



FAMILY HANDBOOK

Charles Armstrong School
2011-2012 School Year

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**CHARLES ARMSTRONG SCHOOL
1405 SOLANA DR.
BELMONT, CA 94002**

SCHOOL PHONES

Main school phone: (650) 592-7570
Fax (650) 591-3114
Student Absent Line: (650) 592-7570 x 400

SCHOOL WEBSITE

School website: www.charlesarmstrong.org

EMAILS

School Employees: First initial last name; i.e.; rluke@charlesarmstrong.org
Parent e group: armstrongparents@yahoogroups.com

School Hours:

Offices 7:30 A.M. – 4:00 P.M.
Before school: 7:30 A.M. Before School Care in Community Center/Library
First Bell 8:10 AM. Students are allowed on campus in supervised areas after 7:45 A.M.
Grades 1-5 8:15 A.M. - 3:00 P.M.
Grades 6-8 8:15 A.M. – 3:15 P.M.
MINIMUM DAYS: Every Tuesday 12:45 Dismissal Lower School; 1:00 P.M. Dismissal Middle School

Parking: Parents may park in the designated visitor's spaces (spots 65-70) in the lower parking lot (where morning drop off takes place) or on the upper blacktop in the back of the school (where you pick up your children). **THERE IS NO PARKING ON THE STREET OR IN THE UPPER LOT OFF SOLANA DR.**

MISSION STATEMENT AND ABOUT CAS

MISSION

Charles Armstrong School serves high potential students with language-based learning differences, such as dyslexia, empowering them to thrive as learners in school and life.

PHILOSOPHY

All kids can learn.
All kids learn differently.
All kids must learn to use their minds well.

VISION

CAS is recognized as the premier school for LD students because all students learn the skills and strategies to thrive in school and life. CAS has the most sought after professional development program for LD teachers. CAS Way curriculum materials and best practices are acknowledged as highly effective for all students in both public and private schools.

CORE VALUES

Teamwork & Collaboration
Academic Excellence
Commitment to our Mission
Respect
Responsibility & Accountability

ABOUT CHARLES ARMSTRONG SCHOOL

In 1960, a group of concerned Bay Area parents first gathered to discuss a puzzling phenomenon – the fact that their intelligent, motivated, and healthy children were unable to learn how to read. These concerned parents brought the plight of children with dyslexia to the attention of the Charles Armstrong Foundation, a foundation established in memory of Dr. Charles Armstrong, founder of the Menlo Medical Clinic. The directors of The Armstrong Foundation were impressed by the importance and prevalence of the problem, and formed a committee led by director Wilbur E. Mattison, Jr., M.D., a colleague of Dr. Armstrong's at

the Menlo Medical Clinic, to survey the needs of Bay Area children with “specific language disability.” It is thanks to Dr. Wilbur Mattison, The Armstrong Memorial Foundation, and the tireless group of dedicated parents, that CAS was born. Dr. Mattison, who is a familiar face to many around the School, was Chairman of the CAS Board of Trustees and served as its President for over 28 years. He has been instrumental in the school’s evolution from its beginnings in a small home in Menlo Park in 1968, to its current location in Belmont, and its reputation as a nationally recognized school for the dyslexic learner. Today Charles Armstrong School educates over 240 children in grades one through eight from Marin, San Francisco, Alameda, San Mateo and Santa Clara counties.

Charles Armstrong School does not discriminate on the basis of race, religion, sexual orientation or national origin in the administration of its educational policies, admission policies, scholarship loan programs, athletic and other school administered programs. Charles Armstrong School is a WASC Accredited School.

Charles Armstrong School, in the ongoing process of creating and sustaining an equitable and just community, adheres to the following *Principles of Good Practice* as established by the National Association of Independent Schools (NAIS):

- To respect, affirm and defend the dignity and worth of each member of the school community;
- To lay the groundwork for our school's commitment to equity and justice in our Mission Statement;
- To establish, publish, implement and monitor policies that promote equity and justice in the life of the school;
- To support the ongoing education of the board, parents and all school personnel;
- To ensure a bias-free environment by addressing issues of equity and justice in pedagogy, assessment, curriculum and programs;
- To value each and every child, recognizing and teaching to the varied learning styles, abilities and life experiences;
- To use inclusive, bias-free language in written and oral communication;
- To distribute resources equitably;
- To adhere to local, state and federal laws and regulations which promote equity;
- To provide appropriate opportunities for leadership and participation in decision making to all members of the school community;
- To engage parents as partners in the process of creating an equitable and just community;
- To develop in our students, a sense of responsibility for equity and justice in the broader community

POLICIES AND PROCEDURES

ARRIVAL AND DEPARTURE

Arrival: School starts promptly at 8:15 A.M. for all grades. First bell rings at 8:10 A.M. for students to go to classrooms. Students not in place at 8:15 are tardy and should report to Student Services for a tardy slip before going to class.

Students are to be dropped-off or picked-up at the lower deck area only (never on Chula Vista or any other nearby street).

Students are not to exit private vehicles at the curb in front of the school or in the upper parking lot.

Students will not be permitted to walk to the front of the school to meet carpool drivers.

Students who arrive prior to 7:45 A.M. must go to Before School Care located in the Community Center/Library.

Departure: All students should be picked up immediately at dismissal time unless involved in school activities or supervised by an adult. Students staying for After School Care or school activities should go to the Community Center/Library.

ATTENDANCE FOR GRADES 1-8

Absences:

Please call the school, 650-592-7570 ext. 400, by 9:00 A.M. each day your child is absent. State your child's name, classroom number, and reason for absence. If parents have not notified the school of the absence, a call will be placed daily to the parents to determine why the student is not in school.

The following absences will be excused absences:

1. illness
2. medical, dental or optometric appointments
3. shadow and interview days
4. attending funeral services of an immediate family member
5. religious holiday

Illnesses up to three days may be verified by the parent. Illnesses of longer duration or that are chronic and cause the student to miss a few days each week or month will require a doctor's note.

Excessive Absences & Tardies:

Because of the school's commitment to quality education, we are concerned when a student misses school for any reason. Consistency and predictability is extremely important for students with Learning Differences. Therefore, excessive excused absences and tardies may increase the chances for student anxiety which in turn adversely affects student outcomes.

Excessive absence from school tardiness is defined as ten or more days absent (excused or unexcused) and/or ten or more tardies.

1. At ten days absent and/or ten tardies, parents will receive a letter indicating the total days absent and the total number of tardies recorded. The School will then confer with the parents to determine the circumstances surrounding the absences and/or tardies and to determine if further action is necessary.
2. At 15 days absent and/or 15 tardies, parents will receive a second letter indicating the total days absent and the total number of tardies recorded. The parent and/or guardian must submit a written statement explaining the reason for the absences and/or tardies.
3. If absences or tardies continues to be a problem, a meeting with the Head of School will be necessary.

Attendance codes in PowerSchool:

- D – Doctor’s Appointment
- A – Illness
- F – Funeral
- S – Shadowing
- U – Testing or Tutoring
- V – Family Vacation
- I – In-house suspension
- X – At-home suspension
- T- Tardy

Appointments: If a student arrives late due to an appointment, he/she must sign in at Student Services and receive a *Tardy Slip* which should be given to classroom teacher. Parents do not need to go with the student. Medical, dental or other appointments should be scheduled during hours which do not infringe upon school time. However, if a student must leave the campus for an appointment during the school day, parents must go to Student Services to sign out the student. Student will either be sent to the office or parent (with a *Visitor’s Pass*) will go to classroom to get the student. If student needs to wait for parent to arrive, he/she must be in Student Services where there is supervision. Upon return, the student should also report to Student Services to sign in before returning to class. Parents should write a note or send an email to the teachers, or leave a voice mail before school the day of the appointment so that staff members can be notified in advance.

Tardy: If your child arrives late to school, he/she must report to Student Services to obtain a *Tardy Slip* before going to class. Parents do not need to go with the student to Student Services. It is important for students to arrive on time. When children are not punctual, it is disruptive for the child, the teachers and the rest of the class. Excessive tardiness may adversely impact their academic record. Students who are not with their class by 8:15 A.M. will be marked tardy.

BEFORE & AFTER SCHOOL CARE

CAS provides care for students before and after school for a service fee. Information and rates are published in the 2010 - 2011 Morning & After-school Care brochure. Student drop-in is allowed.

Before School Care	7:30 A.M. – 7:45 A.M.
After School Care	3:00 P.M. – 5:30 P.M.
Tuesdays	12:45 P.M. – 5:30 P.M.

BICYCLES, SCOOTERS, SKATEBOARDS AND IN-LINE SKATES

Safety: California State law requires that helmets must be worn by bicyclists under the age of 18. Helmets and safety pads are also required for scooters, skaters and skateboarders.

Rules: No one may ride or skate on campus during, before and after school. Bicycles must be locked securely in the bike racks while at school. Skates, scooters and skateboards must be stored in lockers or in Student Services before going to class. Shoes with built-in wheels must have the wheels retracted.

BUS TRANSPORTATION FOR FIELD TRIPS

School buses are allowed on campus, but because of the disruption they cause in the neighborhood, CAS agreed with the Belmont City Council that we would not allow school buses on campus earlier than 8:45am and no later than 4:00pm. In addition, buses are not allowed to idle their engines while on campus. CAS also agreed to try to reduce the number of buses used for field trips during the hours they are allowed on campus by replacing them with small buses or parent drivers.

For any field trips that require a bus prior to 8:45am, student drop-off will take place off campus at the north parking lot of the Belmont train station along El Camino Real. For any field trips that require buses to return students to campus after 4:00pm, student pick-up will take place off campus at the north parking lot of the Belmont train station along El Camino Real.

CAMPUS SAFETY

Safety and security is everyone's responsibility. Faculty and staff are requested to report violations promptly to an administrator. Appropriate action may be the means of averting a disaster. All visitors on campus are to register at Student Services and receive a visitor's badge.

