

2009-2010 TRANSITION GUIDE



CHARLES ARMSTRONG SCHOOL
1405 SOLANA DRIVE
BELMONT, CA 94002

WWW.CHARLESARMSTRONG.ORG

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TRANSITION PROCESS *CHECKLIST FOR PARENTS LOOKING AT SCHOOLS*

Criteria to Consider Before Visiting Schools

- Desired class size
- Desired school size
- Location
- Teaching methodologies
- Reporting system (letter grades, un-graded evaluations)
- Public schools vs. private schools
- Structured vs. unstructured classes, independent vs. teacher-directed instruction
- Co-ed or all boys/all girls
- Ethnic diversity
- Tuition
- Religious affiliation
- Resources Specialist Programs (RSP) (special education help)
- Extracurricular programs: sports, drama, fine arts, other
- Integrated technology, available computers
- Commute time
- Need for before and/or after school care
- Proximity to public transportation; available car pool option
- Need for on-site tutoring, speech & language, etc

Information to Know/Have When Visiting Schools

- Your child's portfolio and current work samples
- Your child's academic strengths and areas of needs

Questions to Ask When Visiting Schools

- Schools expectations of parents
- Copy of daily schedule
- Percentage of students with special needs
- How the school and individual teachers would accommodate your child's special needs
- Homework expectations (hours per day, weekends necessary, single-night vs. long-term)
- Parent involvement allowed in selecting individual classes and teachers
- Required entrance exams, application fee and deadline
- Summer school recommendations and/or requirements

CHOOSING A SCHOOL

BY RONDALYN WHITNEY

What you can do to find a school that's a good fit for your child. Before going to a school, make yourself a checklist. I used the WOW criteria developed by Jan Nickerson while she was doing a job search (Nickerson, 1994). I had a checklist of qualities I was looking for in a school and my criteria are based on Sue Thompson's recommendations (1996). Every checklist will be different, but seeing mine might help you design one for your child.

Rate the items listed below from 1 to 5:

1 – An item rated “1” is a DEAL BREAKER (This is a condition that, if it isn't present, the school is off the list, even if you love everything else. For example, “Would have to move to a district where the housing prices starts at \$499,000 for 1000 square feet of space” [don't laugh, that's California Real Estate]).

2 – Substandard

3 – Neutral

4 – Good

5 – Great! Judging by this criterion, the school walks on water!

Remember that using the following checklist, a score of “1” in any category means it's a deal breaker. Even if all other areas are great (a 5) but one category has a score of “1”, the school is off the list of consideration. After evaluating several schools, the school with the highest score (and no ones) is the school of choice.

1. Is the school open to accommodations?
2. Does the teacher smile, appear friendly and welcoming?
3. Do the children appear comfortable?
4. Do children raise their hands easily?
5. Are all members of the class participating?
6. Does the room have a schedule of the daily events posted for all the children to see?
7. Is there some evidence that social interactions are considered a priority?
8. Are peer relations fostered?
9. Will my child be with a consistent group of peers (or does the school value changing peers? For example, can my child have the same reading buddy all year or will they change every month? Will he or she be with the same desk mates or will they change?)
10. Is the school planning on major remodeling/changes within the next three years?
11. Will there be stable instruction? Will my child have the same teacher all year?
12. Is the volume of worksheet work limited?
13. Is written work balanced with more hands on, experiential work?
14. Can a child demonstrate his or her knowledge orally?
15. How does the school handle discipline? Are the interventions given in a positive constructive manner or are they negative and belittling?
16. Does each child have his or her own space (desk, cubby, etc.) so that a child can learn by role where to put stuff and where to find it?
17. Do children have down time areas such as the library, computer room, guided learning center where they can go, especially during recess and lunch?

18. What is the resource teacher like?
19. How is the resource room utilized?
20. How do I feel here? Am I welcomed? Do I feel comfortable?
21. Is the size of the campus manageable for my child?
22. Does the school value unique learning or insist on a standard?
23. What is the principal like?
24. Is the support staff supportive and child-friendly?
25. What does the principal brag about – test scores; community or facilities?
26. Look at the work posted around the room. Does the teacher grade on what is missing (i.e. -5) or what was right (+10). That's a subtle message of positive support.

