



School Handbook 2010 - 2011

**City Neighbors Hamilton
5609 Sefton Avenue
Baltimore, MD 21214
School #346
Telephone: 443.642.2052
Fax: 410.426.0190**

www.cityneighborshamilton.org

CONTENTS

A LETTER FROM THE EXECUTIVE DIRECTOR	4
A LETTER FROM THE BOARD PRESIDENT	5
A LETTER FROM THE PRINCIPAL	6
OUR REASON FOR BEING	7
THE CITY NEIGHBORS HAMILTON MISSION	7
THE CITY NEIGHBORS HAMILTON VISION	7
CITY NEIGHBORS HAMILTON STATEMENT ON DIVERSITY	7
THE GOVERNANCE ARCH: How CNH is run	8
THE STRUCTURE OF OUR SCHOOL	8
THE EDUCATORS: Faculty and Staff	9
CITY NEIGHBORS FOUNDATION: How we unite City Neighbors schools	10
THE PILLARS OF OUR ARCH: The CNH Board of Directors	11
YOU ARE THE ARCH: The CNH Parents	11
CNH FAMILY INVOLVEMENT PROGRAM.....	11
HOW DO YOU GET INVOLVED?.....	11
THE CORE OF OUR WORK: Academics and Curriculum	12
OUR EDUCATIONAL APPROACH	12
WHAT IS PROJECT-BASED LEARNING?	12
WHAT IS ARTS INTEGRATION?.....	12
WHAT IS REGGIO EMILIA?.....	13
WHAT IS INCLUSION?	13
WHAT IS THE VOLUNTARY STATE CURRICULUM?.....	13
CURRICULUM OVERVIEW	14
HOMEWORK	15
STUDENT ASSESSMENT	16
REPORT CARDS AND PARENT CONFERENCES	16
FIELD TRIPS	16
AFTERSCHOOL ENRICHMENT CLUBS	17
A COMMUNITY OF IDEALS: Creating the CNH culture	17
COMMUNITY EXPECTATIONS FOR INTERACTION.....	18
RESOLVING CONFLICTS AT CNH	19
SCHOOL DISCIPLINE POLICY	21
NON-COMPLIANT BEHAVIOR EXAMPLES	21
CONSEQUENCE LEVELS.....	23
CITY NEIGHBORS HAMILTON BEHAVIOR REVIEW, GRADES 3 – 5.....	24
CITY NEIGHBORS HAMILTON BEHAVIOR REVIEW, GRADES K-2.....	25
DRESS CODE.....	26
CELL PHONES.....	26
TOYS/GAMES AND OTHER PERSONAL ITEMS FROM HOME.....	26
AFTER-HOUR EVENTS	27
COMING AND GOING: Arrival and Dismissal at CNH	27
SCHOOL HOURS	27
BEFORE AND AFTER SCHOOL PROGRAMS	27
ARRIVAL.....	28

ATTENDANCE/TARDINESS 28

EARLY PICK-UP..... 28

DISMISSAL..... 28

LATE PICK UP 29

GOOD NEIGHBOR POLICY 29

PARKING..... 29

THE HUB: The School Office at CNH 29

 CONTACTING US 29

 CONTACTING YOU..... 29

 SETTING A TONE FOR THE SCHOOL 29

 THE RECEPTION DESK..... 30

 CONTACTING CNH STAFF AND BOARD MEMBERS..... 30

 SCHOOL TELEPHONES 30

 VISITORS..... 30

KEEPING UP WITH CNH: School-Parent Communication 30

 MONDAY MAILERS 30

 PARENT-TEACHER MEETINGS 31

 THE CNH WEBSITE..... 31

 OUR COMMUNITY OUTREACH NEWSLETTER..... 31

 SCHOOL-WIDE EMAIL COMMUNICATION 31

HEALTHY IN BODY AND MIND: Health Procedure; at CNH 31

 ILLNESS..... 31

 ABSENCES 31

 CHRONIC MEDICAL ABSENCES..... 32

 MEDICATIONS 32

 PHYSICAL CONDITIONS..... 32

 RESTRICTIONS FROM ACTIVITIES 32

 REPORTING SUSPECTED CHILD ABUSE 32

GOOD EAT\$: Breakfast and Lunch at CNH 33

 SCHOOL LUNCH PROGRAM 33

 SCHOOL BREAKFAST PROGRAM..... 33

ODD\$ AND END\$ 33

 ENROLLMENT AND TRANSFERS 33

 LOST AND FOUND 33

 LIBRARY GUIDELINES 34

 LOST BOOKS/MATERIALS 34

 CELEBRATIONS 34

ASBESTOS MANAGEMENT INFORMATION..... 35

FAMILY PARTICIPATION GUIDE 36

2010-2011 CNH CALENDAR: THE YEAR AT A GLANCE 46

FULL-TIME STAFF CONTACT INFORMATION 47

CAMPUS SITE MAP 48

A LETTER FROM THE EXECUTIVE DIRECTOR



Dear City Neighbors Hamilton Families,

We have so much to look forward to as we begin our second year together. It is so hard to believe how far we have come since we first opened our doors last year. We pulled together and established a strong culture of respect and learning. Our children engaged in projects and collaborative work, they went on field trips and established some new traditions, and they built relationships and participated in creating the best City Neighbors Hamilton we can imagine together. And now look at us!

Page | 4

This is a very exciting year! We welcome our new Principal, two new teachers, and we are expanding into fourth grade. We are also continuing our partnership with our founding school, City Neighbors Charter School, and launching, together, City Neighbors High School. Our campus is being renovated, our programs are expanding, and we are even building a new playground!

Where do we go from here? City Neighbors is already known throughout Baltimore for the way our parents work together. Last year our families gave over 4,000 hours. All of your volunteer service made a difference for our school. It saved us thousands of dollars and parent participation is one of the main components that makes our school great. Stated simply, our school does not work without your involvement.

Your Board of Directors, headed up by your President, Beth Bittenbender, are hard at work, meeting every month, chairing committees, and focusing on the mission and vision of City Neighbors. Please support all of them in their efforts to strengthen our school. Find the committee that gets you excited or, if you see a need or have a great idea, make up a new committee. This is our school!

Thank you, for all the work you have put into our school to get us where we are today.

Looking forward to another great year together!

Bobbi R. Macdonald
Executive Director
The City Neighbors Foundation

A LETTER FROM THE BOARD PRESIDENT



Dear City Neighbors Hamilton Families,

What an exciting and rewarding first year we had! As we look forward to our second year--with our wonderful, talented new principal and dedicated, amazing returning and new staff--I'm excited about all of the new challenges and opportunities at CNH.

"My kids go to City Neighbors Hamilton." That means something different to me than it did last year, something much richer now because of the culture we've created, the

friendships we've gained, and the potential we see for our children.

We've welcomed our partner school, City Neighbors High School (CNHS), onto our campus this year. There's still work to do, but we're already forging strong relationships with them while continuing to strengthen our bond with City Neighbors Charter School (CNCS) through shared experiences and a commitment to an awesome education for all of our students.

By becoming involved in committees, volunteering time, and offering creative suggestions, you can help shape the curriculum, extra-curricular activities, and learning environment for our children. If you were involved in a committee and events last year, then you've seen how rewarding it can be. If you weren't or are new to CNH, I encourage you to reach out to a committee chair and let them know what you'd like to work on. I promise you will find that you get much more out of it than you put in - and then some. Our board is an extraordinary group of people, and we're committed to reaching out to each and every family to find something that you'll love doing to meet (and hopefully exceed!) your 40 volunteer hours!

I look forward to the meeting the challenge with all of you!

Beth Bittenbender
President
City Neighbors Hamilton

A LETTER FROM THE PRINCIPAL



Greetings, City Neighbors Hamilton Community.

The start of CNH Year Two has ushered in many new things, including me. I am the new principal and I am very happy to be here with you.

Page | 6

In the short time I have been here, I have had occasion to meet and become acquainted with many of you and your children--children who fill our hearts, souls, and classrooms. My short and long term goal is not only to meet all of you, but to know each of you, as well as to let everyone know who I am. I truly believe that the work of the principal is best done in concert with everyone who has a stake in education, including students, staff, and families. I believe we need to know one another, listen to each other attentively as we share ideas, generate goals and initiatives based on mutual understandings, and support one another along the way.

As I reflect on the mission and vision of CNH, one tenet in particular flows to the forefront of my mind: We are a progressive school because we are inclusive. We are inclusive because we intend to take on the ever-so-difficult work of getting to know each and every child as an individual with a distinctive personality, distinctive interests, as well as a unique learning style. The intention to reach and teach all children speaks to the high level of professional commitment, energy, and resilience demonstrated by the faculty and staff of CNH.

We are a progressive school because we are striving to leverage our knowledge and understanding of who each and every student is and how each and every student learns best so that we can generate learning activities and experiences (curricula) that motivate, engage, and appropriately challenge each and every student. This is a tall, yet attainable order.

As a professional learning community, we will be investing our professional development time and ongoing professional efforts in providing students with high quality instruction by means of a balanced, workshop-based approach to literacy and mathematics education, as well as arts-integration and project-based learning. Social studies and science concepts and skills will be integrated into literacy, math, the arts, and project work. Content standards will be the backdrop against which learning activities are planned and implemented.

We are a progressive school because we believe that the social and emotional growth and development of children is of paramount importance. Again, our faculty and staff have committed to engaging in research and continuous discourse to ensure that we reach our goal of meeting the needs of each and every child.

I think that I speak for the entire CNH staff when I say that it is a privilege and a pleasure to be in a relationship with the students and families of CNH. Here's to great partnerships; here's to a great school!

Fern Skolnick Cruz
Principal
City Neighbors Hamilton

OUR REASON FOR BEING

City Neighbors Hamilton fully embraces, supports, and works toward the realization of our ideals as stated in our charter:

THE CITY NEIGHBORS HAMILTON MISSION

The mission of City Neighbors Hamilton is to provide an extraordinary public school education with high academic achievement for all students. Our ultimate goal for our school is that through project-based learning, arts integration, parental involvement and community outreach, the students leave enlivened, with deep awareness of themselves, their families, and the outside community, and with the capacity to be good citizens.

THE CITY NEIGHBORS HAMILTON VISION

At City Neighbors Hamilton our classrooms serve as individual model communities where issues are discussed, differences in perspectives are welcomed, and children work cooperatively, rather than competitively. The City Neighbors governance model - including parents, business and community leaders, teachers, students and the principal--reflect our commitment to cooperative governance, based on the principles of human dignity, consensus, and freedom. Our belief and experience is that when given a strong structure to support generative thinking, as well as, meaningful activities to perform, all children and adults strive for excellence. Because of this focus, City Neighbors Hamilton's impact on the lives of students, families, and the community will be powerful, positive, and long lasting.

CITY NEIGHBORS HAMILTON STATEMENT ON DIVERSITY

In this spirit, City Neighbors Hamilton embraces the diversity within our school, community, and world.