Parents may never use cell phones for any reason while driving on the CAS campus.

In the event of an unauthorized person or vehicle on campus, the Belmont Police Department will be notified with appropriate information. Staff members will not attempt to apprehend person because of the possibility of injury. Staff members will try to obtain a positive description, the direction of travel and means of transportation used.

CHEWING GUM

Students are allowed to chew gum ONLY in classrooms and WITH Teacher approval. CAS recognizes that chewing gum can aid certain students in the areas of concentration and behavior. Students MAY NOT chew gum outside of class. Students who repeatedly chew gum outside of class may be given a Referral and assigned cleanup duty (community service).

CHILD ABUSE REPORTING

Section 11166.5 of the California Penal Code requires that any child care custodial, medical practitioner, non-medical practitioner or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare a written report thereof within 36 hours of receiving the information concerning the incident.

Teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private schools are considered to be childcare custodians. (*See Appendix D, Reporting Suspected Child Abuse, Appendix E, Reporting Suspected Drug Abuse*)

COMMUNICATION

Class Websites: All classes will have websites containing valuable information for students and parents regarding classroom learning and activities. These websites are an important information tool for parents and should be reviewed by parents regularly.

Family Handbook: This book serves as a guide to the policies, procedures, activities and resources available at Charles Armstrong School. It is distributed to all families each fall and is meant to be a reference tool. Please refer to it before calling Student Services with a procedural question.

Parent Absences: When parents leave on vacation or business without their children, they should give the school a note or email message indicating their date of absences and the name of the persons responsible for their children during their absence. Please e-mail teachers and Student Services with the information.

Parent Concerns: Concerns raised by parents or guardians involving their child's classroom experience should be resolved as quickly as possible. Parents/guardians are urged to discuss their concerns directly with the teacher when the concern surfaces. For Middle School students, if the concerns are not resolved at this level, the parent/guardian should then discuss the matter with the Director of the Middle School. For Lower School students, if the concerns are not resolved at this level, the parent/guardian should then discuss the matter with the Head of School. Other concerns may be discussed with the school counselor. Please remember that if parents have general concerns regarding classroom activities, or a school matter, the first and best source of information is the classroom teachers. Please don't hesitate to contact one of them by either email or voice mail.

School Directory: The school directory or roster (CAS Connection) is compiled each fall. It is distributed to all families and additional copies can be obtained at Student Services. Please do not share the information contained in this directory to non CAS organizations or people.

Weekly Bulletin: The CAS Weekly Bulletin is published on the school website (www.charlesarmstrong.org) on Friday afternoons as well as the link to the website and a reminder is emailed to parents by classroom group email list. Announcements of all special events, school news and meetings are in this bulletin. Please check the website weekly for important school information. Also, always check the website Calendar for correct dates of events.

CORPORAL PUNISHMENT

Charles Armstrong School has a no corporal punishment policy. No individual employed by the school shall inflict, or cause to be inflicted corporal punishment upon a student. Corporal punishment is defined as in California Educ. SS 4900, 4901 which forbids corporal punishment in public schools. For purposes of this ban "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged the school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

DISCIPLINE POLICY & BEHAVIOR MANAGEMENT

The purpose of the Behavior Management and Discipline policies is to encourage and create a safe and successful learning environment, and to provide positive reinforcement of expected, appropriate behaviors. Building student Resiliency is an essential goal of the classroom Behavior Management program.

Though few of our students become subject to the school's discipline policy, we feel that it is important to have a clear procedure for correcting a student's inappropriate behavior. Our goal in administering the discipline and referral system is to create a safe and orderly environment that is conducive to learning for our entire student body. (*See Appendices F-G-H*)

EMERGENCY PLANS

In case of a disaster such as a major earthquake or prolonged power outage, children will be supervised at the school site until a parent or emergency contact person picks up the child. Earthquake and fire disaster drills are held throughout the year and the children are familiarized with all emergency procedures. First aid and emergency supplies are stored on campus in case of an emergency. (*See Appendix K*)

Emergency Information Changes and Additions: Parents should notify Student Services whenever there is a change in information regarding a CAS student. Changes in home, cell or work phone numbers, address, email address, marital status or health information should be reported as quickly as possible.

Emergency Notification System

When emergencies arise, quick and easy communication is essential. Our emergency notification system allows us to contact all of our parents within 5 minutes **via text message**. In order to ensure communication, we ask that each family submit **two emergency contact cell phone numbers**.

In case of emergency, the message will give you directions on how the school is handling the situation.

Please carefully follow the directions. Although your first impulse may be to come to the school to pick up your child, it may not be the safest thing for your child or yourself. The School has a Crisis Plan in place for the safety of the children and staff.

END OF YEAR PARTIES – LIFEGUARDS AT POOLS

It is the responsibility of the parents that are hosting the party to provide a certified lifeguard for the event. Faculty can not be responsible for the safety of students in a swimming pool. The recommended student lifeguard ratio is 18:1.

FIELD TRIPS/OUTDOOR ED

Chaperones: Only parents designated by the Room Parent and Homeroom teachers are chaperones and may attend a school field trip. Parents may not unilaterally decide to attend a Field Trip.

Dress: The school uniform is required to be worn on field trips. Exceptions are overnight or day trips with activities that would soil the uniform.

Outdoor Ed: Grades 5-8 each have an Outdoor Ed field trip during the school year. It is part of our curriculum and all students are expected to attend. If it is determined by either the school or parents that a student should not attend the trip, the student should stay at home and his/her attendance will be marked “absent”. There will be no on-campus supervision opportunities for these students. School will not provide lesson plans or supplementary educational materials for students who are not attending Outdoor Education.

Permissions Slips: Field trips are a regular part of our school year activities. A permission slip will be sent home prior to each outing. **PLEASE RETURN THE SLIP PROMPTLY. YOUR CHILD WILL NOT BE PERMITTED TO PARTICIPATE WITHOUT THE SIGNED SLIP.**

Siblings: Our field trips are only for CAS students. Parent drivers/chaperones are asked not to bring additional children other than a sibling who is not yet school age. When parents serve as chaperones they will be responsible for a number of students.

Transportation: Parents are asked to provide transportation for most local field trips. The transportation is arranged through the Class Parents. Drivers must have a DRIVER LIABILITY FORM on file in Student Services. A driver must have a valid driver’s license and proper insurance coverage. A seat belt must be used by each passenger. Children under the age of 13 are not allowed to sit in the front seat if the car is equipped with a passenger air bag. Children under 60 pounds or 6 years or younger must be in a booster seat. (*See Appendix L, Adults Traveling with Students*)

GUESTS ON CAMPUS

Non-CAS student guests on campus must be pre-approved by the Head of School or Director of the Middle School at least one day prior to visit. Guests should contact Student Services (ext.204 or ext.208) to request approval. Authorized classroom visitors will sign-in at Student Services and receive a *Visitor's Pass*. Former students wishing to visit middle school teachers or classrooms may visit **only** during lunch and lunch recess.

HEALTH/MEDICAL EMERGENCIES

Communicable Diseases: Please report all communicable diseases to teachers and Student Services (strep throat, "pink eye", measles, chicken pox, etc.) Also report any case of head lice as quickly as possible. Notification will be sent home via email if a classmate comes down with a communicable disease.

Emergency Forms: It is important that Student Services has a current signed emergency form for every child. If any phone numbers change, contact persons change, or if any other vital information is no longer current, please notify Student Services immediately.

Illness or Injuries at School: Student Services is equipped to handle all minor ailments and injuries. Parents will be notified and asked to come for the child if the student exhibits any of the following: temperature above normal, nausea or vomiting, severe headache, evidence of a communicable disease, lice, or complaints from the child feeling ill when the child was home the day before or felt ill before coming to school.

If the child has had fever over 100F, vomiting or diarrhea within the past 24 hours, do not send them to school.

In the event of a medical emergency, the following procedure is followed:

- Student Services is notified.
- Parents are notified. If they are not available, the person listed as an emergency contact is notified.
- If no emergency contact can be located and the child needs further emergency care, 911 will be called.

Immunizations: All children entering school must submit current immunization records. If entering 1st grade, they must have a physical exam no earlier than 18 months prior to entering. (*See Appendix M, Student Immunization Requirements*)

Lice: All students with suspected cases of head lice will be sent home for treatment. All students must be free of nits before returning to school. Students who have head lice or nits will not be allowed back in class until properly treatment has occurred. (*See Appendix O, Recommendations for the Control of Head Lice*)

Medication Policy: Student Services will assist all students who require medication at school. The only pain medication administered is Tylenol and dosage is to be completed on emergency forms and signed by parent. All other pain medication must be supplied by parents and stored in Student Services. Students may never keep medication on their person or in backpacks while on campus. *(See Appendix N, Student Medication/Prescriptions)*

LOCKERS - STUDENTS

Lockers are CAS property and on loan to students. CAS teachers and staff reserve the right to search lockers at any time.

LOST & FOUND

Please be sure that all removable clothing, lunchboxes and backpacks are marked with the child's name. There is a lost and found collection box next to the PE offices by the drop off area. All students are urged to check regularly for missing items. A parent volunteer regularly goes through the collection box and returns items that can be identified. If unable to determine ownership, the items will be washed and donated to the Uniform Bank or to charity. Small lost items such as jewelry is taken to Student Services.

LUNCHES

Students are encouraged to bring nutritious snacks and lunches to school. Lunches should be labeled with name and room number. All snacks and lunches should be low in sugar and nutritious. Sports drinks are generally very high in sugar content and should not be sent to school. ALL "energy drinks" that are high in sugar and caffeine will not be allowed in school. Students are encouraged to have no-waste lunches. Charles Armstrong School promotes waste separation into recycling, composting and trash. Please use reusable or compostible containers and bags.

Hot Lunch Program: Charles Armstrong has a hot lunch program provided by Nob Hill Catering. *The LunchMaster* school lunch program provides a secure, fast and easy-to-use online ordering system that allows parents to view their school lunch menu, order, prepay and manage student lunches on the web. Information on this program is mailed to parents prior to start of school.