Other pointers I picked up were from a book called *Stress and your Child* by Bettie Youngs (1985). She provides a checklist that was very helpful and which we used to construct the following:

1. Listen to your children when he or she talks about school. Learn as much as you can about what stresses your child at school and stands in the way of success. We found that, in retrospect, our son was telling us for months that he was unhappy at school, far more seriously than just not liking school. He didn't know how to behave, how to have a good day, or how to succeed. He also told us that the most important thing he wanted us to look for in a teacher was "Was she smiling?", and it turns out that that is the single most reliable predictor of a teacher a child will remember fondly years later (Brooks, 1997).
2. Inspect the school. Go when the teachers are expecting your visit. Does she welcome you, smile, and ask you who you are? Is the school clean? Can you find your way around easily? What kinds of signs and messages decorate the walls?
3. Do your children like and admire their teachers?
4. Do your children believe their teachers like and admire them? Do they think the teachers are fair?
5. Do your children grow anxious at night that there is school the next day?
6. Do your children talk about friends at school?
7. Do your children mention that other students taunt them?
8. Do most of your child's comments focus on academic failures and fears? (I got in trouble today and probably will tomorrow, too.)
9. Do your children seem afraid of the school environment?

PRIVATE VS. PUBLIC *DIFFERENCES BETWEEN PUBLIC & PRIVATE SCHOOLS*

Teachers

Public schools: All teachers in a public school are usually either state certified or working towards certification. Certification ensures that a teacher has gone through the training required by the state, which includes student teaching and coursework.

Private schools: Teachers in private schools are not required to have certification, and instead often have subject area expertise and an undergraduate or graduate degree in the subject they teach.

Student Body

Public schools: The children in most public schools usually reflect the neighboring community. Once at school, students may be split up based on ability or interest, but in most public schools, there is a diversity of student backgrounds.

Private schools: The student population at a private school is determined through a selection process; all students must apply and be accepted to that school. Although students may be from different neighborhoods, they will probably have similar goals and interests, which tend to create a fairly homogenous student body.

Special Needs

Public schools: Due to special education laws, public schools must educate all children, and provide programs to meet their special needs if necessary. This means most public schools have special education programs and teachers who are trained to work with students that have particular needs.

Private schools: Private schools do not have to accept children with special needs and may choose not to. As a result, most private schools do not have special education programs or teachers trained to work with children with severe special needs. Private schools will try to help all students they admit, but extra resources may also come at an additional cost.

Class Size

Public schools: Many states recognize the value of small classes and have provided funding to keep class sizes small in grades K-2. As students become older, class size tends to get bigger in public schools, especially in large school districts and urban schools.

Private schools: Each private school varies in class size.

PUBLIC SCHOOL TRANSITION PROCESS

1 – To set up an I.E.P. if you live in San Mateo County

- Families must request an IEP from their district of residence
- Send a Certified Letter to the Director of Special Education at your Elementary District, even if your child will be transitioning to high school
- On letter, CC: CAS and the Director of Special Education, Anne LePage, 2960 Hallmark Drive, Belmont CA 94002

2 – To set up an I.E.P. if you live outside of San Mateo County

- Families must request an IEP for your child at Belmont Redwood Shores School District
- Send a Certified Letter to Director of Special Education in BELMONT REDWOOD SHORES SCHOOL DISTRICT
 - Director of Special Education, Lisa Zachary
 - 2960 Hallmark Drive, Belmont CA 94002
- On letter, CC: CAS and the Director of Special Education at your District of Residence (remember this is always the elementary district even if your child will be transitioning to high school)

Sample letters available on next page.

SAMPLE LETTER – REFERRAL FOR SPECIAL EDUCATION
IF YOU LIVE IN SAN MATEO COUNTY

Date

Director of Special Education
Local Unified School District
Address
City, State, Zip

Dear _____ ,

I am the parent of _____ who is currently enrolled at the Charles Armstrong School in Belmont, CA. I am planning to transition my child back to Local School in the fall of 2009.