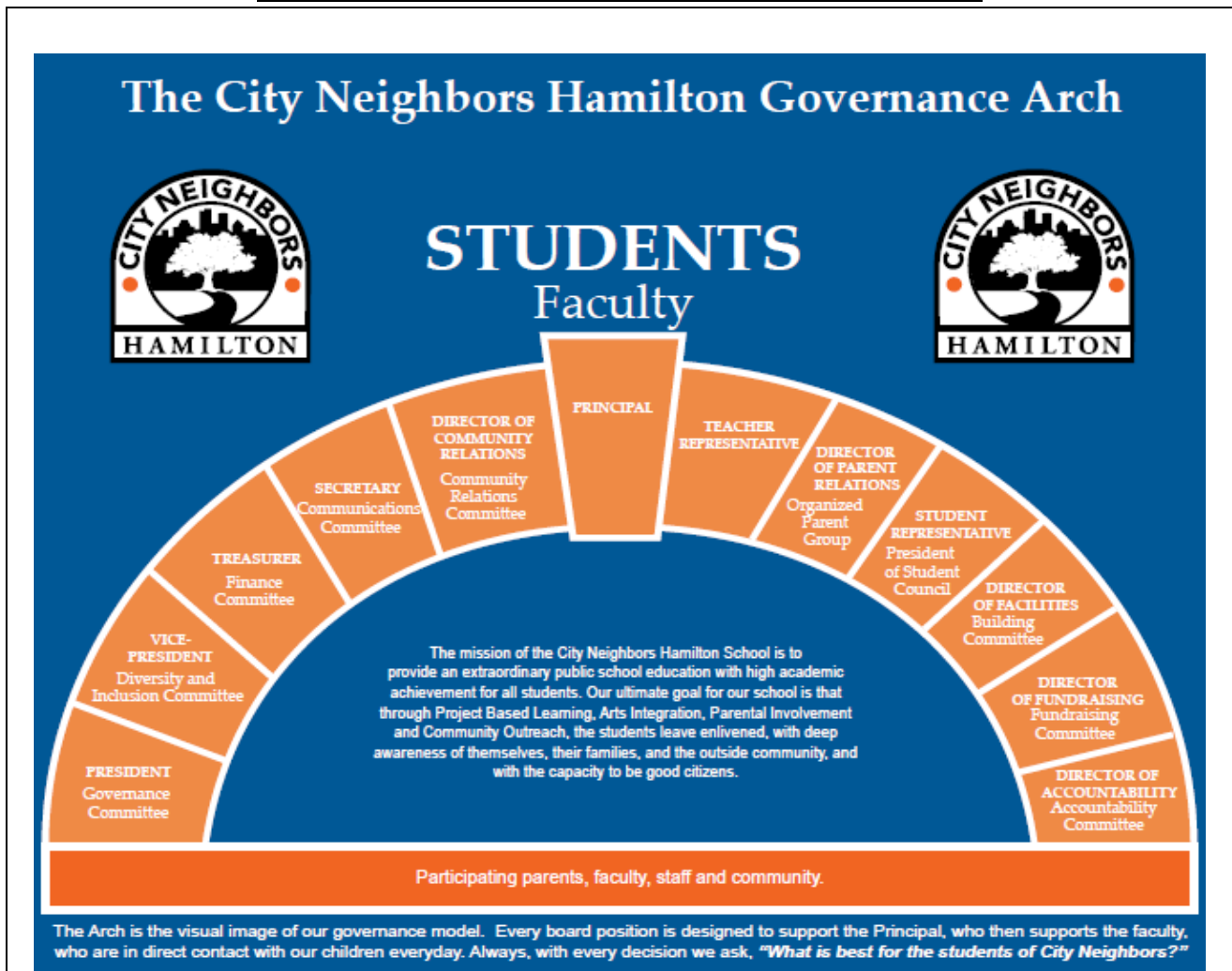
We endeavor to create an environment that values all people of any ability, age, family structure, gender, gender identity, race, religion, sexual orientation, or socioeconomic status.

We strive to create this environment through our curriculum, interactions, staffing, policies and procedures.

As the families, staff, and students of City Neighbors Hamilton, we accept the responsibility to help every member of our school feel safe, respected, and valued.

Diversity is essential to who we are!

THE GOVERNANCE ARCH: How CNH is run



The parents, faculty, staff, and community are the foundation of our governance arch.

THE STRUCTURE OF OUR SCHOOL

City Neighbors Hamilton is managed by City Neighbors Hamilton, Inc., a certified 501(c)3 nonprofit organization. The business and affairs of City Neighbors Hamilton, Inc. are managed under the direction of its Board of Directors. All powers of the Corporation may be exercised by or under the authority of the Board of Directors. The Board of Directors keeps minutes of its meetings and full and fair accounts of its transactions. An annual report is issued at the end of each school year, including a financial statement, a report on the general condition of the Corporation, as well as an analysis of student achievement.

The Board of Directors, made up of an elected body of parent and community volunteers, are elected for their ability to perform specific duties. Elections are held every year, but not every position comes up for election each year. For more information on this process please see our by-laws in the Governance binder located in the Parent Room.

THE EDUCATORS: Faculty and Staff

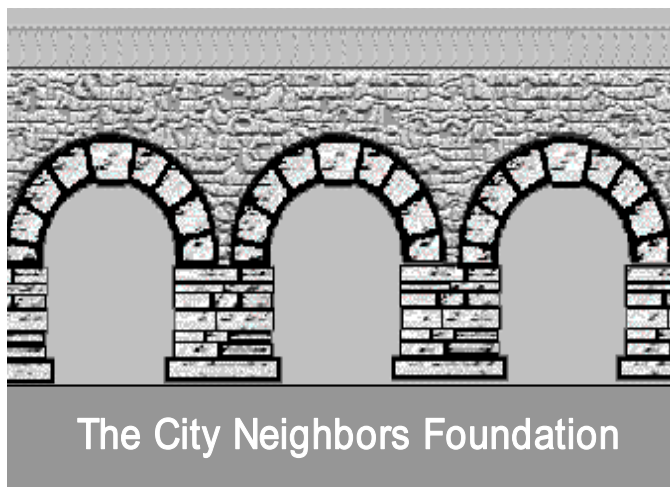
Kindergarten Teacher	Jeany Baines
Kindergarten Assistant	Karin Waters
1 st Grade Teacher	Emily Mader
1 st Grade Assistant	Roberta Harden
2 nd Grade Teacher	Charisse Smiley
2 nd Grade Assistant	Marilyn Mullen
3 rd Grade Teacher	Peter Redgrave
3 rd Grade Assistant	Tamara Tyrell
4 th Grade Teacher	Tara McGarvey
Atelierista	Marnee "Captain" Keith
Music Teacher	Navasha Hill
Physical Education	Vashon "Coach" Williams
Librarian and Storyteller	Margaret (Giti) Jabaily
Special Educator	Carmencita (Menchie) Inola
Special Educator	Elizabeth (Biz) Manning
Social Worker	Danita Cobbs
Psychologist	Suzanne (Suzy) McDonough
Occupational Therapist	Shoshana Gertz
Speech and Language Pathologist	Wendy Blum
School Nurse	Susan Perl
Health Aide	Elaine Henry
Cafeteria Manager	Ernestine Alston
Cafeteria Aide	Jasmine Bonner
Building Manager	Philip Gasiorowski
Crossing Guard	Elma McDougal
Day Porter	Benjamin Farabee
Day Porter	Woodrow (Woody) McCoy
Day Porter	Yvonne Augins
Office Administrator	Stephanie King
Principal	Fern Cruz

We also have a number of artists in residence throughout the school year.

CITY NEIGHBORS FOUNDATION: How we unite City Neighbors schools

City Neighbors unique governance model, using the keystone arch to define our relationships, has grown and developed over the years. Recently, when we decided to open two new schools, our governance committee set about creating The City Neighbors Foundation. The Foundation mission is to maintain the autonomy of each school, while uniting the schools with our shared mission and vision.

Page | 10



The idea of the City Neighbors Foundation is that running underneath each City Neighbors school is a strong foundation supporting the balance and design of the entire structure.

The City Neighbors Foundation is designed to support the ongoing financial, legal, and educational success of all City Neighbors schools, while maintaining the strength of the keystone arch as the integral design of school governance.

The City Neighbors Foundation Board Council will unite and support all the separate arches. Each City Neighbors school will contribute four (4) Board members to the Foundation Council. These will include the Principal, Board President, Teacher, and a 4th representative elected by the Board of each school. The Foundation Council will meet quarterly.

In addition, the Foundation has three staff members that serve all City Neighbors Schools:

Bobbi Macdonald – Executive Director
Rob Noble - Accountant
Mike Chalupa – Academic Director

THE PILLARS OF OUR ARCH: The CNH Board of Directors

The Board of Directors at City Neighbors Hamilton consists of a passionate and committed group of parents, teachers, and community members. The main responsibilities of the CNH Board include: ensuring the fiscal and legal health of the school, protecting the mission and vision expressed by the school charter, and supporting and evaluating the school principal. All work by the Board is ultimately designed to support the staff that, in turn, supports our students. These are the current members of the Board of Directors:

President	Beth Bittenbender
Vice President	Ekua Kendall
Secretary	Dana Gasiorowski
Treasurer	Maria Chavez
Director of Accountability	Jeff Elkins
Director of Community Relations	Tanya Jackson
Director of Fundraising	Sean Hannigan
Director of Facilities	Hans Graf
Director of Parent/Family Relations	Kim Lane
Principal	Fern Cruz
Teacher Representative	Peter Redgrave
Student Representative	TBD
Academic Director	Mike Chalupa
Executive Director, CN Foundation	Bobbi Macdonald

YOU ARE THE ARCH: The CNH Parents

THE PATH TO CITY NEIGHBORS HAMILTON SUCCESS!

We need you!

CNH FAMILY INVOLVEMENT PROGRAM

Our school is structured as a parent/teacher cooperative. Family participation is central to the success of the CNH program. Please expect to participate in the following ways:

- Every family contributes at least 40 hours per year.
- Every family joins at least one school committee.

Please check the Family Participation Guide in this handbook to determine how you can fulfill your commitment of at least 40 hours per year. There are many volunteer and participation opportunities that reflect a variety of individual talents, skills, and interests.

Families are expected to track their volunteer hours by logging them on their parent participation sheets located in the school lobby. This information is kept in a master database maintained by the Director of Accountability. Three times per year, a report is generated and you will receive an update on your hourly commitment to City Neighbors Hamilton.

HOW DO YOU GET INVOLVED?

At the beginning of the year, every family chooses at least one school committee. Please refer to the Family Participation Guide at the end of this publication for a description of the school committees. There are numerous committees to join. Simply choose one depending upon your interest and abilities. School committees have an open enrollment period at the beginning of the school year. The exact dates will be announced.

THE CORE OF OUR WORK: Academics and Curriculum

OUR EDUCATIONAL APPROACH

The staff at City Neighbors Hamilton shares the goal that every parent has for his or her child: to learn and be successful in school and in life. The educational approach at City Neighbors Hamilton focuses on teaching for thinking and understanding. Using the State Content Standards as an academic framework, we set high expectations for every child. We believe in a project-based learning environment where children can learn through the exploration of ideas, by making predictions, by building models of their ideas, and by testing outcomes as they apply their knowledge. Through this process, we encourage children to be empowered by the construction of knowledge, by reflection upon their own lives, and through consideration of what is good for the community at large. As a result, our students become passionate learners as we engage them in work that makes sense to them.

Page | 12

WHAT IS PROJECT-BASED LEARNING?

A project is an in-depth investigation of a topic. There are three phases to project-based learning:

1. the development of guiding questions through some combination of teacher and student input
2. the collection and representation of their findings
3. the sharing of work with families, peers, and/or school community members

Project-based learning is often driven by student interest; it can also be informed by the Voluntary State Curriculum (VSC) or overall school themes. Through project-based learning, students have the opportunity to:

- learn in authentic ways that draw upon their particular learning styles and strengths;
- develop the skills of collaboration, discussion, and exploration;
- learn how to effectively explore and present information on any topic; and
- discover what it's like to plunge beneath the surface of a topic.

We are a project-based learning school!

WHAT IS ARTS INTEGRATION?