PARENT PROGRAM

The Charles Armstrong Parent School Organization (CAPSO) serves as the parent/school organization for CAS. The president or co-presidents of the organization are members of the board of trustees during their term of office. *(See Appendix P, Parent Program).*

PARTY INVITATIONS

When your child invites some of his/her classmates to a private birthday or other party, please do not distribute the invitation at school unless the whole class is invited. Mailed invitations or telephone calls prevent hurt feelings for both children and parents.

When planning to bring class treats for birthdays, etc., always check first with the teachers for the best time, and inquire about food allergies in the classroom.

SCHOOL PICTURES

Class, individual school and panoramic pictures are taken in the fall. Pictures dates are on the school calendar on the website as well as on the calendar sent in the fall mailing. Order forms will be sent home with students prior to picture dates.

SMOKE FREE CAMPUS

CAS is a smoke-free campus. This policy applies to students, faculty, staff and campus visitors. The intent of our policy is to protect our students, faculty and staff from second-hand smoke, and to discourage our young people from using tobacco products until they are mature and capable of making an informed decision about their health and the health of the people around them.

TELEPHONE

Messages for students may be emailed or phoned-in to Student Services. In consideration of the learning environment of our classrooms, messages may not be phoned or delivered directly to a classroom by anyone other than CAS staff members. Be aware that a message called into school close to dismissal time may not get delivered to the classroom in time. Please be considerate of the Student Services staff members and ask them to deliver only those messages that are urgent. Students are never left unattended and when parents are late arriving for pick up the student is taken to After School Care.

Students are not permitted to use the office or classroom telephones for personal calls, except when absolutely necessary and with permission of the teacher. In case of emergency, the CAS staff will contact the parents, who may then speak to their child. Students are not allowed to use cell phones on campus until after 3:30 pm. If cell phones are confiscated by teachers it will be necessary for the parents to pick them up from Student Services.

Please make sure that your child has all necessary information regarding regular and after-school activities, transportation, homework assignments before they arrive at school. **If a parent is late picking up students at end of day, the students will be sent to After School Care until transportation arrives, and parents will be billed at the drop in rate.** Students are never left unattended.

TRANSPORTATION TO & FROM SCHOOL

Student transportation is a parental responsibility. Parents interested in forming carpools (prior to the start of school) can use the draft Student Carpool Roster available during the summer.

Students are to be dropped-off or picked-up at the lower deck area only (never on Chula Vista or any other nearby street).

Students are not to exit private vehicles at the curb in front of the school or in the upper parking lot.

Students will not be permitted to walk to the front of the school to meet carpool drivers.

Parents are required annually to sign a Parent Traffic Agreement form (*see Appendix Q*) which documents their agreement to traffic guidelines/restrictions. Parents will notify the school in writing of any change in the student's regular means of transportation. Without written parental consent, student will be required to go home via his or her regular transportation. (Emergency situations are the exception, at which time the information may be called into the office)

Students arriving on campus before 7:45 A.M. and-or departing after normal dismissal hours, will be required to report to the Community Center/Library which will provide adult supervision before and after school.

UNIFORMS

Charles Armstrong requires all students to wear school uniforms. (*See Appendix C, Student Uniform Policy*)

Free Dress Days: On free dress days, students must wear clothing that is reasonable and appropriate for an academic day. Clothing with topics or logos inappropriate for a school setting should not be worn. No pajamas may be worn. Short skirts, short shorts, cropped tops, tank tops, low-cut, or spaghetti strap shirts are examples of inappropriate free dress clothing.

THE CHARLES ARMSTRONG SCHOOL PROGRAM

The Charles Armstrong School Program provides a balanced and appropriate educational experience that will sustain the child for life. Our critical goal is for our students to transition successfully to the next life experience fully prepared with the capabilities to thrive.

The Charles Armstrong School Program consists of two main parts:

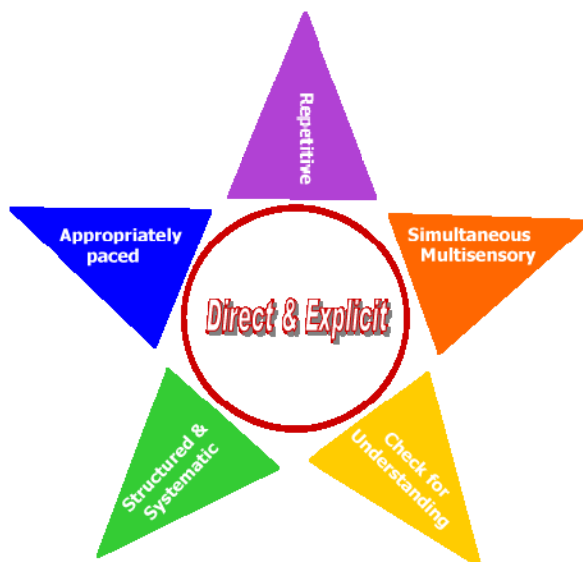
- **What We Teach**
 - The Four Essential Program Components for Developing Thriving Learners
- **How We Teach**
 - The Six Essential Components of the CAS Methodology for Developing Thriving Learners

What We Teach The Four Essential Program Components



Note: The amount of time spent on any part of the four components depends on the students' challenges and strengths.

How We Teach The Six Essential Components of the CAS Methodology



STUDENT PLACEMENT POLICY

Before school begins, the faculty and administrators meet to discuss appropriate classroom placement for each child. Every attempt is made to honor parent suggestions or requests, however the school must make the final choice so that the needs of all students are considered. The following is considered before placement is determined:

- Academics – strengths and challenges. Middle School looks closely at Math ability because Math groups are Homeroom-based. Each Middle School Homeroom is broken into three groups for small group Math instruction, so small group balancing must occur when Homerooms are formed. In contrast, Math groups are formed across grade levels in the Lower School, after school has started.
- Maturity
- Social skills
- Interests
- Group balance with gender
- Social dynamics of the group
- Parent written requests/suggestions
- Teacher/student relationship

SUMMER ACADEMIC REQUIREMENTS

CAS has specific summer school requirements for all continuum students. A completed Summer Program Verification Form will be due on the 1st day of school.

Each child is required to sign up for an academic summer program. It can be either Option I or II.

- Option I – attending the Summer School program at CAS.
- Option II – at least 30 hours of academic tutoring.
- All continuing CAS students must complete the summer reading, Language and Math assignments given by the child's teachers.

SUMMER SCHOOL

CAS Summer School program is offered to current students and is required for prospective students as part of the admissions process. Prospective students are also required to attend CAS Camp. Summer Session is 4 weeks in length and daily attendance is from 8:30 am to 12:30 pm. CAS Camp runs from 12:30 pm to 4:00 pm. It has been our repeated experience that returning students who attend summer school are better prepared to resume progress in September than those who do not attend.

REPORTING STUDENT PROGRESS

Student growth is measured in each of the CAS Four Program Components: 1) Academic Concepts & Skills; 2) Learning Skills & Strategies; 3) Resiliency, and 4) Gifts & Talents. Our goal is to prepare students to successfully transition out of CAS to general education (with appropriate support). In order to do this, we have implemented an assessment cycle that informs student progress throughout the year. That cycle includes:

- **August:** Teachers review the student files and analyze quantitative and qualitative data for each student in their class. Time is allocated for teachers to meet with the previous year's teachers to discuss the students.
- **September:** Teachers have the opportunity to collaborate with parents during the September Parent Conference. Parents have an opportunity to express their concerns and desired goals. Teachers briefly review the Area of Focus (A of F) established by the prior year's teacher. For students without an established A of F, this is a time for teachers and parents to collaborate and discuss desired goals. If Transition is planned for the student in the following year, parents and teachers discuss readiness for Transition, and ensure that parents and students are preparing for Transition (following up with schools to which students have applied, shadowing school visits, etc)
- **September-May:** Teachers monitor student progress and administer **Informal Assessments** to measure growth in reading fluency, reading comprehension, writing and math. These Informal Assessments provide teachers with the information they need to adjust instruction based on the students' needs.
- **September-June:** Report Cards for grades 5-8 provided quarterly
- **January & June:** Report Cards for grades 1-4 are provided twice yearly, in January and June.
- **January-February:** A mid-year Parent Conference is in January or February. During this conference, teachers share the **Areas of Focus** and evidence of progress: results of Informal Assessments and evidence of work in Student Portfolio.
- **April-May:** **Formal Assessments** are administered. These Formal Assessments include SAT 10 (Stanford Achievement Test, Version 10), GORT (Gray Oral Reading Test) and TOWL (Test of Written Language).
- **June:** **Final Parent Conference** takes place. During this conference, teachers share the results of the updated Thrive Index (for grades 4-8), progress regarding Areas of Focus, Student Portfolios, and Historical Norm Reference Test scores report. Report Cards are mailed to parents after school has ended.

SUPPORT SERVICES

BEFORE & AFTER SCHOOL CARE

CAS provides care for students before and after school for a service fee. Information and rates are published in the 2010 - 2011 Morning & After-school Care brochure. Student drop-in is allowed.

Before School Care	7:30 A.M. – 7:45 A.M.
After School Care	3:00 P.M. – 5:30 P.M.
Tuesdays	12:45 P.M. – 5:30 P.M.

COUNSELING PROGRAM

Counseling is available to all students to assist in developing a more positive learning experience. To request counseling, parents should contact teachers or the school counselor at ext. 243 & 209.

IEP SUPPORT

CAS will support the IEP process for students with letters, records and telephone conversation whenever possible. Contact Pat Piper ext 235 to discuss scheduling of an IEP. Parents are encouraged to contact CASE at (415) 431-2285 for additional information and/or advice regarding IEP issues.