I am writing to make a referral for assessment for special education services for _____ as required by 5 C.C.C. Sec. 3021(a). He/she may be eligible for special education services. I am requesting that _____ be given a comprehensive assessment by the school district and that an IEP meeting be schedule for him/her. As part of the assessment process, I also request that _____ be assessed under Section 504 for the Rehabilitation Act of 1973 to determine whether he/she should be identified as “handicapped” pursuant to that law. I’d also like to determine, if any, accommodations might be required in his/her educational program is he/she dos not qualify for special education services; or which accommodations may be required in addition to special education services. This is also to request that the school district’s Section 504 Coordinator be present at the IEP meeting to discuss the results and recommendations of the Section 504 assessments.

I look forward to receiving an assessment plan within 15 days. If you have any questions, please feel free to contact me. Thank you for your cooperation and assistance.

Sincerely,

cc: Belmont Redwood Shores School District
Director of Special Education Services
Lisa Zachary
2960 Hallmark Drive
Belmont, CA 94002

SAMPLE LETTER – REFERRAL FOR SPECIAL EDUCATION
IF YOU LIVE OUTSIDE SAN MATEO COUNTY

Date

Ms. Lisa Zachary
Director of Special Education
Belmont Redwood Shores School District
2960 Hallmark Drive
Belmont, CA 94002

Dear Ms. Zachary,

I am the parent of _____ who is currently enrolled at the Charles Armstrong School in Belmont, CA. I am planning to transition my child back to Local School in the fall of 2009.

I am writing to make a referral for assessment for special education services for _____ as required by 5 C.C.C. Sec. 3021(a). He/she may be eligible for special education services. I am requesting that _____ be given a comprehensive assessment by the school district and that an IEP meeting be schedule for him/her. As part of the assessment process, I also request that _____ be assessed under Section 504 for the Rehabilitation Act of 1973 to determine whether he/she should be identified as “handicapped” pursuant to that law. I’d also like to determine, if any, accommodations might be required in his/her educational program is he/she dos not qualify for special education services; or which accommodations may be required in addition to special education services. This is also to request that the school district’s Section 504 Coordinator be present at the IEP meeting to discuss the results and recommendations of the Section 504 assessments.

I look forward to receiving an assessment plan within 15 days. If you have any questions, please feel free to contact me. Thank you for your cooperation and assistance.

Sincerely,

cc: Local Unified School District
Director of Special Education
Their Name Here
Address
City, State, Zip

PREPARING FOR A SCHOOL VISIT AND/OR INTERVIEW

We recommend that your child do a bit of homework before visiting the schools they are interested in.

- Look at the school's website for basic information before visiting
- Be ready to talk about why you are interested in the school
- Dress appropriately
- Participate in CAS mock interviews given to students

During the interview or visit, remember the following guidelines:

- Be courteous, interested, and open with the person conducting your tour
- Be on good behavior during the entire visit
- It is important to strike a delicate balance between being prepared and being too coached. We will do some mock interviews here at CAS. At home, it is helpful to talk informally with your child about their outside interests and accomplishments so that they can be ready to talk about those things with an interviewer.

SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES *INFORMATION ON ELIGIBILITY CRITERIA*

Who is eligible for special education under federal and state law?

You will find the California special education eligibility criteria in regulations adopted by the State Board of Education. See Title 5 California Code of Regulations (C.C.R) Sec. 3030. These regulations went into effect March 2, 1983. This is the first time California has had a uniform statewide policy for determining eligibility for special education. The criteria generally parallel the federal guidelines in defining “children with disabilities” [34 Code of Federal Regulations (C.F.R) Sec. 300.7.] Eligibility criteria under state law cannot be narrower than eligibility criteria under federal guidelines. Together, the federal and state regulations establish eligibility criteria for all students seeking special education services. In order to qualify as an individual with exceptional needs under the eligibility criteria, the assessment must demonstrate that the student’s impairment adversely affects his educational performance and requires special education. The qualifying areas of impairment set out in state eligibility regulations are:

- (1) Hearing impaired;
- (2) Both hearing and visually impaired;
- (3) Speech or language impaired;
- (4) Visually impaired;
- (5) Severely orthopedically impaired;
- (6) Impaired in strength, vitality, or alertness due to chronic or acute health problems (other health impaired);
- (7) Exhibiting autistic-like behaviors;
- (8) Mentally retarded;
- (9) Seriously emotionally disturbed;
- (10) Learning disabled;
- (11) Multiple disabilities; and
- (12) Traumatic brain injury

[34 C.F.R Sec. 300:7; 5 C.C.R Sec. 3030.]