Arts integration is a methodology and a philosophical approach to education that creates a personal connection and added depth in the classroom through a creative, inquiry-based process of teaching and learning. Using the arts can assist students in understanding and applying skills. Through the connection of personal experience with the subject matter, and an emphasis on the process of discovery which allows for unexpected outcomes, teachers help students to develop more complex thinking skills.

Educational research supports arts integration. The arts:

- reach students who are not otherwise being reached and in ways that they are not otherwise being reached.
- connect students to themselves and each other.
- transform the environment for learning.
- provide learning opportunities for the adults in the lives of young people.
- offer new challenges to those students already considered successful.
- connect learning experiences to the world of real work.

Arts integration is not just teaching arts for their own sake. Arts integration is not about artist residencies or occasional arts projects that connect to other curricular subjects. Arts integration is

about nurturing the development of cognitive, social, and personal competencies of each student, and enriching and supporting their learning and growth in every area of their development.

We are an arts-integrated school!

WHAT IS REGGIO EMILIA?

Reggio Emilia is the name given to a teaching style that has evolved from the Northern Italian municipality of Reggio Emilia. Fundamental to this educational philosophy is the perception of children as being strong, intellectually rich, and possessing great potential. In this educational model, the teacher works with children to stimulate and deepen critical thought in a research partnership. In Reggio Emilia, knowledge is seen as something that is socially constructed and should be based on ideas and experiences that are real and meaningful to the child. One aspect of Reggio Emilia in evidence at CNH is a respect for children's creative capacities and individual learning styles.

There are five core tenets of Reggio Emilia:

- Teachers have on-going commitment to enhancing their understanding of children.
- The organization of the physical environment creates community and connection.
- Long-term projects are used as vehicles for learning.
- Teachers nurture the “hundred languages of children” and encourage them to express their understanding and learning in a variety of ways.
- All children are supported by parents and community.

We are a Reggio Emilia-inspired school!

WHAT IS INCLUSION?

City Neighbors Hamilton strives to educate all children, irrespective of exceptionalities, to the greatest extent possible, in the general education setting. Our commitment to inclusive education is reflected in the services and supports children receive in the general education milieu. They include:

- small class sizes that are further reduced by the presence of a teacher and assistant teacher;
- a focus on small group instruction aligned with identified learning styles and learning goals;
- push-in support services provided by members of our special education team, including our school psychologist, our social worker, and our special education teachers;
- an interdisciplinary approach to Child Study spearheaded by the school principal, and a partnership with the Bank Street College of Education, Center for Emotionally Responsive Practice.

We are an inclusive school!

WHAT IS THE VOLUNTARY STATE CURRICULUM?

The Voluntary State Curriculum (VSC) is the guideline from the Maryland State Department of Education that defines what students should know and be able to do at each grade level. The VSC is used to guide our curriculum and inform our assessment of student progress. A copy of the full VSC can be found at www.mdk12.org/instruction/curriculum. Our school uses the VSC as an instructional framework and reference point.

CURRICULUM OVERVIEW

LITERACY AND LANGUAGE

Teachers design the reading instruction at CNH to offer multiple opportunities every day for students to read and to discuss their reading. Generous amounts of time are dedicated to helping children grow in their abilities as readers, writers, spellers, and communicators through a variety of interesting activities relevant to the children, their projects and studies, and their developmental stages. Some examples of daily reading instruction are:

- children reading or listening to high quality children’s literature (both fiction and nonfiction) read aloud for enjoyment, for information, or for project research;
- teachers working with small groups guiding their acquisition of reading skills and strategies;
- children expanding upon the understandings they acquire from reading by writing, discussion, dramatization, and visual art; and
- children using the school library and the library areas of the classroom regularly to engage in independent reading, both in and out of school.

CNH takes a balanced approach to literacy which includes reading and writing workshops, guided reading, and small group instruction in order to develop skills, concepts, and vocabulary. Students of all grades engage in Accountable Talk which requires them to formulate and support their point of view in response to the material they are reading and the topic they are discussing.

Teachers also teach literacy, as the need arises, while working on science, social studies, and other content areas.

Independent reading is an important goal of our program, and students are encouraged to read (or, in the case of picture books, interact with) at least 30 grade-appropriate books each year. The goals for language and literacy instruction at CNH are for children to become independent and productive readers, who enjoy reading, and who recognize its relevance in their lives.

MATHEMATICS

We currently use the program, *Everyday Mathematics*, to help students measure up to the demand for greater mathematical competence and problem-solving agility. It is one of two elementary math programs highly recommended by the U.S. Department of Education. Student increase their mathematical proficiency by engaging in problem-solving activities. Mathematical games, which are a regular feature of the program, increase the students’ active engagement and retention of skills.

SCIENCE

Using the VSC and our interest-generated themes as a framework, students in our CNH science program “become scientists.” We want them to develop a curiosity about the world, we want them to ask questions, and we want them to develop the skill and content knowledge that will enable them to find reasonable answers to their own questions. We even challenge them to explore the “unreasonable answers” because it is within those explorations that innovation, invention, and creativity reside. As a basis of our program, we utilize the *Full Option Science System (FOSS)*. These modules begin with hands-on investigations, then move students toward abstract ideas related to those investigations by using simulations, models, and readings. FOSS provides long-term inquiries for each grade level, and the modules build upon each other to facilitate an understanding of the grand ideas of science.

SOCIAL STUDIES

CNH takes a project-based approach to learning. Therefore, social studies is integrated with other content areas. Often, we use literature, particularly primary source materials, to explore events, personalities, and concepts in social studies. We emphasize enduring understandings over the rote memorization of names and dates. As a result, our students are left with a deeper understanding of the world in which they live.

Each year, students at CNH will explore a variety of overarching themes. These themes will not only serve as the primary focus in social studies, but will also be integrated when possible into other areas of the CNH curriculum. This project-based, thematic approach to learning challenges students to look deeper into a topic, to gain a more thorough understanding of it, and to deal with the complexities and nuances of relevant issues.

Throughout the school year, students will host culminating events showcasing their understanding of the theme in a variety of creative ways. These culminating events will be announced in the Monday Mailer and families are not only invited, but encouraged to attend.

PHYSICAL EDUCATION

At City Neighbors Hamilton, our multi-faceted approach to physical education combines structure, expression, and fun. Students have formal physical education class a minimum of one day per week and a maximum of two days per week. During this instructional time, they are taught the standard content of statewide physical education goals including physical fitness, sports, and cooperative and competitive games. Students may also take yoga and dance as a complement to standard PE, allowing students the opportunity to use and strengthen their bodies in more creative ways. In addition, every student has at least thirty minutes of free play recess each day.

THE ARTS

Inspired by the schools of Reggio Emilia, the arts are an essential component of our educational approach--not an add-on, but a connecting point to involve and challenge students in their entire academic and creative evolution. The arts permeate the CNH community, where the halls are designed to showcase drawings, paintings, poems and other creative expressions by students. Artistic expression is admired, respected, and honored. In addition to the art that is integrated into everyday classroom learning, students at CNH will receive instruction in a variety of media, including visual arts, vocal music, and dance.

HOMEWORK

Well-designed homework, at the right time in a child's development, can have significant impact on his/her learning. Homework can reinforce skills, inspire out-of-school exploration and learning, teach the basics of responsibility, and help to instill the discipline of learning. Therefore, we try to take a thoughtful and developmental approach to homework at CNH.

We encourage families to support their child's learning by providing him/her with a quiet and supportive atmosphere in which to complete homework. Some students, especially in the younger grades, may need more parental support with understanding and completion of assignments. As students get older, however, we encourage parents to allow their students to be as independent as possible in the management and completion of homework. If you work with your child on homework, please be sure it is truly his or her work that is being returned the next day. In addition, we encourage you to send your child's teacher a note if you have any questions or concerns about the assignments.

At City Neighbors Hamilton, we believe that homework in kindergarten and first grade should reflect what research tells us about how children in this age group learn best. Therefore, in general, students in these grades will receive less frequent, less formal homework and very few

“traditional” homework worksheets. Research points to improved skills or motivation as a result of other types of homework at this age. Consequently, at times, you may be asked to read together or have your child read to you and discuss the story, to go for a walk and record what you see, or to pursue a specific activity related to project work in the classroom or your child’s interests. All these will be more valuable forms of home learning in kindergarten and first grade.

Starting in 2nd grade, students at CNH will begin to receive more formal homework. We still encourage you to participate in all the family learning mentioned above, but at this point in a child’s development, most children are ready for homework that helps to reinforce content and skills, that serves to teach the basics of homework responsibility, and that transfers knowledge from school to home. As students progress through our school, homework will, of course, become more demanding and more complex. In many cases, not completing homework will have an adverse impact on a child’s grades; it will most certainly have an impact on a child’s learning and progress. Therefore, it is important that homework be completed and returned.

Finally, the value of family literacy and children reading independently at home should not be underestimated. Parents and caregivers can help by providing their child with access to a variety of age-appropriate reading material. Though home reading expectations are specific to each grade level (and may be tailored to meet the needs of an individual child) it is every teacher’s hope that children will be encouraged to read, hear, and discuss books at home daily.

STUDENT ASSESSMENT

In order to obtain a complete and multi-faceted view of a child’s academic development, CNH uses a variety of means to assess a student’s skill level, progress, and performance. These include state-required standardized assessments, informal assessments, on-going diagnostics, and performance-based assessments.

REPORT CARDS AND PARENT CONFERENCES

City Neighbors Hamilton follows a trimester schedule--the school year is divided into three sections of approximately thirteen weeks each. At the end of each trimester, students will receive a report card completed by their teachers. The report cards cover assessment areas such as personal and social development, language and literacy, mathematical thinking, social studies, science, and the arts. Student attendance and tardiness is also included on report cards.

In order to avoid surprises at report card time, official progress reports will be mailed home mid-way through the trimester for any students who are in danger of failing. Some teachers may also elect to send home regular progress classroom performance reports.

As an outgrowth of our commitment to teacher-parent partnerships and because our assessment is on-going and multi-faceted, the school calendar will allot time for parent-teacher conferences at the end of each trimester. **In order to obtain your child’s report card, you must confer with your child’s teacher.** If you do not participate in a conference with your child’s teacher during the assigned conference days, you will be required to meet with the principal in order to obtain your child’s report card.

FIELD TRIPS

Field trips are an essential part of the CNH program. They are a core part of our program, not just an enrichment opportunity. Field trips bring learning to life, connect students to the larger world, and often help make the theoretical real.

Signed permission slips are required for any field trip that requires your child to be transported by vehicle (carpool or bus). Notice of field trips and permission slips are provided in advance, usually via the Monday Mailer. **Verbal permission is not sufficient.**

Please let your child's teacher know in advance if your child will not be able to participate in a field trip. If your child does not return a signed permission slip or if your child does not arrive on time, he/she will not be allowed to participate in the field trip. If your child does not participate in a field trip, he/she will be given appropriate work to complete and be supervised by other staff.

Adult supervision must be provided for all school-sponsored trips, and parents are often needed as chaperones on field trips. A proper adult-student teacher ratio is needed in order for a field trip to occur. This ratio may vary from trip to trip. Any parent who serves as a chaperone is acting as an agent of the school and, as such, is responsible for the safety, behavior, and well-being of a group of children--not only his/her own child. With that in mind, we ask that chaperones refrain from purchasing snack or gift shop items for their children or group unless all of the children on the trip are also purchasing such items. Likewise, we ask that no chaperone deviate from the scheduled trip itinerary.

Lunch

If a field trip is scheduled during lunchtime, our cafeteria manager can provide a box lunch to those students who wish to have one for the field trip, however, **two week's notice is required**. Please contact your child's teacher to arrange for a lunch for a field trip.