OUTDOOR EDUCATION PROGRAM

Each year grades 5-8 go on overnight outdoor education trips. The classrooms teachers and the counselors attend with the students, and occasionally additional faculty may be asked to assist. For the 5th Grade program, a few parents (Fathers, for the boys' dorm) may be asked to attend the trip as chaperones. For questions about the programs, please contact Danny Meyers, CAS Outdoor Education Supervisor, ext 226

SPEECH & LANGUAGE THERAPY

Some students may benefit from supplemental speech and/or language therapy. We have a certified speech therapist that comes to campus to work with these students on a regular basis.

TRANSITION PROGRAM

CAS provides support and assistance to all parents during the transition process. Meetings are held throughout the school year to educate and assist parents. The Director of Admissions and Transitions, Head of School and Director of the Middle School also meet individually with each family as appropriate during the year to discuss options and address concerns.

TUTORING REFERRALS

CAS maintains a list of private tutors for those students requiring supplemental instruction. Tutoring sessions are arranged at the convenience of students, parents and tutor. Tutor list is available on CAS website. Go to CAS Community/Parent Resources/Tutor List. All tutoring conducted on campus must be booked through the Learning Lab. Teachers may not independently contract for tutoring conducted on campus.

SCHOOL ACTIVITIES/EVENTS

ACTIVITIES

AFTER SCHOOL SPORTS

The PE department offers a comprehensive after school sports program which is administered by the Athletic Director, Russ Smith ext 219. Sports included are:

Flag football	grade 6-8 (boys & girls)
Basketball	grade 6-8 (boys & girls)
Street Hockey	grade 4-8 (boys & girls)
Cross Country	grade 6-8 (boys & girls)
Wrestling	grade 5-8 (boys & girls)
Soccer	grade 4-8 (boys & girls)

MIDDLE SCHOOL DANCES

Middle school dances occur First, Second and Third Quarters. Please see the calendar for dates. The November and January dances occur on campus in the Multi from 5:00-7:00 P.M. The April dance is an off-campus dance, location and time TBD. These are planned and sponsored by the Student Council. Dances are chaperoned by faculty members. The end of year 8th grade dinner dance is an off-campus special event for 8th graders and their families. 7th grade students are invited to attend the dance portion of this event.

STUDENT COUNCIL

Student Council Members are middle school students who have been elected by the middle school student body. School events and services supported by the Student Council include middle school dances, student snack shack, and assistance with school assemblies.

YEARBOOK

The yearbook features pictures of students from all grades as well as candid photos and sports and student activities. The yearbook is assembled by a group of middle school students who select this activity as the electives class during part of the school year. The yearbook, which serves as a fond remembrance for students and staff, is published at the end of the school year.

EVENTS

BACK TO SCHOOL NIGHT

Back to School nights are held in early September for parents only. Parents report to their child's classroom where the teachers will explain the grade level curriculum, standards and activities for the year.

COMMUNITY PICNIC

Fun filled day for all our current families and alumni. The Community Picnic is held each year in October. This is an off-campus event.

JOG-A-THON & HALLOWEEN

The Jog-a-thon is held annually and sponsored by CAPSO to raise funds for their activities. Students seek pledges for the run and everyone participates on that day. It is followed by the Halloween parade where all students dress in costume and join the parade around the school.

PARENT SOCIAL

The Parent Social is held one evening on campus for parents to get together before school begins. It gives new parents a chance to meet continuing parents, and ask questions they may have about the coming school year. Refreshments and appetizers are provided. This is a parent-only event.

CHARLES ARMSTRONG SCHOOL DEPARTMENTS

ADMISSIONS AND TRANSITIONS DEPARTMENT

The Admissions and Transitions Department is responsible for evaluating enrollment inquiries and applications by way of personal consultations, diagnostic evaluations and review of pertinent psycho-educational background information, and then makes a recommendation for the enrollment of each new student to an *Admission Committee*. This committee acts, as appropriate, with the advice and insight of faculty, staff and other individuals who may have knowledge of a particular candidate through screening or summer school teaching. No other individual should assume or take responsibility for admissions decisions.

The transition portion of this department oversees and helps our student's re-entry into traditional public and private schools with the learning tools necessary to be language proficient. When a student is accepted at Charles Armstrong School, we develop a 'Student Profile' that highlights the student's learning needs and strengths. We use this profile to develop individual goals for each student, so that our students can re-enter general education (with appropriate support). The Alumni portion of the department works with families who have left our school. The focus of this department is to build relationships between CAS and former families, to support CAS academic excellence. For questions about Alumni, contact Debbie Vielbaum, ext 264, DVielbaum@charlesarmstrong.org; or Laura Birss, ext 268, LBirss@charlesarmstrong.com.

BUSINESS SERVICES

The Business Office has the responsibility for student tuition billing, financial aid, purchasing, accounts payable & receivable, human resources including employee compensation and benefits, budgeting and financial reporting, annual audits, risk assessment and banking, technology, and facilities

COMMUNITY RELATIONS

Community Relations ensures that the entire CAS community is aware and focused on following the rules of engagement of the CUP related to school drop off and pick up on campus, parking, and times allowed on campus. Community Relations communicates school activities and actions to the City of Belmont and to our extended neighborhood. It is critical that CAS remain in 100% compliance with the Conditional Use Permit under which we are allowed to operate our school. Parents may direct any questions or concerns to the Coordinator of Community Relations, Adrienne Foran ext 208.

CURRICULUM DEVELOPMENT & TEACHER TRAINING

The Curriculum Development and Teacher Training (CD/TT) department is responsible for developing and documenting the Charles Armstrong School Program. Additionally, CD/TT is charged with creating the curriculum used in the professional development of our teachers. We are focused on 2 important areas of teacher training: (1) proven and effective curricula for students with learning disabilities, and (2) effective teaching practices which include teaming and collaboration for the well-being of our students.

The Curriculum Development and Teacher Training department works closely with Student Services and the Administrative Team in establishing accountability systems that upholds the standards of excellence in education we require at Charles Armstrong School.

DEVELOPMENT DEPARTMENT

Development oversees all fundraising activities of the school. This includes identification and tracking of funding sources, research and preparation of proposals to foundations, corporations and major donors, the Annual Fund Campaign, the Community Fundraiser and the Knowledge Fest. These activities provide the necessary support for CAS programs, including Financial Aid and Enrichment programs.

FINANCIAL AID

CAS has established a financial aid program to help make this specialized education available to students who qualify for admission but require financial assistance in order to benefit from and contribute to the school. A *Financial Aid Committee* is responsible for evaluating each application and grants are based on demonstrated financial need. All information is kept confidential and families awarded financial aid are also expected to keep such awards confidential. A previous grant does not guarantee a future award.

MARKETING DEPARTMENT

The Marketing group supports every department in the school and has responsibility for developing and implementing the Marketing, Communications, Public Relations and non-fundraising event plans for the school. This includes all media print and website content as well as school publications and communications. In addition, the Marketing group plans and coordinates all school events and communications.

STUDENT SERVICES

Student Services department includes student attendance, student transcripts, and student support services including counseling and First Aid. Student files are maintained in this office. This encompassing method allows the department to reach into all aspects of the CAS community to help create and sustain a kind, respectful, safe and fun atmosphere for students. The office of the Director of the Middle School and the counselors are located in Student Services.

APPENDIX A

THE CAS HOMEWORK POLICY

Highlights of the CAS Homework Policy for Parents

- Please take note of the amount of time each night and each week on homework. It should not exceed the number of minutes for that grade level. *If homework consistently takes more than the allotted time for your child to complete, please talk with your child's homeroom teachers.*
- There is a combined Reading, Fluency, Keyboarding Contract (Reading & Fluency only for grades 1-3). Please support your child in completing the contract each night, then add your signature at the end of the week. *Your child is required to turn in a completed and signed Contract every Monday.*
- Homework will begin the second week of school.

Grades 1-3

10-30 minutes/night

Fluency Contract

- Fluency Kit (*Foundations*)
- Keep track on Fluency Contract
- About 5 minutes 4 nights/week; about 20 minutes/week

Reading Contract

- Note title of book, # of minutes, signature on Reading Contract
- Read aloud 10 minutes 4 nights/week; 40 minutes/week

Homework assigned in other subject areas as needed.

Grades 4-5

45-60 minutes/night

Fluency Contract

- *Great Leaps* fluency materials
- Keep track on Fluency Contract
- 6 minutes 4 nights/week; about 24 minutes/week

Reading Contract

- Note title of book, # of minutes, signature on Reading Contract
- Read aloud 10 minutes 4 nights/week; 40 minutes/week

Keyboarding Contract

- Note # of minutes/ signature on Keyboarding Contract
- 15 minutes 4 nights/week/night; 60 minutes/week

Math Fluency Contract

- Keep track on Math Contract
- 5 minutes 4 nights/week; total of 20 minutes/week (focus on strategies for memorizing math facts)

Homework assigned in other subject areas as needed.

Grades 6-8

60-90 minutes/night

Fluency Contract

- *Great Leaps* fluency materials
- Keep track on Fluency Contract
- 6 minutes 4 nights/week; 24 minutes/week

Reading Contract

- Note title of book, # of minutes, signature on Reading Contract
- Read aloud 10 minutes 4 nights/week; total of 40 minutes/week (Goal is to read at least one book/quarter which is pre-approved by teachers)

Keyboarding Contract

- Note # of minutes/ signature on Keyboarding Contract
- 15 minutes 4 nights/week/night; 60 minutes/week

Homework assigned in other subject areas as needed.

Homework Philosophy

We believe that homework provides our students the opportunity to continue to build skills in several very important areas including reading fluency, keyboarding fluency and math fluency, plus the experience of working independently.

In the Middle School, homework also reinforces daily class work.

The amount of homework varies by class level; however all classes adhere to the follow general guidelines:

- Reading assignments will be determined by classroom teachers.
- Students are expected to complete assignments with care, and be independent of constant parental monitoring.
- Parent cooperation in establishing the climate for quiet, independent study time is vitally important.