The IEP team (made up of qualified professionals and the parent) makes the actual determination of eligibility for special education and related services, based upon the assessment reports. [20 U.S.C Sec. 1414(b)(4)(A).] A copy of the report must be given to the parent [20 U.S.C Sec.

1414(b)(4)(B).] In terms of minimum age, a child may be eligible for special education services, in the form of early intervention services, from birth. See Chapter 12, Information on Early Intervention Services. After age three and until school age, a child may be eligible for preschool special education. See Chapter 11, Information on Preschool Education Services.

In terms of minimum age (and assuming the student has not yet graduated, fix high school with a regular diploma), a student continues to be eligible for special education through his 18th year [Cal. Ed. Code Sec. 56026(c)(3)]. A student between the ages of 19 and 21 may continue in special education as long as the following conditions exist:

- (1) He must have been in special education at the time he turned 19;
- (2) He has not met his “proficiency standards”
- (3) He has not completed his “prescribed course of study”, or
- (4) He has not graduated from high school with a regular high school diploma

[Cal. Ed. Code Sec 56026(cx4) and 56026.1.]

“Prescribed course of study” means the school district’s required subjects and credits in English, math, reading, etc., as set by the local board of education for granting a diploma or certificate. [Cal. Ed. Code Sec. 51000 and following.] “Proficiency standards” are standards of student competence in basic writing skills, such as reading, writing, and mathematics. Proficiency standards will be demonstrated by passing the high school exit exam, if and when it goes into effect. Until the initiation of the high school exit exam, it is unclear what test or other means will be used to demonstrate minimum proficiency standards or awarding a regular high school diploma.

How long a student may continue in special education after his 22nd birthday depends, for the most part, on the month in which he turns 22. If the student was born between January 1 and June 30, he may only remain in the program for the rest of the fiscal year ending June 30, plus any extended school year program. If he was born in July, August, or September and is on a traditional school-year calendar, he is treated similarly and may continue in the program through the end of the fiscal year that ended June 30. However, if the student was born in July, August, or September and is on a year-round school calendar, he can finish the current term, even if the term extends into the next fiscal year. A student who was born in October, November, or December may continue in special education only until December 31 of the year he turns 22, unless he would otherwise complete his IEP at the end of that current fiscal year.

[Cal. Ed. Code Sec. 56026(cx4)(A)-(C).]

What are the criteria or eligibly for special education on the basis f health conditions and problems?

Under state law, a child may be eligible for special education if he as limited strength, vitality, or alertness due to chronic or acute health problems, including but not limited to, a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, sever asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affect a pupil’s educational performance. The health impairment will not qualify the pupil for special education if it is temporary in nature. [5 C.C.R Sec: 3030(f).] Under state law, “temporary” means a disability which will terminate at some point and which, when it terminates, will not prevent the student from returning to a general education class without the need for any special interventions: [5 C.C.R Sec. 3001(aj).]

Federal law identifies this eligibility category as “other health impairment” and defines it as: “having limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, and that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder...nephritis, rheumatic fever – which adversely affects a child’s educational performance.” [34 C.F.R Sec. 300.7(c)(9).] Federal law, therefore, adds several more examples of conditions that may qualify a child and does not add the word “severe” before asthma. Federal law establishes the floor for eligibility criteria below which state law cannot go. In other words, if a child would be eligible for special education applying the federal definition, a more restrictive state definition cannot prevent eligibility from being established [Office of Special Education Programs, U.S. Department of Education, 22IDELR 454 (1994).] Similarly, if a state law provides a more expansive definition of eligibility than federal law, the more expansive state definition will apply in

that state. [20 U.S.C. Sec. 1401(8)(B); *Cal. School for the Blind v. Hoing*, 736 F.3d 538 (9th Cir. 1984).]

Can a child with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) be eligible for special education services?