Parent Drivers

CNH does not have its own bus transportation. For some field trips, we may use parent drivers in order to defray the cost of transportation. All parent drivers must submit to the school office a copy of their current driver's license and a copy of their current auto insurance card for the vehicle they will be using to transport students.

AFTERSCHOOL ENRICHMENT CLUBS

CNH hosts a variety of afterschool enrichment opportunities. These clubs are often run by parents and staff of the school on a voluntary basis. All club leaders must submit a proposal for a club and agree to meet a set of expectations for effectively running a club, including ensuring content that is developmentally appropriate and connected to the core values of City Neighbors Hamilton.

A COMMUNITY OF IDEALS: Creating the CNH culture

At City Neighbors Hamilton, we strive to create a culture that evokes the ideals of community, partnership, and learning. We want every child, staff member, and parent to feel safe, respected, valued, and nurtured. We want members of our community to celebrate one another's successes, take risks in the name of excellence, and feel free to admit mistakes. We want to encourage everyone to use the power within each of us to make a difference in our school, in the lives of our children, in our neighborhood, and in our world.

Creating an ideal school community is a challenging--though not impossible--task. It requires agreement around clear rules and expectations. It requires that all adults interact with genuine respect and best intentions – even when we feel hurt or angry. It requires that we all believe that this ideal is possible.

To foster the development of this culture at CNH, we present some core structures for communication and behavior. These do not, in themselves, create the ideal community. They only serve as the foundation from which we can work together to strive for that ideal.

COMMUNITY EXPECTATIONS FOR INTERACTION

To help guide each of us in the creation of our ideal community, we have developed a set of expectations that outline what each participant in our community must do in order for us to realize our collective vision.

Please review these expectations and encourage all of those people within your charge to strive live up to these ideals.

At City Neighbors Hamilton, we expect the following behaviors from ourselves and others:

Each staff member of the CNH community will:

- provide a safe, cooperative, and respectful environment for learning.
- believe that all students can succeed and learn.
- nurture each child's creativity and self-expression using many methods.
- communicate and work with each family to support each child's learning.
- have challenging and stimulating expectations for students as well as for myself.
- seek out and value parent participation and input in all areas of the school.
- respect and honor the cultural differences of students and their families.
- seek to improve our program through an ongoing cycle of planning, evaluation, and refinement.
- uphold the principles of the CNH Diversity Statement.
- be committed to supporting and participating in the realization of the mission and vision.

Each parent member of the CNH community will:

- be committed to supporting and participating in the realization of the mission and vision.
- contribute to the school community by participating in my committee, events, workshops, and discussions.
- read the School Handbook and abide by the policies and guidelines therein.
- show respect and support for my child, other students, and the staff of the school.
- give at least 40 hours per year of volunteer service and participation.
- ensure that my child arrives at school on time, rested, and ready to learn.
- ensure that my child comes to school each day dressed appropriately for the weather and school activities.
- help my child take responsibility for completing homework in a timely manner.
- keep myself informed and up- to- date about events and issues at school by reading the notices in the Monday Mailer, newsletters, e-mails and posted announcements.
- attend three individual parent/teacher/student conferences per year.
- uphold the principles of the CNH Diversity Statement.

Each student member of the CNH community will:

- do my best to learn while in the classroom and when doing my homework.
- show respect for myself, my school, my teachers, and the community.
- be considerate of others and resolve conflicts in a positive, non-violent manner.
- take responsibility for my actions and my safety.
- take care of my school grounds, the building, and the materials we use to learn.
- believe that I am a person who can learn in many different ways.
- uphold the principles of the CNH Diversity Statement.

RESOLVING CONFLICTS AT CNH

Over the course of a student's career at any school, disagreements will inevitably arise between the student and other students, between students and teachers, between parents and other parents, or between parents and teachers. Disagreements are not only healthy, but vital. It is through disagreement that change and growth can occur.

Ensuring a positive outcome, however, is directly linked to how the participants handle the disagreement. How we, as adults, handle conflict will ultimately teach our children how they should manage the obstacles and conflicts that will arise in their lives.

Page | 19

We expect that all community members will approach conflict or disagreement in a respectful manner that **assumes the best intentions of all parties.**

If you have a concern or disagreement, we expect you to follow the Issue Concern Communication (ICC) process:

THE ICC PROCESS

The purpose of the Issue/Concern Communication (ICC) process is to have school community members resolve issues in-house in a respectful and fair manner. School community includes students, parents, guardians, teachers, applicant families, volunteers, advisors, community members, partners, and collaborators. The following denotes the specific areas of responsibility where school matters are concerned:

Areas of Responsibility:

1. Classroom issues

For an issue happening inside the classroom, whether instructional, recreational or behavioral, please discuss it with the teacher first. If the issue cannot be resolved, then contact the principal for assistance.

If you have an issue with information provided to you by your Classroom Representative, please contact that person directly for clarification. If the rep cannot provide clarification, he/she will direct you to the person who can.

2. School-wide concerns

For a concern that relates to a school-wide issue (for example, an All-School presentation), please send an email or make an appointment to speak to the principal.

3. Governing Board

For issues that relate to the overall governing of the school or any school policy, please sign up for community comment at the monthly CNH Board meetings. Sign-up for community comment takes place just before the board meeting begins.

When there is a question or concern about an issue at school, please follow these guidelines in seeking resolution:

1) Make an appointment with the person(s) directly involved, or the person whose area of responsibility the issue involves (see above for Areas of Responsibility).
2) If the meeting did not resolve the issue, make an appointment with the principal. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.

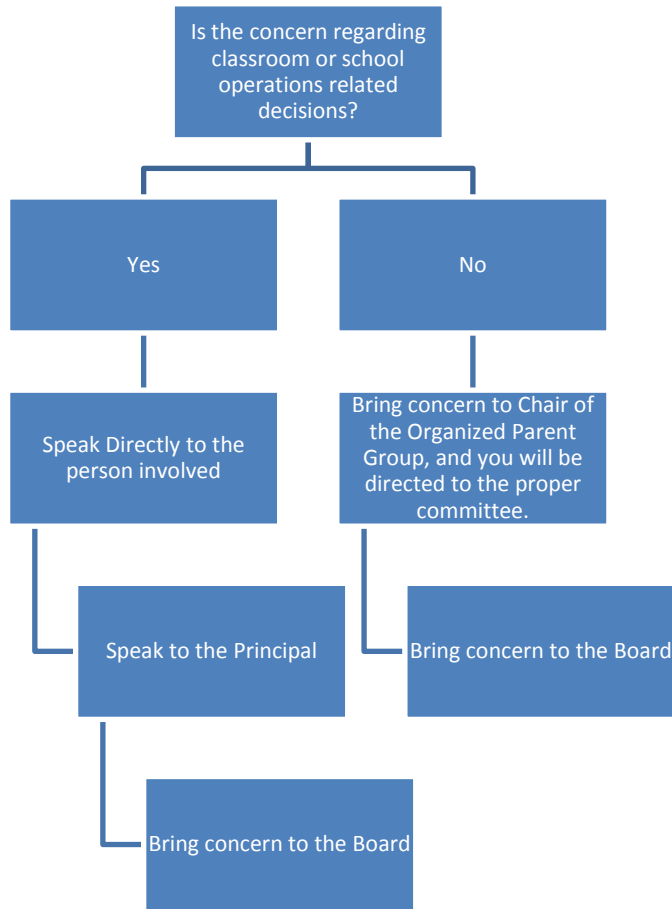
3) If after a reasonable amount of time (not to exceed three weeks), the issue has not been sufficiently addressed, you may submit in writing a statement to the Board of Directors and the principal. The person against whom the complaint is made will be given a copy of the written

statement. The principal and the president of the Board will work with all parties to resolve the issue.

4) If the issue or complaint is against the principal, bring the issue to the principal's attention. If after a reasonable amount of time (not to exceed three weeks) the issue has not been sufficiently addressed, you may submit in writing a statement to the Board of Directors for resolution.

5) If the issue is a Board of Directors matter, please submit the concern in writing to the Director of the Organized Parent Group, and he/she will bring it to the Board and the appropriate director. You may also attend a Board meeting and speak during Public Comment.

ICC Flowchart



SCHOOL DISCIPLINE POLICY

City Neighbors Hamilton is committed to creating a safe environment for our students. To help create this environment, we believe it is necessary to have clear expectations. Therefore, we want to empower our students to exert control over their own behaviors and to help improve situations when they can. We plan to have on-going conversations and instructions with our students about what it means to be a member of a community and, more specifically, what it means to be a member of the City Neighbors Hamilton school community. To ensure that everyone has this safe space to learn and grow, behaviors that do not meet our school expectations will be handled firmly and consistently.

For students who fail to meet our behavior expectations, City Neighbors Hamilton has adopted a system of behavior reviews and progressive consequences. These behavior reviews encourage students to process the event and examine the consequences of their behavior. This review is completed by the student and teacher. The completed form is signed by the student and the teacher, sent home to be signed by the student's parent/guardian, and returned to school the following day. In addition, these behavior reviews have a hierarchy of consequences attached to them. At the beginning of each new trimester the student's behavior log will be cleared.

NON-COMPLIANT BEHAVIOR EXAMPLES

Level 1

1. Disruptive Conduct in the Classroom, Hallway, or Bathroom

Talking too much, making unnecessary noise, distracting others, running within the school, or yelling

2. Not Following Directions

Refusing to comply with an adult's directions

3. Damaging Property

Inflicting minor damage to school property and/or the property of others (if value of property is less than \$50)

4. Possession of Electronic Devices

No electronic or video devices including games, beepers, radios, iPods, cell phones, or CD players are allowed in school. Cell phones are only permitted with written parent permission are not allowed to be used during school hours, including lunch and recess.

Level 2

1. Severe Disorderly Behavior

Incidents of significant disruptive behavior which prevent the teacher from starting, continuing, or completing an activity or lesson, or that impede the learning of other students.

2. Defying Authority

Purposefully and aggressively refusing to follow an adult's directions or yelling/screaming at a teacher.

3. Excessive Taunting or Teasing

On-going or excessive taunting or teasing intended to harass or intimidate.
(Evaluated on a case-by-case basis).

Level 3

1. Damaging or Destroying Property.

The destruction of books, articles of clothing, automobiles or other personal property. This covers impulsive infliction of minor damage to property (if resulting damages are greater than \$50 but less than \$200)

2. Stealing

Taking or attempting to take property from another person.

3. Verbal Assault

Verbally threatening to physically harm another person.

4. Fighting

Using violence (including but not limited to slapping, kicking, hitting, and biting) or force to disrupt the educational process and/or cause bodily harm.

5. Verbal Abuse, Vulgar Statements or Gestures, Including the Distribution of Obscene Material

Directing vulgarity to another person verbally, electronically, by written words, in photographs, drawings or with obscene gestures.

6. Possession, Distribution, or Use of Tobacco Products

Level 4

1. Drugs/Alcohol

Possessing, offering to sell, or being under the influence of alcohol or drugs while on school property or at a school sponsored event.

2. Possession of Weapons

Possessing, handling, transmitting, concealing, or using guns, knives or explosive devices (to include look-alikes). This includes using any object as a weapon with the intent or in any manner likely to cause injure to another person.

3. Vandalizing, Damaging, Defacing, or Destroying School Property

Premeditated and willful destruction or school property and/or impairing the use of school property (if resulting damages are greater than \$200).

4. Violent Behavior/Assault, Vicious Fighting

Being in physical combat with another person, where blows are being delivered or exchanged.

5. Threat/Assault on an Adult

Verbal or physical threats made to any adult or any act intended to inflict harm including throwing objects, hitting, pushing, shoving, biting, and/or kicking.