Student Absences and Homework

When a student is absent for more than two consecutive days, parents may call or email the teachers to request homework assignments for the day. These are arranged at the discretion of the teacher, and if available, can be picked up at Student Services at the end of the school day or sent home with a friend.

Please note—because of the time required to prepare regular daily lessons, teachers are not expected to provide special homework activities for students on family vacations.

Religious holidays – If a student misses class due to a religious holiday, the student will be given the extra time needed to make up any missed class work and receive an extension on homework due dates.

Student Responsibilities Regarding Homework

- The student should complete assignments to the best of their ability.
- If given long term assignments (mostly in grades 4-8), students should plan ahead and consider how to allocate homework time appropriately in order to complete the assignment on time.
- As appropriate, the student should communicate with the teacher(s) if they are experiencing difficulty with any assignment or homework is taking longer than expected.

Parent Responsibilities Regarding Homework

- The parent(s) should act as a consultant with their child regarding homework by clarifying directions and answering questions.
- The parent(s) should provide the student with a regularly scheduled homework time and quiet, organized place to work.
- The parent(s) should advise the student to communicate with their teacher(s) if unable to complete an assignment.

APPENDIX B

MIDDLE SCHOOL GRADING POLICIES

CAS Honor Roll

- Those students who receive at least a 3.0 grade point average on their report card have met the requirements for CAS Honor Roll. Certificates of acknowledgement will be mailed home.
- CAS also acknowledges students with exceptional grades. Students who have a 3.5 GPA or above will be recognized as having attained the achievement for this high honor known as the “Head’s Circle.” Certificates of acknowledgement will be mailed home.
- Students who receive a D or an F in any subject may not be on Honor Roll

Power School Grading Codes For Grades 5 - 8

- () – Assigned, but not graded. The parenthesis show up when a teacher enters an assignment. The parenthesis stay until the teacher enters a grade or code.
- EX – Excused – Student is excused from the assignment. No grade is given. Point neutral, does not affect GPA.
- AB – Absent – Student missed assignment due to absence. Point neutral, does not affect GPA. Student will be required to make up the assignment without penalty if done in a timely manner. If assignment is not turned in, will become an NTI
- NTI – Not Turned In – Student did not turn in the assignment. Student must immediately check with teacher about the assignment. Registers as a Zero. This does adversely affect GPA.
- TI – Turned In – Student has turned in the assignment, but teacher has not yet graded. Point neutral.

CAS Grading STEP System – Middle School Students

Parents will be notified on Mondays if their child is on the STEP list. In an effort to best support your child from home; please check PowerSchool weekly.

Student with C- or Below

Policy: When a CAS Student has a C- or below in any one class the following steps will be taken:

STEP 1 – A student with a C- or below:

- Is responsible for getting assignments from teacher(s)
- Is required to attend study hall during lunch recess *until all work is completed*
- Homeroom teacher will notify parents by email

STEP 2 - A student who has a C- or below after one week:

- Is responsible for getting assignment(s) from teacher(s)
- Is required to attend study hall with required assignments during lunch recess *for the entire week*
- Homeroom teacher will notify parents by email

STEP 3 – A student who has a C- or below after steps 1 & 2 have been taken:

- All the requirements for STEP 2 PLUS:
 - Is required to attend Wednesday afternoon school from 3:30pm-5:00pm **
 - Subject area teacher will conduct a phone meeting with parents to discuss student's difficulties and identify possible solutions.

STEP 4 - A student who has a C- or below after steps 1-3 have been taken:

- All the requirements for STEP 3 PLUS:
 - Middle School Team will meet to review possible modifications of student's academic program
 - Director of the Middle School will contact parents and discuss program modification options if needed
 - Student will be required to attend Resource elective immediately

STEP 5 – A student who has a C- or below after steps 1-4 have been taken:

- All the requirements for STEP 4 PLUS:
 - Student may be required to take Resource Elective the next Quarter

Middle School Graduation and Grade Promotion Requirement – A student must maintain a cumulative GPA for the year of 2.0 in order to receive a CAS diploma or be promoted to the next grade in the Fall.

Students have to stay off the STEP list for one whole week (Monday-Friday) of school in order to get off the STEPS list. A student whose name stays on the STEP list from one week to next advances to next STEP level.

APPENDIX C

STUDENT UNIFORM POLICY

CAS believes that a student's appearance has an impact on his/her attitude and behavior. We believe that neatly attired students reflect pride in their personal appearance and send the message both inside and outside the school that academics are a priority. Students should be well groomed and neat. The uniform is versatile and sensitive to all ages and shapes, and is diverse enough for students to dress according to personal style.

For our younger students it is the parent's responsibility to see that their child is in proper uniform. The responsibility for being in proper uniform for our Middle School students resides with the students. When a student comes to school out of uniform or in any way inappropriately attired, the child will be removed from class until properly attired in uniform. If a change of clothes from the clothing bank is not available, then parents will be expected to bring to school appropriate Dress Code clothes.

The school uniform is required to be worn on field trips (except Outdoor Education).

Students are expected to be in uniform at all times in class. Non-uniform outerwear may not be worn in class.

All:

Clothing must have NO visible logos or writings except for the CAS logo/name.

Shirts and Pants/Shorts/Skirts/Skorts

Approved Polo Shirt (top) colors: Burgundy, Gray Heather & White.

- White collared polo shirts may be purchased elsewhere and do not have to have the school logo on them. All other polo shirts must be purchased from Lands' End and have the school logo.

Approved bottom colors: Navy Blue & Khaki only

- Navy blue chino skirts, shorts, skorts or pants may be purchased from a store other than Lands' End, as long as the material is chino, the color is true navy, and as long as they are not cargo style. All khaki bottoms must be purchased from Lands' End.

Undershirts:

Undershirts may only be plain white with no designs or long sleeves. Note: **No** long sleeved shirts under short sleeve dress code shirts.

Hats:

Hats will not be allowed in the classroom. Students may wear hats outside during non-class time.

Students may not even bring hats into the classroom. Hats should be stored in lockers during class time.

Outerwear:

- Sweatshirts colors:
 - Lower School ONLY Burgundy w/logo (mandatory) – ordered from Lands' End
3 styles – crew, pullover, and zip-front hoodie
 - Middle School – gray or black pullover w/hood and Armstrong across the front
- Fleece jacket: w/logo (mandatory)
 - Lower school color – Burgundy
 - Middle school color – Black.
- Goose down vest – color is Classic Navy w/logo (mandatory) for all.
- If students wish to wear a sweatshirt in the classroom it must be the official burgundy w/logo for lower school and the gray or black CAS sweatshirt for middle school.
- Middle school students must wear the CAS gray or black sweatshirts purchased through our school. **It is not available from Lands' End.** (The Order Form will be included in the fall mailing.)

Free Dress Days:

The last Friday of each month is student Free Dress Day.

Other special Free Dress days

- Spirit Days – Nov 11th, Jan 14th, March 11th, May 27th
- Jog-A-Thon – Oct 29th
- Valentines Day - Feb 14th – wear red, pink, or white
- St. Patrick's Day - March 17th – wear green
- Science Day – April 14th – wear green

On Free Dress days, students must wear clothing that is reasonable and appropriate for an academic day. Clothing with topics or logos inappropriate for a school setting should not be worn. Pajamas, short skirts, short shorts, cropped tops, tank tops, low-cut, or spaghetti strap tops **are examples of inappropriate free dress clothing.**

Note:

- **Torn or altered uniform clothes are not considered to be Dress Code quality and may not be worn.**
- **Altering uniform clothes includes painting or coloring school uniform clothes in any way. If washing does not remove the color, the clothes will no longer be considered acceptable for dress code. Parents will need to buy a replacement.**
- **Pants must be worn at the waist. Sagging pants are not acceptable**
- **Sports uniforms can only be worn on game days.**
- **Appropriate athletic shoes must be worn for P.E.**
- **NO flip-flop sandals. Sandals and any other type of shoe must have a heel strap**
- **House slippers are not considered appropriate footwear for school and can not be worn.**
- **Midribs should not be seen.**
- **White undershirts may not hang or show below dress code shirts.**
- **Skirt, shorts, and skort length may be no more than 4 in. above the knee.**
- **Underwear is not allowed to show.**

Uniform Policy Violation Referral Procedures

Failure to comply with the school uniform procedures will warrant a uniform violation referral. A uniform violation referral is treated differently from a behavior Referral. (*see Appendix G*) Uniform referrals are not considered when calculating Referrals in the Tier system. The uniform violation procedure is as follows:

1st Notice – A uniform policy violation referral will be issued. Student will change clothes if needed.

2nd Notice – A second uniform policy referral notice will be issued and parents will be notified. Student will change clothes if needed.

3rd Notice – A third uniform referral violation notice will be issued and a meeting is called with the parents. Student will change clothes if needed.

APPENDIX D

REPORTING SUSPECTED CHILD ABUSE

CAS will follow the guidelines of the California Penal Code in reference to reporting suspected cases of child abuse. The code requires all “child care custodians” (i.e., teachers, teachers’ assistants, coaches, counselors, administrators and staff members) to report known or suspected incidents of child abuse.

- Any employee who becomes aware of any known or suspected incidents of child abuse, will report immediately to the Head of School or Director of the Middle School.
- Recognizing the seriousness of such circumstances, school administration will maintain strict confidentiality in consideration of the student’s well being.
- All investigation and appropriate intervention will be by direction of the Head of School.
- As required, a report of the suspected incident will be reported to a child protective service agency.
- Employee questions or concerns may be directed to an administrator.

APPENDEX E

REPORTING SUSPECTED DRUG ABUSE

CAS students suspected of having drugs or alcohol in his or her possession, or having come to school after using same, will be immediately reported to the Head of School and/or Director of the Middle School.

- Employees will report directly to the Head of School and/or Director of the Middle School, any student suspected of using or having in his/her or possession drugs or alcohol.
- All investigation, parent notification and appropriate intervention will be by direction of the Head of School and/or Director of the Middle School.
- Recognizing the seriousness and potential impact on the family and school, employees must recognize their individual and collective obligation to maintain confidentiality.
- Information will be shared internally on a “need to know” basis only.
- Under no circumstances should staff or faculty make comments to students, parents or other persons.