Yes. Federal law has specifically recognized ADD and ADHD as examples of conditions that may qualify under the category for “other health impairment” (OHI) if the other criteria for that condition are met. The definition for OHI has expanded the phrase “limited strength, vitality or alertness” to include a “heightened alertness to environmental stimuli,” and then lists ADD/ADHD as an example for a chronic illness which could qualify. However, a medical diagnosis of attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) alone is not sufficient to make a student eligible for special education services. An IEP team, after the required comprehensive evaluation, must determine that the student meets a federal and/or state eligibility category. Students with ADD/ADHD may also be eligible under the “specific learning disability” category, or the “seriously emotionally disturbed category. [Cal. Ed. Code Sec. 56339(a).] Children with ADD, when the ADD is a chronic or acute health problem resulting in a limited alertness, may be considered disabled under Part B solely on the basis of this disorder within the “other health impaired” category in situations where special education and related services are needed because of ADD.

How do the eligibility criteria apply to students with a suspected learning disability?

To be considered learning disabled under the eligibility criteria, a student must meet three major requirements. First, he must have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, and cognitive abilities (including association, conceptualization, and expression). Second, this disorder may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations. Third, the student must have a severe discrepancy between intellectual ability and achievement in one or more of the academic areas referred to in the law. [34 C.F.R. Sec. 300.7(c)(10).] As to the third requirement, California law also requires that the discrepancy not be capable of correction through other regular services offered in the regular instructional program. This additional state law requirement is probably not inconsistent with the federal law special education eligibility requirement that a child must need special education and related services [34 C.F.R. Sec 300.7(ax1)] and has been upheld by the federal courts in California. [*Norton v Orina Union School District*, 29 IDELR 1068 (1999).]

These regulations define intellectual ability as including both acquired learning and learning potential as determined by a systematic assessment of intellectual functioning. The student’s level of achievement includes his level of competence in materials and subject matter explicitly taught in school as measured by standard achievement tests. The academic areas identified in the law are: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation and mathematics reasoning. [Cal. Ed. Code Sec: 56337-8; 5 C.C.R. Sec 30309(j).] In determining whether or not a severe discrepancy exists, the IEP team must take into account all relevant material available on the student. **No single score (or product of scores) test or procedure shall be used as the sole criterion for the IEP team’s decisions as to the student’s eligibility for special education.** [5 C.C.R. Sec c3030(j)(4) (emphasis added).]

WHAT TO DISCUSS AT YOUR CHILD'S IEP

When you get the IEP be prepared to discuss your child's strengths, challenges, and what modifications and accommodations you feel will be necessary for your child. The following is a list of accommodations that you may want to consider requesting.

- Extended time on tests
- A quiet room for tests
- Use of laptops for all work
- A note taker
- Kurzweil reader; Franklin Speller
- Books on tape
- Use of calculator
- Omitting assignments that require copying
- Shortened spelling tests
- Alternative for written assignment (i.e. oral reports/posters/power points)
- Reduce length of written assignment
- Oral and printed directions
- Preferential seating
- Providing ample scratch paper for testing when necessary
- Oral presentations of tests
- Permit students to rework missed problems for better grade
- Any other modifications or accommodations you and teachers feel are necessary

Each student is entitled to a personally designed plan based on their own strengths and challenges.

THE SECONDARY SCHOOL ADMISSIONS TEST (SSAT)

What is the SSAT?

The SSAT is a test that is required as part of the admission process by non-parochial independent high schools. The test is given to 8th grade students applying for those schools.

What is the testing schedule?

The transition team has a testing schedule brochure for the 2008-2009 school year. If you would like one, please contact Debbie Vielbaum, (650) 592-7570 ext. 264.

AN SSAT 2008-2009 APPLICATION IS ATTACHED FOR YOUR REVIEW

What is the High School Placement Test (HSPT)?

The HSPT is a test that is required as part of the admission process by parochial high schools. The test dates vary, but all are completed by the end of January. Please check tests dates and locations with the parochial school you are interested in applying to.