CONSEQUENCE LEVELS

Level 1

1 st consequence:	Verbal warning
2 nd consequence:	Missed recess, behavior review
3 rd consequence:	Missed recess, behavior review, office referral, parent-teacher conference
4 th consequence:	Missed recess, behavior review, office referral, disciplinary conference with parent, teacher, and Principal.

Level 2

1 st consequence:	Missed recess, behavior review
2 nd consequence:	Missed recess, behavior review, office referral, parent-teacher conference,
3 rd consequence:	Missed recess, behavior review, office referral, disciplinary conference with parent, teacher, and Principal

Level 3

1 st consequence:	Missed recess, behavior review, office referral, parent-teacher conference
2 nd consequence:	Missed recess, behavior review, office referral, disciplinary conference with parent, teacher, and Principal with consequences that include the possibility of suspension

Level 4

1 st consequence:	Behavior review, office referral, disciplinary conference with parent, teacher, and Principal with consequences that include the possibility of suspension of three or more days
------------------------------	--

Note: According to BCPS policy, any student caught carrying a weapon or dealing drugs on school property will be immediately expelled.

CITY NEIGHBORS HAMILTON BEHAVIOR REVIEW, GRADES 3 – 5

Student: _____ Day/Date: _____
Issued by: _____ Class/Time: _____
Trimester: 1 2 3 Level: 1 2 3 4 Behavior Consequence #: _____

Violation Description/Teacher Comments:

Consequence(s):

A. How did this behavior affect the people in your school community?

B. What did you do to make the situation better?

C. What could you do differently in the future to avoid a situation like this?

Parents: Please circle a response to each statement. Written comments are optional.

- I have discussed this incident with my child. Yes No
- I understand the school policy regarding consequences for receiving multiple behavior review within the same trimester. Yes No

Parent Comments:

Signatures:

Issuing Adult: _____ **Student:** _____
Parent: _____ **Principal:** _____

CITY NEIGHBORS HAMILTON BEHAVIOR REVIEW, GRADES K-2

City Neighbors Charter School recognizes that with young children at the kindergarten, first and second grade level, moving toward competence in exhibiting appropriate social behaviors and in acquiring the necessary self-control for success in school is a learning process. Achieving competence in these areas is part of developmental growth, and children in these younger grades will be given age-appropriate teaching and support within the classroom setting and/or within the school-wide behavior program. Please return this review to your child's teacher the next day.

Child's name _____ Date _____

What happened?

I did this to make things better:

Next time I will...

My Picture

Parent signature: _____ Date: _____

Teacher Signature: _____ Date: _____

DRESS CODE

At City Neighbors Hamilton, students are not required to wear a uniform. However, we do have a dress code which all community members must follow. The purpose of the following CNH clothing guidelines is to promote a safe and respectful learning environment while still allowing all community members creativity and self-expression. A dress code can help ensure focus on learning in the classroom.

In general, we ask that children wear clothing and shoes appropriate for the weather and for fully participating in school activities, such as our music, art, and physical education programs. Please make sure your child's clothing is comfortable. Be aware that because we are a hands-on, project-based school, clothes will often get dirty.

Please follow the following guidelines and discuss them with your children:

- No logo wear that represents any of the following: hate images, hate speech, violence, exclusionary messages, contraband, sexually explicit messages, or any references to them (*i.e.*, sexually explicit language or graphics, alcohol, tobacco, illegal drugs, or weapons). This applies to all clothing and accessories, *i.e.* backpacks, folders, and binders.
- No see-through or revealing shirts or blouses. Shirts with shoulder straps must be at least 1" in width. No shirts that expose undergarments. (Sleeveless dresses, blouses, or collared shirts are acceptable.)
- No midriff or cropped shirts. (Shirts must cover navel and not expose midriff.)
- Pants must be worn above the hips. No sagging pants. No clothes with revealing rips.
- Shorts or skirts should be no shorter than just above the knee. Girls should not wear skirts on physical education days, or should wear knee-length shorts underneath.
- No chains or heavy metal fasteners worn with clothing.
- Head wear: no sweatshirt hoods, hats, caps, or bandannas worn indoors during school hours. If a shirt or jacket has a hood attached, the hood must be kept down. If headwear must be worn for any extraordinary reason--personal, religious, or medical--please see the Principal.)
- No flip-flops, high-heeled shoes, or heelies (shoes with wheels) at school. Athletic shoes are required for P.E. classes.

If a child violates this code, we will contact the parent for an appropriate and timely remedy.

CELL PHONES

Use of cell phones by students is strictly prohibited during school hours, including lunch and recess. Cell phones will be confiscated from the student and returned to the student's parent/guardian at the end of the day.

TOYS/GAMES AND OTHER PERSONAL ITEMS FROM HOME

As a school, we promote active and engaged play. At recess, we believe that children learn best by playing together: socializing, imagining, cooperating, competing, laughing, and talking. Toys and electronic games/devices from home are not necessary or appropriate in a school environment. They impede valuable socialization time and play, as well as potentially creating conflicts among students. In addition, the risk of them being lost or damaged is high.

Please do not allow your child to bring these items to school unless they are a part of planned school activities. Any electronic devices will be confiscated and returned to the student's parent/guardian at the end of the day.

AFTER-HOUR EVENTS

Student conduct at after-hour events has multiple important effects on our school culture. First, it reinforces a sense of respect when inside the school – a tone that carries over into our daily routine. Second, maintaining respectful and controlled conduct while on school grounds communicates those same expectations to visitors and guests. Therefore, the school's basic policies regarding student behavior during the school day--no running, shouting, climbing, visiting unauthorized areas, or going outdoors without an adult--remain in effect during after-hour events.

Staff members are off-duty after school hours. Parents are responsible for supervising their children at all times during events that take place after-school hours. These include evening events, committee meetings, parent-teacher conferences, and all activities at the school. In the event that a student's behavior becomes dangerous or distracting during an event, the parents will be asked to remove the child and reestablish order before returning to the event.

COMING AND GOING: Arrival and Dismissal at CNH

SCHOOL HOURS

Classes begin promptly at 8:15 AM each day. On Mondays, Tuesdays, Thursdays, and Fridays, school ends at 3:15 PM. **Every Wednesday, school closes at 1:00 PM** to allow for collaborative staff planning and development.

INCLEMENT WEATHER POLICY

City Neighbors Hamilton follows the Baltimore City Public Schools inclement weather policy. For information about school closings, delays, and early dismissals, please consult your local television or radio stations.

If Baltimore City Public Schools close, delay opening, or close early due to inclement weather, City Neighbors Hamilton will close, delay opening, or close early for the corresponding amount of time.

In the event school opening is delayed, dismissal will be at the usual time: 3:15 on Mondays, Tuesdays, Thursdays, and Fridays, and at 1:00 on Wednesdays. For example:

If Baltimore City Public Schools open 2 hours late, then CNH will open at 10:15, including Wednesdays and any other "half-days." In the case of a delayed opening on a Wednesday, dismissal will remain the same: 1 PM.

If Baltimore City Public Schools close 2 hours early on Mondays, Tuesdays, Thursdays, or Fridays, CNH will close at 1:15. If Baltimore City Public Schools close 2 hours early on a Wednesday or any other "half-days", CNH will dismiss at the usual time: 1 PM.

There will be no aftercare or after-school activities on days when schools are closed or close early due to inclement weather.

All events scheduled for the morning when schools are closed or the opening is delayed, i.e. before-school care or open houses, will be cancelled. **Breakfasts are not served at school on days when BCP's delay opening.**

BEFORE AND AFTER SCHOOL PROGRAMS

On-site before and after care is provided by One World Cultural Arts Society, an independent child care provider. For questions, please contact Kendra Banks at 443-803-3313.

ARRIVAL

Classes begin each day promptly at 8:15 AM. To participate in the Breakfast Club (free breakfasts for all CNH students) students should be dropped off between 7:45 and 8:00 AM and go directly to the cafeteria. Any student arriving after 8:00 should report directly to his/her classroom.

ANY STUDENT ARRIVING BEFORE 7:45 AM WILL NOT BE SUPERVISED BY CNH STAFF. CNH WILL NOT BE RESPONSIBLE FOR STUDENT SAFETY DURING THAT TIME.

Page | 28

Students may be dropped off in an orderly fashion in front of the school entrance on Sefton Avenue or by driving “The Loop” surrounding the school and dropping them off at the outdoor stage. Students should exit vehicles on the sidewalk side of the street—never in the middle of the street. Children and adults must obey the directions of the crossing guard at all times. If you must park on Sefton or adjacent streets, be sure to park legally without blocking driveways, crosswalks, or fire hydrants. There is no parking allowed on the east side of Sefton Avenue (the side closest to the school).

ATTENDANCE/TARDINESS

It is imperative that students are at school, in their classrooms and ready to learn by 8:15 AM. A student’s tardiness impacts the learning and day of the students. Not only does tardiness disrupt the classroom, it does not allow students the necessary time to begin their day calmly; it can set a rushed or strained tone for their day.

Therefore, if a student is late:

- Parents must escort their children into the building, escort their child to the classroom, and sign the Late Arrival book, located in each homeroom.
- Students will not be allowed into their classrooms without being accompanying by a parent or the adult who brought them to school.
- Students who are late more than three times in a trimester will be required to meet with the principal to discuss intervention strategies.

If your child will be significantly late (9 AM or later) or absent, please contact the school office (an email is acceptable). If you know in advance your child will be absent or significantly late, please send a note in advance to your child’s teacher, so that he/she can plan accordingly.

If your child is absent, a note of excuse should be provided to the school office on the day the student returns to school.

EARLY PICK-UP

Students are dismissed at 3:15 PM on Mondays, Tuesdays, Thursdays, and Fridays, and at 1:00 PM on Wednesdays. All classroom time is valuable. Please do not pick up your child earlier than the dismissal time. On the rare occasion you need to collect your child early from school, please give advance notice to the teacher and the school office. When you arrive at school, please stop at the school office to sign the student out.

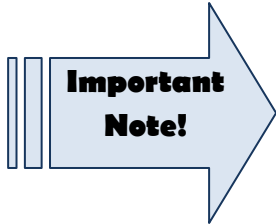
DISMISSAL

Classes are in session until dismissal time. Please wait until the children are dismissed to collect your child. If you arrive early, please do not interrupt class.

Students will be dismissed only to those people listed on his/her Dismissal and Pick-Up form, so be sure to keep this form up-to-date. Students will not be dismissed via telephone instructions, nor will additions to your pick-up form be made by CNH personnel. All changes to your Dismissal and Pick Up form must be made by parents/guardians.

Because young children may misunderstand a discussion or plan play dates among themselves without parent knowledge, we cannot assume a child is to go home with another parent who is not listed on his/her Dismissal and Pick-up Form. If you have prearranged a play date with a CNH family who is not on your Dismissal and Pick-Up form, you must send in a signed note to your child's teacher indicating who will be picking up your child on the designated day.

LATE PICK UP



Children must be picked up at dismissal time. Teachers and office staff are not available after school hours.

We know that emergencies sometimes occur and disruption in pick-up routines should be anticipated (i.e. car break down or unexpected school closing for inclement weather.) Therefore, all parents are strongly encouraged to register for Aftercare as a safeguard. In addition, we strongly recommend that families use the Family List to arrange—in advance—emergency pick-up plans with other families who live nearby. Once you have made those emergency plans, please be sure to update your Dismissal and Pick-Up Form.

GOOD NEIGHBOR POLICY

Our school is located in a residential neighborhood. Let's be good neighbors. We all play a role in building positive relations in the community at large. Please drive slowly on Sefton Avenue. Do not block the road, the crosswalk, private driveways, or fire hydrants. Parking is not permitted on the east side of Sefton Avenue (the side closest to the school.)