APPENDEX F

STUDENT STANDARDS OF BEHAVIOR POLICY 2010-2011

All members of the CAS Community will adhere to the following Standards of Behavior in order to provide a safe and effective learning environment, with structure and guidelines, which encourage an atmosphere where all students can learn and interact together in a positive cooperative manner.

Inappropriate Actions / Behaviors	Consequences / Action Steps
Being out of school uniform	<ol style="list-style-type: none"> 1) Student receives a Dress Code Referral 2) Remove and put away non-uniform clothing 3) Student / Teacher will phone parent 4) If unable to remove non-uniform clothing, student will try to find appropriate clothing in Uniform Bank (located in the Multi) 5) If appropriate clothing is unavailable, student / teacher will phone parents and will wait in Student Services until clothing arrives.
Wearing headsets Using skateboards, bicycles, or skates Using electronic devices (pagers, cell phones, cd players, electronic games)	<ol style="list-style-type: none"> 1) Item will be taken away from student 2) Only a student's parent can pick up the confiscated item from Student Services
Chewing gum	<ol style="list-style-type: none"> 1) Student will be asked to throw away gum 2) Consequences will be given by homeroom teacher 3) Repeated incidences by a student will result in a Referral (community service – sidewalk cleanup) 4) Parents will be notified
Throwing objects in an inappropriate way Using poor sportsmanship Using inappropriate physical contact (including hugging and kissing) Use of inappropriate written or spoken language Use of inappropriate gestures or body language Not following guidelines established by supervising adult – on or off campus	Teacher will determine appropriate consequences and/or corrective actions
Inappropriate use of the internet or technology	<ol style="list-style-type: none"> 1) Student will automatically lose usage privileges until further notice by homeroom teacher 2) Parents will be notified
Bringing weapons (real or simulated) Bring alcohol, tobacco or other drugs Threatening another person with looks, words, or actions Vandalizing personal or school property Bringing flammable materials (matches, firecrackers, lighters)	Suspension and possible expulsion
Plagiarism and Cheating	<ol style="list-style-type: none"> 1) Student receives a referral 2) Parents are notified of the incident 3) Student loses credit for the assignment
Body piercing – other than earrings	Student must remove body piercing jewelry while at school

Additional Procedures for Supporting Student Standards of Behavior

- All supervising adults will intervene immediately if a student is not meeting a standard. The professional judgment of the adult and knowledge of the individual student will guide their actions.
- The best intervention is quick, respectful and does not engage the student in conversation.
- If a student does not change behavior or cannot be redirected, the teacher will write a referral and send the student to Student Services and parent(s) will be notified.

APPENDIX G

STUDENT DISCIPLINE

REFERRAL SYSTEM

Every effort is made to provide students with the tools to develop resiliency and manage behaviors in the classroom. However, sometimes students are not able to correct behaviors and therefore receive referrals and must report to Student Services to discuss the behavior issue at hand with an Administrator.

A student receives a referral from a teacher or supervising adult. The consequences will vary according to the situation. Consequences can be viewed as learning opportunities and time to reflect – two examples are discussing why the behavior occurred and brainstorming ways to avoid future occurrences, or providing conflict resolution mediation. Parents will always be notified if a student receives a referral.

Referrals are written for the following behaviors:

1. Inappropriate behavior in the classroom. Middle School – Receiving a Strike 3 in a classroom or receiving 3 Strike 2 forms in a short time span.
2. Bullying/Teasing – any student that breaks the anti-bully contract
3. Fighting (verbally or physically)
4. Harassment: see Appendix F for specifics
5. Disrespecting any community member
6. Cheating/Plagiarizing
7. Possession of tobacco, drugs, drug paraphernalia
8. Possession of weapons
9. Vandalism

Referral Tier System – Middle School

The Tier system tracks how many Referrals a student receives. Consequences increase based on the number of Referrals a student receives. The Tier system will be monitored by semesters. Students who experience difficulty during the first semester of the school year will have the opportunity to start the second semester with a clean slate.

Tier 1

All students begin at Tier 1. Consequences are limited to those decided upon with each individual referral.

Tier 2 – 3 Referrals in a semester

A student will move to Tier 2 interventions when they receive their 3rd referral. At this point the student will begin keeping a behavioral tracking sheet to monitor their behaviors in all classes. This check sheet will be managed by Student Services. The student picks up the behavior tracking sheet in the morning at Student Services before class, and drops it off at Student Services at the end of each day.

Students can work off Tier 2 back to Tier 1 when a student remains referral-free for two weeks.

Tier 2 Consequences:

- **Behavioral Tracking sheet** - Students will be placed on a behavioral tracking sheet when they get to a tier 2 behavior plan. The student will carry the checklist with them to each class for one week, and the sheet will be turned into student services at the end of each day. The purpose of the behavior tracking sheet is to provide Student Services with daily data on a student's behavioral performance. Faculty will use the data to assess how a student may be helped in improving behavior and suggesting appropriate intervention strategies.
- **Parent Meeting** (parents, teachers, and administration): This meeting will take place in person or via phone conference.
- **Completed Strike Two forms**, signed by parents for each referral
- **Weekly check-in** with Director of the Middle School
- **Student will meet with Counselor 2 -3 times** to focus identifying the root of the behavior exhibited

Tier 3 – 5 Referrals in a Semester

A student reaches Tier 3 if they receive 5 referrals in a Semester.

A student can work off Tier 3 back to Tier 2 when that student remains referral-free for three weeks. Any additional referrals keeps a student on Tier 3.

Tier 3 Consequences:

- **Free time privileges:** Student will lose free time privileges. Student will spend Break in Student Services, and Lunch and Lunch Recess times doing Community Service or meeting with Counselor or Director of the Middle School. A student must remain referral-free for one week to rejoin classmates during student free time.
- **Middle School Dances:** A student on Tier 3 will not be allowed to attend school-sponsored dances.
- **School Contract:** A student on Tier 3 will be placed on a school contract. The contract will clearly spell out what is expected of the student in the area of behavior, and will place continued placement at CAS at risk if a student breaks the contract. This contract will stay in place for the entire school year and will be reviewed during the 4th Quarter to determine whether the student may return to CAS the following year.
- **Quarterly meetings:** A team level (parents, teachers, and administration) meeting to review progress and challenges each quarter. This meeting must take place in person at Charles Armstrong School.
- **Outdoor Education:** A student on Tier 3 will be placed on a behavior contract as a condition for participation in all Outdoor Education trips.
- **8th Grade Spring Trip:** A student on Tier 3 will not be able to attend the 8th Grade Spring Trip. Notification will be given 3 weeks prior to trip departure date if a student will not be able to attend this trip.
- **Completed Strike Two forms**, signed by parents for each referral

**Some students may require individual behavior contracts. This is determined on a case-by-case basis and is created by collaboration with administration, the counseling office, teachers and parents when necessary.*

STUDENT DISMISSAL PROCEDURES

When CAS cannot meet the social and behavioral needs of a student, or when that student interferes with the learning of others, disciplinary procedures will be initiated which may ultimately lead to a student being dismissed from Charles Armstrong School

Step 1: Teachers discuss concerns regarding student at grade level meeting and brainstorms solutions.

Step 2: Teachers contact parent and shares concerns.

Step 3: When appropriate, Head of School and/or Director of the Middle School is notified.

Step 4: Student suspension: A student may receive a suspension from school. To re-enter the school, the parent must accompany the student to school for a meeting with the Head of School or the Director of the Middle School. A school counselor may be present at this meeting.

Step 5: Second Parent Meeting: If no resolution occurs as a result of the above steps, another parent meeting will be set up to determine strengths, areas of concern, student's expectations and to develop strategies and actions, and recommend professional outside assessment when necessary (ADD-ADHD, speech and language, counseling, etc.). In the interim, continue on-going communication.

Step 6: If determination is made that CAS is not able to meet the needs of the student, Head of School or Director of the Middle School will schedule a meeting with parent(s), homeroom teacher and counselor. At this time, parents are advised that the decision has been made for student dismissal.

Step 7: Head of School writes follow-up letter regarding dismissal, with expected final date of attendance - minimum of two (2) weeks after final meeting.

Step 8: Head of School will notify all department heads regarding the final date of student's enrollment (Student Services, Admissions, and Business).

APPENDIX H

CLASSROOM BEHAVIOR MANAGEMENT SYSTEMS

The purpose of the Behavior Management plan is to encourage and create a safe and successful learning environment, and to provide positive reinforcement of expected, appropriate behaviors. Building student Resiliency is an essential goal of the classroom Behavior Management program.

1st/2nd Grade

Positive Reinforcements

- *Good Time Tickets/Prize Box*
- *Kindness Coins*
- *Star of the Week*
- *Email to Parents*

Consequences

- *Fewer Tickets/Coins earned means fewer rewards possible*
- *3 Tries to correct behavior*

3rd/4th Grade

Positive Reinforcements

- *Good Time Tickets /Prize Box*
- *Marble Jar*
- *Email to Parents*

Consequences

- *3 Strikes System*
- *Stop Light system*

5th Grade

Positive Reinforcements

- *Marble Jar*
- *Student Pebbles*

Consequences

- *Three Strikes System*

6th /7th/8th Grade

Positive Reinforcements

- *Cool Points*

Consequences

- *Three Strikes System*

APPENDIX I

HARASSMENT

CAS is committed to provide a learning environment that is free from harassment in any form. Harassment of any student by any other student or employee is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment shall not create the presumption of wrongdoing; however, substantiated acts of harassment will result in disciplinary action. Students found to have filed false or frivolous charges will also be subject to disciplinary action.

