is designed to inform parents about their child's progress towards achieving specific learning standards.
- 2. What does each score (4, 3, 2, 1, Indicators for Academic Performance) mean?** 4, 3, 2, 1 represent student performance in relation to specific standards. They are based on Nevada Academic Content Standards/Common Core and reflect academic performance.
 - **4 = Exceeding the Standard.** The student consistently exceeds grade level standards and expectations. Performance is characterized by self-motivation and the ability to apply the skills with consistent accuracy, independence and a high-level of quality.
 - **3 = Meeting the Standard.** The student consistently meets grade level standards and expectations. Performance is characterized by the ability to apply skills with accuracy, independence, and quality with minimal assistance. This is an excellent level of achievement, and one that a student should be working toward as developmentally appropriate.
 - **2 = Progressing Toward the Standard.** The student is progressing toward grade level standards and expectations. Performance varies in consistency with regard to accuracy and quality. Student requires additional practice and support.
 - **1 = Not Meeting the Standard.** The student is not meeting grade level standards and expectations. Additional instruction, practice, and support is necessary to move toward grade level standards and expectations.

A report card may have no indicators listed for many of the standards during the first and second quarter as new concepts, skills and lessons are being taught and have not yet been assessed during the reporting time period.

Example - Your Goal: To ride your bike by yourself

4 = Exceeding the Standard. WOW! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.

3 = Meeting the Standard. Congratulations! You are successfully riding a bike by yourself.

2 = Progressing Toward the Standard. You are pedaling well and staying upright as long as someone is holding on and giving you a little push.

1 = Not Meeting the Standard. You are riding a bike, but using training wheels.

- 3. Why do we use a Standards-Based report card?** On a traditional report card, students receive one grade for reading, one for math, one for science, and so on. On a Standards-Based report card, each of these subject areas is further expanded by a list of skills and knowledge students are responsible for learning. Students receive a separate mark for each indicator.
- 4. What is the purpose of the Standards-Based report cards?** The purpose of the Standards-Based report card is to provide feedback that is more detailed to parents regarding the progress their children are making towards specific content indicators at each grade level. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents will be better able to guide and support their child helping him/her to be successful in their academic program.

- 5. How does the Standards-Based report card compare to the traditional letter grade system?** Standards-Based report card is different from traditional letter grade reporting. Letter or numerical grades are often calculated by combining how well the students met a teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in and how the student is doing in comparison to classmates. Letter or numeral grades do not tell the parent which skills their child has mastered or where he or she is working at grade level. The Standards-Based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child's strengths and weaknesses and encourage all students to do their best.
- 6. How can your child exceed the Standards?** Another change for students is understanding the concept of exceeding the Standard. Exceeding is not the equivalent of an A on a traditional report card. For example, if a first grader received A's on every math test during the marking period, he or she would probably receive an A on a traditional report card. If those math tests measured only the concepts first graders are expected to master, those A's would be equivalent of meeting the standard on a Standards-Based report card; the student is doing what he or she should be doing very well, but not necessarily more. Standards-Based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.
- 7. Why not have Standards-Based systems as an additional reporting component to the traditional report card?** Traditional grading for elementary level students does not communicate to parents what teachers want them to know about their child's strengths. The elementary level is based on a developmental model where learning is valued as a process. Traditional letter and numerical grades and Standards-Based rubrics do not assess in the same way and therefore are not compatible to one another.
- 8. Won't the entire grade level receive the same grades, mostly 2's and 3's?** Learning is a process and it should be expected that repeated exposure and experiences are necessary to gain ownership of new skills and strategies. An assessment score of 2 indicates the student is progressing toward the standard. Once a student demonstrates thorough understanding of concepts and skills with a performance characterized by the ability to apply skills with accuracy and quality, he or she should receive a 3. This move from a 2 to a 3 can take place at any point during the school year and is very student specific. Once a student demonstrates he or she meets the standard, they can then consistently demonstrate their ability to apply a thorough in-depth knowledge of basic and extended concepts and skills with performance characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality. This would result in a 4. This, again, is very student specific and can occur at any time during the school year.
- 9. How will a child with an IEP be assessed?** There is modification and accommodations in your child's IEP to support his or her progress on grade level standards as assessed on a Standards-Based report card.
- 10. Does this system place more emphasis on daily interactions between teacher and student as opposed to standardized scores?** Neither traditional nor Standards-Based report cards rely on standardized test scores. A major characteristic of elementary assessment has been the daily interaction throughout the process of learning. Standards-Based report cards better provide for in-depth communication on the continuum of learning.
- 11. How do you expect parents to explain to their children why they did not get a 4?** It is important that parents and teachers have honest conversations with students. Some concepts and skills are more difficult to grasp than others, but given time and motivation, students can continually challenge themselves. Attitudes are contagious and it is important that adults involved convey to the child that learning is a process that needs to be respected. A score of 2 while learning a new skill or concept is appropriate. A score of 3 demonstrating mastery is to be celebrated. A score of 4 indicates a strength being recognized that is above and beyond the grade level expectations.



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SILVER SANDS MONTESSORI CHARTER SCH | 2020-2021 CALENDAR

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 Independence Day
23 Admin/Office begin work

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-4 Winter Break cont (No School)
4 Classes Resume
6 No School 1st contingency day if needed
18 M.L. King Day (No School)

18/105

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7 Staff In-Service
Teachers Begin work
10-21 Prof. Dev. (No School)
24 Classes Begin

16/16

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day (No School)

19/124

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day (No School)

21/37

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10 End of 3rd Qtr (45 days)
17 Parent/Teacher Conf. (No School)
26 Spring Break (No School)
29-31 Spring Break (No School)

19/143

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 End of 1st Qtr (44 days)
14 Parent/Teacher Conf.
30 Nevada Day (No School)

21/58

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break cont (No School)
5 Spring Break cont (No School) 2nd contingency day if needed

19/162

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day (No School)
23-27 Family/Thanksgiving Wk (No School)

15/73

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26 Last Day for Students
End of 4th Qtr (49)
End of 2nd Sem (94)
27 3rd contingency day if needed
28 Last day for Teachers
31 Memorial's Day

18/180

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 End of 2nd Qtr (43 days)
End of 1st Sem (87 days)
21-31 Winter Break (No School)

14/87

JUNE '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 Last day for Admin/Office