PARKING

Although we have a rather large campus, our school does not have an abundance of parking space. The parking area behind the school is restricted to use by school staff. If you are coming to visit the school, please park legally on Sefton, Carter, or one of the other adjacent streets. Do not park in or along the school driveway or on the grassy areas of the campus. We also encourage families to walk or carpool to school whenever feasible. Parents and visitors who need closer parking arrangements because of a disability can park in the designated handicapped spaces behind the building.

THE HUB: The School Office at CNH

CONTACTING US

If you ever have questions, concerns, or need assistance, please contact the school office. Office hours are from 8:00 AM until 3:30 PM on days when school is in session.

Phone: 443-642-2052

Fax: 410-426-0190

E-mail: sking@cityneighborshamilton.org

CONTACTING YOU

It is very important that we have up-to-date contact information for you in our files. Please be sure that you complete an Emergency Information Form at the start of the school year. If your contact information changes, please let us know immediately.

SETTING A TONE FOR THE SCHOOL

We aim to make the school office a professional, welcoming place for parents, students, teachers and visitors. At the same time, more work than you may imagine needs to get done each day in the office. In addition, many confidential issues are dealt with through the office. Therefore, we ask you to use our parent room, located in the foyer/lobby of our building, to congregate

and converse. Your cooperation will help us ensure a professional, productive, and confidential school office for everyone!

THE RECEPTION DESK

Our office administrator performs professional and confidential duties in her role. Therefore, we ask that no unauthorized person sit at the reception desk or access her computer. Similarly, we ask that no one remove anything from the desk; supplies can be provided upon request.

CONTACTING CNH STAFF AND BOARD MEMBERS

Messages for school personnel and board members should be given to the officer administrator who will place them in the office mailboxes. Phone messages will be forwarded to teachers. Except in the case of emergency, classes will not be interrupted for messages or phone calls to teachers or students.

SCHOOL TELEPHONES

School telephones must remain available for teacher and administrator work. Therefore, students and parents are not permitted to make or receive telephone calls, except in emergencies or at the discretion of a staff member.

VISITORS

All visitors, volunteers, and parents must sign in with the office upon arrival. This is to protect the school from unauthorized visitors and to avoid unnecessary interruptions to classes. Please understand that we deeply value parents' engagement in their children's learning. There are many opportunities for you to visit the classroom and the school – culminating events, art celebrations, classroom activities, parent-teacher conferences. Yet, we also value the intense work and fragile working cultures of classrooms. Therefore, please do not visit classrooms unannounced. If you would like to visit your child's classroom, we ask that you contact your child's teacher in advance to make mutually agreeable arrangements.

KEEPING UP WITH CNH: School-Parent Communication

A strong partnership between parents and the school ultimately benefits the child. Therefore, we will make every effort to communicate news, upcoming events, and what is happening at school. As part of our dynamic school and curriculum, a lot happens on a daily and weekly basis. Therefore, we ask you to make every effort to stay informed about your child's school and education.

MONDAY MAILERS

Our main form of communication between school and home is the Monday Mailer. Monday Mailers will contain a weekly newsletter (The Salmon Pages) with important information and events, important notices, homework, permission slips, and communications from the larger CNH community. In this mailer there may be time sensitive and valuable information regarding your child, the school, and the community.

It is your child's responsibility to bring home the Monday Mailer. Please ask your child for it every Monday night (Tuesday, if Monday was a holiday). If you do not receive it, please inform your child's homeroom teacher.

Read the Monday Mailer and respond to any requests for signing or returning forms. We will assume that all information communicated through the Monday Mailer has been read and understood by you.

If you have any information you'd like included in the Salmon Pages or the Monday Mailer, please be sure it is sent to the office no later than the Friday before publication in the form of an

email attachment. (Not included in the body of an email.) All information included in the Salmon Pages or sent home in the Monday Mailer must be approved by the principal.

PARENT-TEACHER MEETINGS

Teachers are accessible throughout the school year; however, it is important to arrange a time that is mutually convenient rather than consulting the teacher spontaneously or during class time. Please contact teachers by phone, e-mail, or by note in the teacher mailbox to set up that convenient time. Teachers may also feel the need to meet with you; please make yourself available.

THE CNH WEBSITE

The City Neighbors Hamilton website often has updated information or general school literature (like this handbook!). The website can be found at www.cityneighborshamilton.org.

NEWS FROM THE BOARD

"News from the Board" - with announcements, updates and news - is distributed periodically from your Board of Directors. Look for it in your Monday Mailer!

OUR COMMUNITY OUTREACH NEWSLETTER

Periodically, CNH parents and teachers will update the surrounding community with news about our school via a community newsletter, *The Spark*.

SCHOOL-WIDE EMAIL COMMUNICATION

The school office maintains an updated family email list. Please do not send out any mass email communication on behalf of the school. Direct all requests for school-wide email communication to the school office. All school-wide email requests must be approved by the principal.

HEALTHY IN BODY AND MIND: Health Procedures at CNH

ILLNESS

Children should not attend school when they are exhibiting contagious symptoms such as fever, thick nasal discharge, vomiting, diarrhea, or heavy coughing, or have a communicable disease such as chicken pox or head lice.

If your child has been absent due to a communicable or contagious disease or condition, i.e. strep throat, a note from his/her doctor or nurse practitioner is required upon his/her return to school stating the student has been treated for the condition and is safe to return to school. This note should be provided to the Health Suite.

If your child becomes ill while at school, the school nurse or health aide will notify you. If you are not reachable then we will contact one of the people on your emergency contact list. Please be sure to update your emergency contact list periodically.

ABSENCES

If your child must be absent, please call the office. Your child must return with a note for his/her teacher stating the date(s) and reason for the absence. All absences unaccompanied by a note will be marked as unexcused.

Regular attendance is vital to your child's school experience. Frequent absences threaten a child's sense of connection in the community, disrupt the consistency of a student's learning, or forces the child to simultaneously catch up on missed material while learning new material. When a child is excessively absent or tardy, the Principal will contact the family to discuss ways to improve attendance and punctuality.

CHRONIC MEDICAL ABSENCES

Students whose absences are the result of chronic medical conditions are encouraged to register for emergency home instruction via The Baltimore City Public Schools (City Schools) Home and Hospital Program, which provides appropriate educational services for students who have medical, physical and/or disciplinary challenges. Remediation and counseling services provide additional support that ensures student achievement despite absences. **The Chronic Health Impaired Program (CHIP)** is designed to provide supplementary instruction for students whose chronic illness interferes with regular school attendance and academic performance. Students with a chronic illness such as, but not limited to, asthma, cancer, sickle cell anemia, heart disease or diabetes are eligible for service. A Medical Application must be completed by the doctor each school year for continued service. CHIP teachers cover the same material taught by the regular classroom teacher on the days the student is absent. Students are marked present at CNH. Students have an opportunity to remain on par with classmates as a result of CHIP intervention. Contact the Principal if you believe your child may require CHIP services.

MEDICATIONS

If your child requires daily or intermittent medication (prescription or over-the-counter) during school hours, a Baltimore City Health Department "Request to Administer Medication in School" form must be completed and signed by both the parent/guardian and the ordering physician. A separate form is necessary for every medication your child needs. NO medication, prescription or over the counter, can be held or dispensed by the school without a signed physician's order. Students are not authorized to carry an inhaler or Epi-pen unless the physician has indicated this on the Medication Form. These forms are available in the Health Suite. Once the order is on file, please do not send in more than a one month's supply of medication at a time. Discontinued medications must be picked up by the parent or guardian immediately. Expired and discontinued medication or medication not picked up by the last day of school will be destroyed.

Medications the child needs on hand during school hours must be stored in the Health Suite (see above for Medication Administration Procedures). If your child is attending a field trip, the school nurse or health aide will prepare the medication and sign it out to a staff member for administration at the appropriate time. Children cannot carry or self medicate with over-the-counter drugs.

PHYSICAL CONDITIONS

If your child has a chronic condition such as asthma, headaches, seizures, or diabetes, please make sure this information is on file in the Health Suite. Include a list of medications the child takes regularly and any warning signs or emergency procedures.

RESTRICTIONS FROM ACTIVITIES

If your child needs to be restricted from certain activities, please provide the school nurse or health aide with a note from your child's physician describing the situation, the restrictions, and expected duration.

REPORTING SUSPECTED CHILD ABUSE

The Maryland Penal Code requires all "child care custodians" (teachers, teacher's assistants, the school nurse, coaches, administrators, and staff members) to report known or suspected incidents of child abuse. As required, any report of suspected abuse will be reported to a child protective services agency immediately.

GOOD EATS: Breakfast and Lunch at CNH

SCHOOL LUNCH PROGRAM

A monthly menu provided by BCPS will be distributed in the Monday Mailer and a link to the lunch menu is posted on the school website at www.cityneighborshamilton.org. Daily fare includes a hot or cold entree, 2-3 side items and 1/2 pint of milk. Children are offered these items and must take at least 3 items (entree sometimes counts as more than one food item).

Page | 33

If you pay for your child's lunch (as determined by the Free and Reduced Meals –FARMS— application, to be completed by each family at the beginning of the school year), lunch fees are as follows:

Full pay: \$ 2.25 per day or \$ 11.25 per week
Reduced: \$.40 per day or \$ 2.00 per week

You can pre-pay for school lunches as far in advance as you wish (cash only, please). To pre-pay your child's lunches, please see our Cafeteria Manager on school days between 7:45 AM and 2:00 PM.

If your child does not bring in money for a hot lunch, he/she will be served cold cereal with milk.

If you have any questions about your child's lunch status, please call BCPS Office of Food and Nutrition: 410-396-8763.

SCHOOL BREAKFAST PROGRAM

All CNH students are eligible for a free breakfast at school, as long as they arrive on time to be served. Breakfast begins at 7:45 AM and ends promptly at 8:00 AM. If you would like to take advantage of this program, please be sure your child arrives at 7:45 AM (no earlier). Children who arrive at school at 8 AM or after will not be provided breakfast. Children who arrive before 7:45 AM will not be admitted into the building and will not be supervised by school staff. Breakfasts are not served at school on days when BCPS have delayed opening for inclement weather or any other reason.

ODDS AND ENDS

ENROLLMENT AND TRANSFERS

Please check the school website at www.cityneighborshamilton.org or call the school office for current information on enrollment procedures and deadlines. Siblings of enrolled students have preference in the admissions process, **but must submit an application to be considered**. Please be sure to adhere to all deadlines in order to ensure sibling enrollment at CNH.

If you decide to permanently withdraw your child from CNH, please notify the school office in writing (an email is sufficient) so that we have time to prepare the necessary paperwork. Please provide us with your child's anticipated last day of attendance, name of the new school, and your new address and/or temporary contact information, if applicable.

LOST AND FOUND

Please mark your child's clothing, backpack, books, and lunch box with his/ her name. This helps to reduce the potential of lost items. A lost and found bin is located in the school cafeteria area. On the last day of every trimester, unclaimed items will be donated to a charity such as Goodwill.

LIBRARY GUIDELINES

Students at CNH are encouraged to use the school library frequently. In addition to class library and storytelling, children are invited to check-out books. Students should check-out only one book at a time, unless special arrangements are made with the librarian or teacher.

School library books are due for return or renewal one week after check-out. At the end of each trimester, parents will be notified of any overdue books. Families will be charged for the cost of replacing lost or damaged books. Help your child build a lifelong love of books and reading by using the CNH library frequently and responsibly.

LOST BOOKS/MATERIALS

If your child loses a school book or other school item, it is the family's responsibility to compensate the school for the lost item.