Harassment occurs when an individual is subjected to a school environment which is hostile or intimidating or subjected to intimidating treatment because of the individual's race, creed, color, national origin, physical disability or sex. Harassment can occur any time during school or during school related activities. It includes, but is not limited to, any or all of the following:

- **Verbal Harassment:** derogatory comments and jokes; threatening words spoken to another person.
- **Physical Harassment:** unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.
- **Visual Harassment:** derogatory, demeaning or inflammatory posters, cartoons, written words, drawings, gestures.
- **Cyber Harassment:** the use of modern communication technologies (including, but not limited to, cell phones, social networking sites, email) to embarrass, humiliate, threaten, or intimidate an individual or group of students
- **Sexual Harassment:** includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature (including Internet related communications) when any or all of the following occurs:
 - (a) submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress;
 - (b) submission to or rejection of such conduct by a student is used as a basis of academic decisions;
 - (c) such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or of creating an intimidating, hostile or offensive educational environment.
 - (d)

It is the student's responsibility to:

- Conduct himself or herself in a manner which contributes to a positive school environment;
- Avoid any activity that may be considered discriminatory, intimidating or harassing (this includes any type of Internet instant message communication);
- Consider immediately informing anyone harassing him or her that the behavior is offensive and unwelcome;

- Report all incidents of discrimination or harassment to a School Administrator;
- If informed he or she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint Filing and Investigation Procedures;

- (a) The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to a teacher who will report it to the Head of School and/ or Director of the Middle School. Additionally, in the case of sexual harassment allegations, the student is free to raise the issue with another administrator if he or she prefers to do so.
- (b) The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. *Confidentiality will be maintained as much as possible.*
- (c) The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
- (d) Once the facts of the case have been gathered, the Head of School, in consultation with the Administrative Council (if appropriate) will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context and seriousness of the harassment.
- (e) If the complaint is against a non-employee or non-student (such as a volunteer, parent or vendor) the School will take steps, within its power, to investigate and eliminate the problem.

APPENDIX J

ACCEPTABLE USE POLICY

This document serves as a means of promoting responsible use of technological resources provided by Charles Armstrong School. Here are the expectations for student use of computers, network resources, and the internet at our school. Parents, please review this with your child.

Access to the Internet allows connections to computer systems located all over the world. CAS employees cannot control the information found on the Internet. We have taken steps to reduce access to “adult” sites; however, we cannot prevent access to all inappropriate content. Some available information may be controversial and may even be offensive to some individuals.

Student using technology at CAS will:

1. Agree that the primary use of school technology is for education, and that class assignments have first priority.
2. Agree that the use of the Internet as part of our students’ educational experience is a privilege that should be taken seriously. Any inappropriate use of this resource may result in disciplinary action, loss of privileges, and/or legal action.
3. Agree not to participate in the transfer of inappropriate or illegal materials through the CAS network.
4. Agree never to modify any computer on the CAS network from its original configuration without the permission of the Network Administrator.
5. Agree never to delete, damage, move, change, or hack into files belonging to others. This includes file names.
6. Agree to follow procedures for using all equipment such as laptops, digital cameras, headphones, and microphones. Any intentional damage will result in disciplinary action and the loss of technology privileges.
7. Agree not to participate in any chat rooms, text messaging, or use of personal email accounts, unless approved by a teacher for the purpose of gaining access to files or material for use in school-related activities.
8. Agree that under no circumstances will I allow any other individual to use my account nor will I give anyone my password. System logins or accounts are to be used only by the authorized owner of the account. Users may not share or leave an open file unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
9. Agree to release CAS from any liability or damages that may result from the inappropriate use of Internet connectivity on our campus. Furthermore, I will accept full responsibility and liability for the results of my actions with regard to use of the Internet at CAS.
10. Agree that no use of the system shall serve to disrupt the operation of the system by others. System components including hardware or software shall not be destroyed, modified, or abused in any way.
11. Agree not to post any pictures taken of students during school hours on the Internet, either from school or home.
12. Agree not to use computers, the CAS network, or the Internet without an adult present in the room.
13. The school will monitor student computer activity.

APPENDIX K

EMERGENCY PROCEDURES

DISASTER PREPAREDNESS POLICY

- All classrooms are stocked with water and food adequate for a 72-hour period. In case of a disaster (earthquake, fire, etc.) *all students will remain on the school campus, under supervision, until parents arrive or until we receive parental permission for their release.*
- A comprehensive Disaster Plan is reviewed annually with the staff and updated as needed. Both fire and earthquake drills are held in compliance with the laws of the State of California.

EMERGENCY PROCEDURES

RESPONSIBILITIES OF PARENTS

- Provide a completed emergency form for each child, with accurate and specific information - including medical needs (etc.).
- Notify the school immediately when there is a change in the information.
- Inform your students of the names of adults who are authorized to pick them up in an emergency.
- Teach your children to listen to instructions and cooperate with school officials.
- Review these guidelines with all family members and authorized emergency adults.
- Formulate a home disaster plan and teach your children the plan.
- Advise children what to do once they are discharged from campus.

RESPONSIBILITIES OF STUDENTS

- Know who is authorized to pick them up in an emergency.
- Practice the "drop and cover" procedure.
- Follow instructions from school officials
- Discuss questions with family members and school officials about these procedures.

EMERGENCY EVACUATION PROCEDURES

Charles Armstrong School has adopted a plan for emergency evacuation procedures in the event of an earthquake or similar disaster.

DROP AND COVER

- Students will be instructed to assume "drop position" away from windows or other potential hazards - under desk, table or other shelter.
- "*Drop Position*" - head down towards knees, hands clasped behind neck, arms against ears, eyes closed.

EVACUATION

- When it is safe to do so, teachers will instruct students to evacuate the classroom and proceed to the field.
- Students will be instructed to sit down and remain silent; teachers assess injuries and take attendance.

DISCHARGE

- Students will be discharged if it is *not safe* to resume school.
- All students must be signed-out and will be released **ONLY** to parent or authorized adult.

- All students will be on the playing field arranged by classes.
- Parents must locate the teacher to sign-out their student.
- Students will not be permitted to leave campus on their own.
- Students should be picked up as soon as possible.
- Park on the street. Leave the driveways clear for emergency vehicles.
- Do not call the school. Tune your radio to the emergency information station for damage assessment and locations of evacuation shelters.

Authorized emergency adults are those people listed on the student's Emergency Form filed with the school.

Children will not be permitted to leave on their own. All students must be signed-out.

TRANSFER TO SHELTER

- At the discretion of the staff, students may be transferred to an emergency shelter.
- A sign will be posted at school with the name and location of the shelter.
- Parents should meet their child at the designated shelter.

IMPORTANT NOTE:

***** Children on their way to school during an earthquake should CONTINUE TO SCHOOL.**

***** Children on their way home from school during an earthquake should CONTINUE HOME.**

EMERGENCY NOTIFICATION SYSTEM

When emergencies arise, quick and easy communication is essential. Our emergency notification system allows us to contact all of our parents within 5 minutes **via text message**. In order to ensure communication, we ask that each family submit **two emergency contact cell phone numbers**.

In case of emergency, the message will give you directions on how the school is handling the situation.

Please carefully follow the directions. Although your first impulse may be to come to the school to pick up your child, it may not be the safest thing for your child or yourself. The School has a Crisis Plan in place for the safety of the children and staff.

APPENDIX L

ADULTS TRAVELING WITH STUDENTS

POLICY:

Teachers, other school employees and volunteers occasionally drive students to athletic events, restaurants and other places (including picking-up students going to and from school). The guidelines below must be met in order to reduce potential liability to the school, its employees and volunteers.

PROCEDURES:

Drivers' Automobile Insurance: Each driver must have car insurance with minimum coverage of \$100,000 for personal injuries and \$300,000 for property damage. **Each driver must provide Student Services a declaration copy that shows the amount of coverage (not the small card that you carry in your car).** It is necessary to keep this information current – expiration dates are usually 6 months or a year. In the event of an accident, the driver's insurance is applied first and the school's insurance is applied to any excess not covered by the driver's insurance.

Review of Driver's DMV Records: The school may check a driver's record if he or she frequently drives students.

Obtaining Parents' Permission Regarding Travel: A Parent's signed permission form specifically authorizing travel by the student with a driver must be obtained at least one day prior to the activity. A new permission slip must be obtained for each activity.

Inability to Obtain Permission: If a driver is unable to obtain parental permission, he or she should consider reasonable alternatives. (For example, if a driver intended to take students to McDonald's as a reward, he or she could ask one of the other school employees to pick-up the food and bring it back to school, or he or she could order a pizza for delivery.)

Traveling with One Student is Discouraged: Drivers should avoid any situation where they are alone with only one student, particularly off campus. If there are not witnesses available, a driver may have no defense against a false accusation of improper behavior.

School Administration Notification Prior to Travel: Teachers and other school employees should notify Student Services regarding which students are being taken by drivers off campus, where they are going, names of other adults on the trip, a phone number where they can be reached and how long they expect to be gone. There are situations where it is critical to know where a student can be located.

Child Car Seat Law: California law (Vehicle Code 27360(a)) requires that a child be properly restrained in a child safety seat until they are either 6 years old or weight 60 pounds. The seat must be installed in the back seat. Breaking this law will result in significant penalties.

Car CD/videos: All drivers should be aware that some children become frightened by violent and/or scary movies. Please refrain from showing that type when driving carpools for field trips. Select appropriate (for all students in car) movies to be shown during all field trips. If possible, please check with teachers about students assigned to your car.

Cell phones: All drivers are asked to refrain from cell phone usage while driving students and while on the school grounds.