Test Prep Options

- Get a book (Barons, Princeton Review)
- Group classes from places such as Kaplan or Ivy West
- Private tutoring (CAS tutor list is a good place to start)

PLEASE NOTE: THERE WILL BE NO SSAT TESTING ON CAS CAMPUS

FREQUENTLY ASKED QUESTIONS

- **Do we have to do a public school option?**
 - Yes! Always have public schools as an option even if it is not your first option. It is a slow process so start early.

- **Do we have to update our child's testing?**
 - Yes! This needs to be done every three years and almost all 7th grade students will need to update testing.

- **How can CAS help?**
 - We established relationships at districts and private schools in the Bay Area
 - CAS Teachers know the different programs well
 - CAS Alumni network can help by allowing current parents to talk with alumni currently at schools that might be of interest
 - Transition data based on the CAS website

- **If we visited a school during 7th grade year and did not like it, should we consider it now?**
 - The schools a family ends up considering will depend on factors relating to the child's interests, talents, level of support needs, educational environment, religious upbringing, etc. Let these factors drive school choice rather than the other way around.

- **Will CAS help families transitioning to public schools?**
 - Yes! We have more than 50% of our students going to public schools because the support offered can often be **better** than what private schools can offer. ALL FAMILIES should consider both options – public and private.

PAST CAS PARENT CONTACTS FOR TRANSITION SCHOOLS

*THE FOLLOWING PEOPLE HAVE VOLUNTEERED TO ANSWER ANY
QUESTIONS YOU MAY HAVE ABOUT YOUR SCHOOL OF INTERES.*

*PLEASE REMEMBER TO VOLUNTEER FOR THIS PROGRAM AFTER YOUR
CHILD HAS TRANSITIONED SO YOU CAN HELP FUTURE CAS PARENTS.*

SCHOOL	PARENT CONTACT	PREFERRED CONTACT METHOD
Arbor Bay School	Anna Zara	650-324-2013 anna@zenglish.net
Archbishop Riordan High School	Cathleen O'Brien Danette Dvis	415-333-9233 montybear@comcast.net (415) 467-4462 dinette@rondavis.com
Bowdich Public Middle School	Karen Kovacs	650-274-6036 karenkovacs@yahoo.com
Burlingame High School	Valerie Hough	(650) 558-1252 vhough@sonic.net
Burlingame Intermediate School	Marie Woods	650-678-4172 and 650-685-7886 Marie.k.woods@att.net
City Arts and Technology High School	Patricia Crosby	crospm@aol.com
Convent of the Sacred Heart	Martha Gregg	marthagregg@msn.com 415 - 752- 4280
Corte Madera Elementary	Bill O'Connor	bill.oconnor@douglaspartners.com
Gunn High School	Laura Birss	lbirss@comcast.net
Jordan Middle School	Holly Chamberlain	goholly@pacbell.net home 328-7365, cell 248-7365
Kittredge School	Katherine Olney	kolney@pacbell.net
Lab School, The (Washington, D.C.)	Clare Moran	sfclaremoran@yahoo.com

SCHOOL	PARENT CONTACT	PREFERRED CONTACT METHOD
Lick Wilmerding High School	Ellen Finch	home (650) 570-5405 elfjam@aol.com
Live Oak	Mary Conrad	cell 999-6592 home 387-7071
Los Altos High School	Jerry Watkins	jerrydwatkins@att.net 650-948-3796
Mercy	Krista Graham	kristagraham@comcast.net 415-269-6517
Mid Peninsula High School	Ruth Seyer	raseyer@comcast.net
Nixon Elementary	Katherine Sherman	shermfam@pacbell.net
Notre Dame High School, Belmont	Claudia Burr	(408) 947-7645 cburr@mcn.org
Pinewood	Catherine Peterson	catherine@peterson.net
Presidio Hill	Leslie Jones	leslie_jones@mckinsey.com
Ralston Middle School	Julia Rich	home 650-637-9821
Seacrest School	Susan Vermier	vermeir@comcast.net
Serra High School	Ruth Denardi Susan Gaddis	(650) 952-1459 denardi@comcast.net (650) 321-7171
St. Anne School	Deborah Parker-Wong	dpwsf@pacbell.net 415-242-9806
Summit Preparatory High School	Camerina Aceves	fourdays@ihot.com
Terman Middle School	Katherine Sherman	shermfam@pacbell.net
Terman Middle School	Laura Birss	lbirss@comcast.net