CELEBRATIONS*Birthdays*

Birthdays are special occasions for young children. Please check with your child's teacher before bringing a special snack to share with the class, so the teacher can plan accordingly. Because some students may have food allergies or dietary restrictions, please do not distribute snacks to students without the guidance of the teacher.

If you plan on distributing invitations to a celebration, please make sure that everyone receives an invitation. If you are planning to distribute invitations selectively, please do so outside of school grounds, i.e., via e-mail or snail mail.

Please consider donating a book to the CNH library in honor of your child's birthday. How it works: 1) A list of books is available each year for you to select to buy in honor of your child; 2) A special nameplate is placed on the inside cover of the library book acknowledging your child's birthday donation; 3) your child is the first person to check out the book. See the school librarian.

Holidays

While City Neighbors Hamilton encourages discussion of cultural and family traditions, we do not celebrate or sanction any specific holidays. Some classes may create or share in celebration activities, but each teacher makes these decisions independently. Consult with your child's teacher well in advance before making any plans or assumptions about celebrating holidays in the classroom.

ASBESTOS MANAGEMENT INFORMATION

Required by law in handbook

Date: August 2010
To: Parents, Teachers, and Employees
From: Philip Gasiorowski, Building Manager
RE: AVAILABILITY OF ASBESTOS MANAGEMENT PLAN

Page | 35

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in our Asbestos Management Plan. This plan contains information on our inspections, re-inspections, response actions and post-response actions activities, including periodic surveillance activities that are planned or are in progress.

You can review our Asbestos Management Plan at the School Office during normal business hours without cost or restriction.

If you have any questions about reviewing our Asbestos Management Plan, please contact:

Don L. Brock
Environmental Compliance
Room 407A
200 E. North Ave
Baltimore, Md 21202
dBrock@bcps.k12.md.us
443.642.4242
410.539.2416 fax

or

Fern Cruz
Principal
City Neighbors Hamilton
443-642-2052
fcruz@cityneighborshamilton.org



FAMILY PARTICIPATION GUIDE

“We chose to have a working team in the school, where collaboration and collegiality are seen as quality features of the school’s identity. The distribution of jobs, as well, is not only a functional choice but is devised so that every person, despite their different roles, can feel that they are included as an active participant in the realization of the experience.”

–Tiziana Filippini, Reggio Emilia, The Nature of Organizations.

Family Participation Guide

Table of Contents

1. How does it work?
 2. Let Your Voice Be Heard
 3. On-Site Volunteer Activities
 4. School Committees
 5. Off-site & After-Hours Activities
 6. In the Community
 7. Frequently Asked Questions
-

How Does It Work?

Welcome to City Neighbors Hamilton! One of the requirements for being a part of our school is to log in at least 40 hours of volunteer service. We know this isn't easy for some of you. But we have created this participation catalogue to help you meet this goal. We ask this of you because it is in our charter, because we believe in you, and because we know what it means to our children to have us all working together toward the success of CNH.

Blank volunteer log-in sheets are available in the Parent Room (school lobby) or can be downloaded from our website: www.cityneighborshamilton.org. You can file your hours in the file folders located in the Parent Room, broken down by grade. If you have more than one child attending CNH, your folder will be located in the grade of the oldest student.

It is your responsibility to log your hours! Please get in the habit of logging these hours, even beyond the 40-hour minimum. We keep stats on our success, and this is one measurement that means a lot to us.

If you go to log your hours and your form is missing, don't panic. Simply begin a new one. Occasionally, the Director of Accountability will collect the forms in order to track the hours so we know where everyone is in the process and to determine how we are doing, overall.

Let Your Voice Be Heard!

Parents have a strong voice at CNH, and there are many ways to use that voice in responsible and respectful ways. Participating on a board committee and fulfilling the obligation of volunteer service are some of the ways we take ownership of our school. There are many other times and places to have your voice heard. These include, but are not limited to, working with the Organized Parent Group (OPG), attending Board meetings, and attending parent workshops.

Our school is founded on the belief that our school is alive when parents and teachers work together and thinking creatively on meaningful projects. Our motto is: *Inspired to Create!* So, let's get to it!

On-site Volunteer Activities

All volunteers are required to sign-in at the school office. All volunteers who work with students in a situation where the students will otherwise be unsupervised by school staff, are required to get a background check before beginning their volunteer service at CNH. Please see the Principal for more information.

Some examples of on-site volunteer positions are as follows:

- **MORNING GREETERS (7:45 AM - 8:15 AM)**

Choose a day or days to greet students arriving by car or on foot. Assist them safely out of cars and direct them to the crossing guard. Note questionable behavior by students or drivers and report these to the Principal. It is important that greeters commit to a regular schedule so that all shifts are covered -- if possible, try to match up with other parents who can cover the times that you cannot. Please contact the Director of the Accountability, Jeff Elkins, if you have any questions about this position.

- **CLASSROOM ASSISTANTS**

Teachers have various needs for assistance. If you would like to help in a classroom, check with any teacher to make arrangements in advance for a time to volunteer. (This does not have to be your own child's teacher!) Some tasks might include:

- helping with ongoing project work
- taking chairs off of tables, sharpening pencils, laying out class projects, etc.
- assisting younger children to get coats, lunch boxes, etc., neatly into their cubbies

- **FIELD TRIP CHAPERONES**

Parents are needed to chaperone field trips. Chaperones help reduce student/teacher ratio on field trips and maximizes the value of learning exercises. As a chaperone you will be acting as an agent of CNH and are responsible for ensuring the supervision and safety of the students assigned to you. NOTE: Volunteer hours are counted at a maximum of 8 hours per day for overnight field trips.

- **CLASSROOM REPRESENTATIVES**

This is a special role for a very responsible parent in his/her child's classroom, and it is also a critical part of our school communication system. Every teacher needs two Classroom Representatives to assist with planning and coordinating classroom activities, projects, supply needs, field trips, etc. This job requires the ability to work closely with the teacher and the ability to spend time both in and out of the classroom. It also requires communicating with the teacher and helping to organize the parent volunteers for the class. The Classroom Representative is automatically a member of the Organized Parent Group and is required to regularly attend the Organized Parent Group meetings.

- The Classroom Representative will also serve as the liaison to the Director of The Organized Parent Group. In this capacity as liaison, the Classroom Representative will periodically receive important information about school-wide policies and events from the Director of The Organized Parent Group. The Classroom Representatives will help communicate this information with the other classroom families. This extra effort will be necessary to remind parents of important meetings and encourage attendance at those meetings.

Persons in this role should plan to give several weeks notice if they need to leave this position and, if possible, make every effort to help secure their replacement.

SPECIAL SKILLS VOLUNTEERS

CNH welcomes the skills of family and friends to bring diverse experiences to our students. You may have a special skill or talent (e.g. music, crafts, sewing, gardening, building, poetry, etc.), or even have access to materials that would enhance a particular area of study. Please discuss your ideas with the Principal and your child's teacher and see if there is a way for you to share your skill/talent to our classrooms.

BREAKFAST ASSISTANTS (7:45 AM-8 AM)

Volunteers are needed to assist with making sure each child has a meal, to monitor bathrooms, and to clean up after breakfast. You can choose to perform this task on a particular day or days of the week, or periodically with advanced notice. To volunteer as a Breakfast Assistant, please contact the Principal.

LUNCH ASSISTANTS (11:30 AM -12:45 PM)

Volunteers are needed to assist with making sure each child has a meal, to monitor bathrooms, and to clean up after lunch. You can choose to perform this task on a particular day or days of the week, or periodically with advanced notice. To volunteer as a Lunch Assistant, please contact the Principal.

RECESS ASSISTANTS (11:00 AM -12:15 PM)

Volunteers are needed to help staff supervise recess, usually out-of-doors. These parents will facilitate organized games, monitor free-play activities for safety, and report and assist with any injuries. To volunteer as a Recess Assistant, please contact the Principal.

MONDAY MAILER ASSISTANTS (1 PM – 3PM, MONDAYS, OR TUESDAY IF MONDAY IS A HOLIDAY)

Several parents are needed to help copy, organize, collate, and distribute Monday Mailers each Monday (Tuesday, if Monday is a holiday). This is a vital position to support school-parent communication and one that requires dependability and consistency. To volunteer as a Monday Mailer Assistant, please contact the Office Administrator.

LIBRARY ASSISTANTS

Volunteers are needed to collect, catalog, and organize books for the school library as well as to assist children in how to search for books on topics of interest. Those interested in this activity should check with the Principal.

RESOURCE ASSISTANTS

Volunteers are needed to work with our resource teachers. Please don't forget to offer your assistance to our music teacher, Atelierista, special educator, storyteller, and physical education instructor. If you are interested in assisting our resource teachers, you may contact them individually.

OPEN HOUSE SCHOOL TOUR GUIDES

Tour guides are needed during the four enrollment Open Houses held for prospective CNH families. These Open Houses occur during the months of January and February, two during the school day and two during the evening. Please see the Principal if you are interested.

ENRICHMENT CLUB FACILITATORS

We have an ongoing need for volunteers to sponsor special activities for all grades. We need talent and ideas for bringing enrichment into our program. Please contact the Principal if you have an idea or skill to offer, and look for updates in your Monday Mailer.

BUILDING COMMITTEE WORKERS (DATES AND TIMES TO BE ANNOUNCED)

All CNH parents, students, and their extended families are encouraged to participate in these workdays to keep our building and campus clean and beautiful. Volunteer hours accumulate for each person who participates, so this is a great way to accumulate hours quickly, as well as spend quality family time together. These workdays usually take place on Saturday mornings/early afternoons and include facility or furniture maintenance and repair, painting, moving, cleaning, and/or hauling. Consult the Monday Mailer for specific dates and times of workdays.

SCHOOL COMMITTEES

Every family of City Neighbors Hamilton is expected to join one of the many school committees. The committees are an opportunity to be a part of the ongoing creation of our school. Most committees meet in the evenings at CNH. Dates and times of committee meetings will be announced in the Monday Mailer. Please find a committee that feels right to you and be inspired to create!

Communications Committee

Chair: Dana Gasiorowski, dgasiorowski@cityneighborshamilton.org

The Communications Committee has the responsibility of keeping the Board meeting minutes of City Neighbors Hamilton, the archives, and overseeing the subcommittees of *The Spark*, the school website, and general communications.

The Spark, is a critical link in the quest to tell our story to the larger community. We need writers, photographers, reviewers, and assistants. The editorial staff compiles material submitted via e-mail or as hardcopy, then prepares the layout and prints the master.

Fundraising Committee

Chair: Sean Hannigan, shannigan@cityneighborshamilton.org

This committee assists in coordinating efforts to raise money to meet the school's commitment to providing a rich program for our students. The money raised is used for many of the programs that make CNH so inspirational to our students and teachers. For example, funds may be raised for planned school field trips all over Baltimore and the country, technology equipment and support, teaching supplies, athletics, and many other enrichment activities CNH provides, as well as professional development for our teachers.

Volunteers are needed for promotion, distribution, set-up, and sales at various fundraising events held at the school, around the neighborhood, and around the city.

Organized Parent Group

Chair: Kim Lane, klane@cityneighborshamilton.org

This committee is one of the many powerful avenues for parents to have a voice at CNH. Classroom Representatives are automatically on this committee, but all parents are welcome and encouraged to attend meetings. The OPG hosts events such as family educational workshops regarding our curriculum. We also assist other committees and participate in school functions, such as the Winter and Spring Art Celebrations.

Community Relations Committee

Chair: Tanya Jackson, tjackson@cityneighborshamilton.org

This committee works to build and strengthen our relationships with both the outside community and the internal school community through social events. The International Potluck Dinner is an example of one of our annual events. This year the committee will continue focusing on the rich cultural diversity at CNH and fostering relationships with our neighbors.