APPENDIX M

STUDENT IMMUNIZATION REQUIREMENTS

California's Department of Health Services requires proof of immunizations and health examinations for all students. (Please see below)

CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES K-12

Reference: Health & Safety Code Sections 120325-120375 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075

IMMUNIZATION REQUIREMENTS: To enter or transfer into public and *private elementary* outlined below. *New 7th grade entry requirements will go into effect 7-1-99.*

VACCINES REQUIRED

POLIO (OPV and/or IPV)

4 doses at any age (3 doses meet requirements if at least one was given on or after the 2nd birthday)

DIPHTHERIA, TETANUS & PERTUSSIS

Age 6 years and under: (Pertussis is required) At least 4 doses (if last dose was given before 2nd birthday, one more dose is required. DTP, DTaP or any combination of DTP or DtaP With DT (tetanus and diphtheria)

Age 7 years and older: (Pertussis not required) At least 3 doses (if last dose was given before 2nd birthday, one more Td dose is required. Td, DT or DTP, DTaP or any combination of these.

7th grade – effective 7-1-99: 1 dose (not required if less than 5 years have passed since last DTP, DTaP, DT or Td dose. Td booster

MEASLES, MUMPS & RUBELLA (MMR)

Kindergarten: 2 doses of measles-containing vaccine required; 1 dose of mumps and rubella containing vaccine required; both on or after 1st birthday

7th grade – effective 7-1-99: 2 doses of measles-containing vaccine required; 1 dose of mumps and rubella containing vaccine required; both on or after 1st birthday

Grades 1-6 and 8-12: 1 dose, must be on or after the 1st birthday

HEPATITIS B

Kindergarten: 3 doses

7th grade – effective 7-1-99: 3 doses; because Hepatitis B shots must be spaced several months apart, it is important to have your pre-teen visit the doctor now to start the series.

For pupils not meeting California requirements—families will receive notice indicating which doses are lacking and will be referred to their physician or local health department

DOCUMENTATION : All children must present an immunization record.

What is it?

It is a written immunization record, either a personal record with entries made by a physician or clinic, or a school immunization record from a former school. It must include at least the month and year each dose was received. A record with check marks instead of dates or saying only “up to date”, “all requirements met”, or “series complete” is inadequate. Parents cannot simply fill out a California School Immunization Record from memory, but must present a written immunization record which must show that all due or past due vaccine doses have been received.

Who must present it?

ALL children under age 18 years entering school or transferring between school campuses must present a personal immunization record.

Children entering from outside the US must present a personal immunization record.

Children transferring from other schools in California or other states must present either a personal immunization record or a state school immunization record.

When must it be presented?

Children transferring from other schools in California or other states may be given up to 30 school days of attendance while waiting for their records to arrive from the previous school. Children from outside the US must present the record at or before entry – NO grace period of attendance is allowed.

What do schools do with it?

School staff must transcribe the immunization dates onto the California School Immunization Record (blue card); school staff should review the blue card to determine if all immunization requirements have been met. The blue card is part of the child’s *Mandatory Permanent Pupil Record* and must be transferred to the child’s new school when he or she leaves the school. Although some vaccine doses are not required, dates of all doses should be recorded on the blue card as this information will be valuable in the event of an outbreak of these diseases occurs in the school.

APPENDIX N MEDICATION/PRESCRIPTIONS

CAS will uphold the state regulations regarding dispensing prescription medication to students:

§ 49423 Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount and time schedules by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in matters set forth in the physician's statement.

- All student medications are to be brought to the Student Services office.
- Medication should be clearly labeled with student's name, frequency and amount of dosage in the original prescription bottle.
- Written statement from physician, detailing method, amount and time schedule by which medication is to be taken, must be on file in the Student Services.
- Written statement from parent or guardian requesting the school assist student in dispensing medication must be on file in the Student Services.
- All student medications will be secured in a locked box for security and dispensed by designated school personnel.
- Records of daily medications administered by school personnel will be maintained in Student Services.
- **THE ONLY MEDICATION CAS WILL PROVIDE AND ADMINISTER IS TYLENOL. ANY OTHER MEDICATION MUST BE PROVIDED BY A PARENT.**
- Students should not be in possession of any medication (prescription or non-prescription) or inhalers. All must be kept in Student Services.

APPENDIX O

RECOMMENDATIONS FOR THE CONTROL OF HEAD LICE

The Identification and cure of Head Lice

Definition

- Nits (white to chocolate brown eggs) are firmly attached to hairs
- Unlike dandruff, nits can't be shaken off
- Gray bugs (lice) are 1/16 inch long, move quickly., and are difficult to see
- The scalp itches and may have a rash
- The back of the neck or around the ears are favorite areas
- The nits are easier to see than the lice because they are white (but can vary in color to chocolate brown) and are very numerous

Cause

Head lice only live on human beings and can be spread quickly by using the hat, comb, or brush or an infected person or simply by close contact. **Head lice are almost always transmitted from one person to another by head to head contact.** Anyone can get lice despite good health habits and frequent hair washing. The nits (eggs) normally hatch into lice within 1 week.

Expected Course

With treatment, most lice and nits will be killed. A recurrence usually means another contact with an infected person or the shampoo wasn't left on for 20 minutes. There are no lasting problems from having lice and they do not carry other diseases.

Home Treatment

There are several anti-lice shampoo treatments on the market and are available at any pharmacy. Nix is useful in that it kills most eggs, nymphs & adults. Other treatments (Rid, A-200, Triple X, Clear, and R& C) kill nymphs and adults and 50% of the eggs. Nix may require, and all other products definitely require, another treatment after 7 days to prevent re-infection.

Removing Nits

Remove the nits by back combing with a fine-tooth comb (Lice Meister, Inomed, or LiceOut) or pull them out individually. The nits can be loosened from the hair shafts using a cream rinse to make combing easier. The hair does not need to be shaved to cure lice. Charles Armstrong School has a nit free policy and infected students need to stop by Student Services before re-entering school

Cleaning the House

Lice can't live for more than 72 hours off the human body. Your child's room should be vacuumed. Combs and brushes should be soaked for 1 hour in a solution made from the anti-lice shampoo. Wash your child's sheets, blankets, and pillowcases in hot water. Anti-lice spray or fumigation of the house is unnecessary.

Contagiousness

All students identified with head lice at school must be picked up immediately once parents are contacted. They can not remain at school due to the extremely contagious nature of this problem. Check the heads of everyone else living in your home. If any have scalp rashes, sores or itching, they should be treated with the anti-lice shampoo even if lice and nits are not seen. Please contact everyone in your carpool. Your child can return to school after one treatment with the shampoo and with the nits removed. Re-emphasize to your child that he or she should not share combs and hats.

Call your pediatrician if:

- The rash & itching are not cleared by 1 week after treatment
- The sores start to spread or look infected
- The lice or nits return
- You have other questions or concerns

APPENDIX P PARENT PROGRAM

CHARLES ARMSTRONG PARENT SCHOOL ORGANIZATION (CAPSO)

CAPSO was established with the purpose of facilitating communication among parents, teachers and the school administration. All parents are automatically members of the group and are encouraged to participate in the varied activities. Notices, newsletters and telephone calls will keep parents, teachers and administration informed about events, meetings, committees, conferences, volunteer needs, class field trips and other support opportunities. Special interests include parent education, student enrichment programs (assemblies, special performers or speakers, and individual classroom activities) and the continued support of the drama and science programs.

PARENT PARTICIPATION PROGRAM

Each family will be asked to contribute a minimum of 20 volunteer hours to the school (single parent families will be asked for 10 hours) and the program administrators will do their best to help find the most meaningful and appropriate ways to participate. The Parent Volunteer Form allows parents to indicate their interests in school events, and committee work. Parent and family contributions are an integral part of the school's operation and we value any help.

Some examples of avenues for parent involvement include:

- Committee work and event participation
- In-kind donations of time and expertise for school needs (i.e., graphic design, printing, data input)
- Building project expertise (i.e., carpentry, painting, electrical, engineering)
- Classroom assistance with art, cooking or special projects
- Driving or chaperone on field trips
- Room parent or helping with special class parties
- Sharing personal knowledge in the classroom (i.e., photography, hobbies, travel, cultural festivals)
- Library assistants
- Stage hands, wardrobe assistants, etc., for the annual school production

PARENT EDUCATION PROGRAM

Parent education meetings are scheduled throughout the school year; please watch the *CAS Update* for the dates and times for these valuable programs.

APPENDIX Q

Parent Traffic Agreement

As parent(s)/guardian(s) of _____, a student currently enrolled at Charles Armstrong School (CAS), We (I) understand and agree to the CAS Parent Traffic Agreement as set forth in this document.

We (I) understand that our (my) student(s) transportation to and from school is my parental(s)/guardian(s) responsibility and failure to abide by this Parent Traffic Agreement may cause CAS to violate a condition of their Conditional Use Permit (CUP). Violations of a CUP may lead to revocation of the CUP and may ultimately cease operation of CAS for the next school year.

The address of CAS is 1405 Solana Drive, Belmont, CA. The **only** acceptable parent(s)/guardian(s) parking locations and location for drop-off and pick-up is the lower parking lot, which is accessed by entering the first driveway on Solana Drive.

The Parent Traffic Agreement that We (I) agree to is as follows:

RULES

- To **only** drop-off and pick-up our (my) student(s) at the lower parking lot area.
- To make sure our (my) student(s) is ready to exit our (my) vehicle efficiently and in a timely manner and to keep socializing to a minimum during drop-off.
- To use no other drop-off or pick-up point, which includes all streets leading and adjacent to CAS.
- To inform our (my) student(s) and any of my visitors of the necessity and importance to follow this Traffic Agreement at all times.
- To observe that the parking lot adjacent to CAS' Room 1 (the 2nd driveway) located off Solana Drive is reserved for **CAS staff and faculty only** and is clearly marked as such. Driving into that parking area is never allowed.
- To abide by any additional traffic instructions from CAS on where to park for CAS events.
- To provide CAS with all our (my) Automobile License Numbers used to transport our (my) student(s).
- To not use my cell phone for any reason while driving on CAS campus.

CAS NON-COMPLIANCE PLAN

1. If you receive a violation notice from CAS you will be required to meet with the Head of School or the Compliance Officer.
2. A repeated violation will result in consequences up to and including placing your child's attendance in jeopardy for 2010-11 school year.