Building Committee

Chair: Hans Graf, hgraf@cityneighborshamilton.org

This committee participates in the planning and upkeep of the CNH facility and campus. Members assist and support the Principal in creating a well-maintained learning environment for students and teachers. Students are encouraged to participate and their hours count also. The Building Committee also assists the Board and faculty in planning for the future facility needs of the school, in expediting refurbishing or renovation projects, and in the monitoring of facility systems. This committee saves the school thousands of dollars through its efforts.

Advocacy Committee

Chair: Ekua Kendall, ekendall@cityneighborshamilton.org

This committee believes in taking a stand for children and advocates on behalf of City Neighbor Hamilton, on behalf of charter schools, and on behalf of all Baltimore City Public Schools. This committee will coordinate efforts with the Advocacy Committee of our sister school, City Neighbors Charter School.

Inclusion Committee

Chair: Ekua Kendall, ekendall@cityneighborshamilton.org

This committee meets several times a year with the Principal and inclusion staff to discuss any concerns with the inclusion process at City Neighbors Hamilton. The Committee serves as a liaison between the families of CNH and the CNH staff when dealing with any topics of inclusion. These would include, but are not limited to, concerns with IEP enforcement and strategies, students without IEPs who need additional help, dealing with the School Board, and interfacing with external children's advocacy groups. The committee also acts as a resource to the families of CNH for any information concerning inclusion. This committee helps ensure that we are meeting the needs of all children.

Diversity Committee,

Chair: Ekua Kendall, ekendall@cityneighborshamilton.org

The Diversity Committee seeks out resources and venues to facilitate meaningful interactions that both explicitly grapple with diversity in our school, community, and world, and provide opportunities for individuals to connect and grow with fellow CNH members. We review and recommend training resources for use in professional development. We also develop and implement an intervention structure to support individuals who feel less than valued because of their personal attributes. Our job is to proactively promote, support, and celebrate our rich diversity at CNH.

SPECIAL COMMITTEES

Because the following committee's require specific expertise and a high level of confidentiality, the committee members are appointed by the Board. **Please submit your name to the Committee Chair if you are interested in the participating on one of these committees.**

Governance Committee

Chair: Beth Bittenbender, bbittenbender@cityneighborshamilton.org

Maximum number of people: 7

This committee makes recommendations for the ongoing successful governance of the school, including reviewing policies and the school handbook. Governance oversees elections each year, hosts the Town Hall meeting, and conducts an ongoing review of the CNH by-laws. The Governance committee assesses the needs of the Board of Directors and is also charged with making suggestions for electing community board members.

Finance Committee

Chair: Maria Chavez, mchavez@cityneighborshamilton.org

Maximum number of people: 7

This committee is charged with the development and recommendation of the CNH annual budget. This is your opportunity to be part of the process to create and approve the budget.

Accountability Committee

Chair: Jeff Elkins, jelkins@cityneighborshamilton.org

Maximum number of people: 5

This committee facilitates the CNH Annual Accountability Plan with input from all involved parties. The Accountability Committee also ensures that the volunteer hour expectations are met by each family, as recommended by the CNH charter and handbook.

AD HOC COMMITTEES

From time to time, the Board of Directors may create a committee or task force to organize a specific one-time or exploratory project that may require special skills or connections in the broader world community. The formation of ad hoc committees will be announced in the Monday Mailer or in special communication from the Board.

OFF-SITE & AFTER-HOURS VOLUNTEER ACTIVITIES

CELEBRATIONS AND EVENTS

We love to celebrate at CNH. Attendance at every school-wide event counts toward your volunteer hours. Please watch for upcoming events in the Monday Mailers and see you there! (This does not include watching a basketball game, or camping trip overnights. Please check with the Director of Accountability if you are not sure if an event qualifies for volunteer hours.)

TASKS FROM HOME

There are a variety of jobs that can be done at home. If your schedule makes it difficult to fulfill your participatory obligations during school hours and you need some suggestions, talk to your committee chair, classroom representative, teachers, the Principal, and Board members about possible tasks you can perform from home. Please check with the Director of Accountability, Jeff Elkins, for more information. jelkins@cityneighborshamilton.org

IN THE COMMUNITY

CNH has a commitment to serving the community. We value what a strong community means to our children, school, homes, and lives. The following are a few examples of how service in the community counts toward your volunteer hours:

Community Association Meetings

Attendance at the Hamilton Community Association meetings counts toward volunteer hours. CNH is located within the Hamilton Community Association boundaries. They meet at our school regularly. If you have any questions, please contact neighborhood association representative, Miss Kathleen Walsh at kjwalsh_1949@yahoo.com.

Parent Advocacy

Parental advocacy on behalf of City Neighbors children or on behalf of children in Baltimore City is an activity that the Board of CNH supports. There may be times that hearings will be held by the Baltimore City School Board or at the State House in Annapolis regarding policies/bills that have a direct affect on education. Parents will be supported if they have a desire to attend these legislative hearings, make testimonials regarding new or additional charter/public school policies/legislation that impact the children of Baltimore City. Parents that participate in such activities can count them toward their volunteer participation hours. Please contact Ekea Kendall at ekendall@cityneighborshamilton.org

Citizens on Patrol

Citizens on Patrol (COP) is a consistently visible outward sign from the neighborhood that the community will not accept criminal behavior. COPs can help prevent street robberies, open air narcotics trafficking and auto theft. By participating with Citizens on Patrol you will help to keep our streets safe by patrolling during one of the shifts available. Training is offered. If you are interested in participating with this very important program please contact the Executive Director of HARBEL, Mike Hilliard at 410-444-2100, ext. 1013 or by e-mail at harbel.necop@juno.com.

Herring Run Watershed Association

Our school is located within the Herring Run Watershed. What does that mean? It means that the land we live on drains into a stream that then flows into the Herring Run River, which ultimately makes its way to the Chesapeake Bay. Reducing harmful pollutants and runoff from our watershed helps to make the Chesapeake Bay healthier for our generation and future generations. If you participate in any of the many volunteer activities held year round with the Herring Run Watershed Association (HRWA), you can count that participation toward your volunteer hours. You can volunteer by contacting the Streams Program Director at HRWA at 410-254-1577.

Community Cleanups

Community cleanups can be counted toward volunteer hours. There are usually several clean-ups each year organized by local community associations and the City of Baltimore. Look for information in your Monday Mailer, or contact your local community association for information.

OTHER IDEAS?

We know we haven't thought of everything. If you know of an opportunity that you believe would be appropriate for fulfilling your volunteer hours, please contact the Director of Accountability for approval at jelkins@cityneighborshamilton.org.

FREQUENTLY ASKED QUESTIONS

How do I keep track of my hours?

Record your hours on the log sheets provided in the Parent Room (school lobby) or downloaded from the school website: www.cityneighborshamilton.org. It is your responsibility to then make sure they are accurate and placed in the file folders (by eldest child's last name) in the Parent Room.

How will I know how many hours I have logged in?

Reports will be distributed to families each trimester so they can see how far they've come and how far they need to go to reach their 40-hour goal. You can always check in with Director of Accountability, Jeff Elkins for a current update as well: jelkins@cityneighborshamilton.org

What if I am worried about meeting my hours?

We are creative here at CNH! We will help you find a way. Please begin by talking to Jeff Elkins, your Director of Accountability: jelkins@cityneighborshamilton.org

Could you show me an example of how I might meet my hours?

There are many way to fulfill CNH hours. Here is an example of a yearly schedule that would lead to the fulfillment of the hourly expectation:

Attending Back-to-School Night	2 HRS
Attending Spring Arts Celebration	3 HRS
Work Day participation	4 HRS
Attending Board Meeting	2 HRS
Community Clean Up	3 HRS
Help set up fundraising event	2 HRS
Field Trip Chaperone	4 HRS
Attending Monthly Committee Meeting, (2 hours per month X 10 months)	20 HRS
Total Volunteer Hours	40 HRS

KEEPING TRACK OF VOLUNTEER HOURS
(for your personal use)

My Committee is: _____

Date	Hours	Notes	Total Hours
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			

2010-2011 CNH CALENDAR: THE YEAR AT A GLANCE

August	M	23	Kindergarten Orientation, 6:30 – 8 PM
	Th	26	Meet the Teachers: Drop in classrooms anytime between 11 and 2
	M	30	First Day of School
September	M	6	NO SCHOOL – Labor Day
	T	14	NO SCHOOL- Election Day
	Th	16	Back to School Night, 6 – 8 PM
October	W	13	1 st Trimester Progress Reports Issued
	Th	14	NO SCHOOL - Staff Professional Development Day
	F	15	NO SCHOOL - Staff Professional Development Day
November	T	2	NO SCHOOL – Election Day
	F	12	One World Community Day
	W	24	1 st Trimester Ends
	Th	25	NO SCHOOL - Thanksgiving
	F	26	NO SCHOOL - Thanksgiving
December	W - F	8 - 10	Early Release Days (1:00 PM) – Parent-Teacher Conferences/ Report Cards Issued to Parents
	F	17	Winter Creative Arts Festival
	Th	23	Early Release Day (1:00 PM)
	F	24	NO SCHOOL - Winter Break Begins
January	M	3	School Resumes
	M	17	NO SCHOOL - Dr. M. L. King, Jr./ National Volunteer Service Day
	M	24	NO SCHOOL – Professional Development
	T	25	NO SCHOOL – Professional Development
	F	28	2 nd Trimester Progress Reports Issued
February	Th	17	Hamilton Coffee House, 6:30 – 8 PM
	M	21	NO SCHOOL – Presidents’ Day
March	F	4	2 nd Trimester Ends
	Various	7 – 18	MSA Testing (Grade 3)
	T	15	City Neighbors Founders Day
	W - F	23 - 25	Early Release Days (1:00 PM) – Parent-Teacher Conferences/ Report Cards Issued to Parents
April	M - F	4 - 8	Stanford Achievement Test (Grade 2)
	M	18	NO SCHOOL – Spring Break Begins
	T	26	School Resumes
	F	29	3 rd Trimester Progress Reports Issued
May	Th	5	SerendiPOETRY! 6:30 PM
	S	7	Spring Fling!
	F	13	NO SCHOOL- Professional Development
	Th	19	Spring Creative Arts Festival/CNH Governance Board Elections
	M	30	NO SCHOOL – Memorial Day
June	T - Th	7 - 9	Early Release Days (1:00 PM) – Parent-Teacher Conferences/ Report Cards Issued to Parents
	F	10	Early Release Day (1:00 PM) – Last Day of School

FULL-TIME STAFF CONTACT INFORMATION

Principal: Fern Cruz
fcruz@cityneighborshamilton.org

Page | 47

Office Administrator: Stephanie King
sking@cityneighborshamilton.org

Kindergarten Teacher: Jeany Baines
jbaines@cityneighborshamilton.org

Kindergarten Assistant: Karin Waters
kwaters@cityneighborshamilton.org

First Grade Teacher: Emily Mader
emader@cityneighborshamilton.org

First Grade Assistant: Roberta Harden
krharden@cityneighborshamilton.org

Second Grade Teacher: Charisse Smiley
csmiley@cityneighborshamilton.org

Second Grade Assistant: Marilyn Mullen
mmullen@cityneighborshamilton.org

Third Grade Teacher: Peter Redgrave
predgrave@cityneighborshamilton.org

Third Grade Assistant: Tamara Tyrell
ttyrell@cityneighborshamilton.org

Fourth Grade Teacher: Tara McGarvey
tmcgarvey@cityneighborshamilton.org

Atelierista: Marnee Keith
mkeith@cityneighborshamilton.org

Special Educator: Carmencita Inola
cinola@cityneighborshamilton.org