SCHOOL	PARENT CONTACT	PREFERRED CONTACT METHOD
Woodside Elementary	Liz Sippl	esippl@sippl.com
Woodside Elementary	Melinda Stoker	melindastoker@yahoo.com
Stuart Hall for Boys	Rose Muncheryan	rose1art@earthlink.net 415-469-5871

School Name	City	Dates and Times	Time	Website
Aragon High School	San Mateo	February 9 - 8th grade Parent Night (to be confirmed)	7pm	www.aragon.schoolloop.com
Bayhill High School	Oakland	October 20, January 21	7pm	www.bayhillhs.org
		November 21	2pm	
Bay School	San Francisco	October 22nd	7pm-9pm	www.bayschoolsf.org
		november 8th 2pm-4pm		
Bellarmino College Prep HS	San Joseq	October 25th	10am-1pm	bcp.org
Bishop O'Dowd High School	Oakland	Oct. 1, 8, 15, 22, 29 - Student Tours	9am-11am	www.bishopodowd.org
		Nov. 1 - Open House	1pm-3pm	
Burlingame High School	Burlingame	February 2 - 8th grade Parent Night (to be confirmed)	7pm	http://bhs.smuhsd.org
Capuchino High School	San Bruno	February 3 - 8th grade Parent Night (to be confirmed)	7pm	www.chs.schoolloop.com
Carlmont High School	Belmont	October 20 - 8th grade parent information night	6:00 - 9:00	www.carlmont.seq.org
		Jan. 14, 20, 26 - Parent/Student Coffees	7:30 - 9:00	
Convent of the Sacred Heart	San Francisco	November 4 (Open House)	6:45 - 9 pm	www.sacredsf.org
		Sept. 30, Oct. 21, Nov. 11, Dec. 2 - Admissions Tours	8:30 - 10 am	
Drew School	San Francisco	Oct. 22, Nov. 19, Jan. 7 - Open House	6:30pm-8:45pm	drewschool.org
		Jan 12, Jan 26, Feb 9, Feb 23 - Head of School mtgs	8:30am-9:30am	
Gateway School	San Francisco	October 5, Nov. 19, Dec. 2, Jan. 6	6pm-8pm	www.gatewayhigh.org
The Girls Middle School	Mountain View	November 14th	1pm-4pm	www.girlsms.org
		December 10th	7pm-9pm	
Gunn High School	Palo Alto	February 2nd	7pm	www.hillsdalehigh.com
Hillsdale High School	San Mateo	February 1 - 8th grade Parent Night (to be confirmed)	7pm	www.hillsdalehigh.com
Jewish Community High School of the Bay	San Francisco	November 8th, December 6	2-4pm	www.jchsofthebay.org
Keys School	Palo Alto	November 14, January 9	TBD	www.keysschool.com
Kings Academy	Sunnyvale	November 14	TBD	www.tka.org
		December 10	7pm	
Menlo Atherton HS	Atherton	November 10 - 8th grade families information night	6pm	www.mabears.org
Mercy High School	Burlingame	November 15th	12pm-4pm	www.mercyhsb.com
Mercy High School	San Francisco	October 25th	9am	www.mercyhs.org
Mid-Peninsula	Menlo Park	October 24th	10:30am-12pm	www.mid-pen.com
		April 24th	10:30am-12pm	www.mid-pen.com
Mills High School	Millbrae	February 8 - 8th grade Parent Night (to be confirmed)	7pm	http://millshigh.org
Archibishop Mitty HS	San Jose	November 22nd	9am-2pm	www.mitty.com
Notre Dame High School	Belmont	October 18th	10am-3pm	www.ndhsb.org
Nueva School	Hillsborough	November 15, December 12 (Middle School)	1pm-3:30 pm	www.nuevaschool.org
Odyssey School	San Mateo	October 6, November 9, December 3, January 7	7pm	www.odysseyms.org
Palo Alto High School	Palo Alto	February 3rd	7pm-8:30	www.paly.net

School Name	City	Dates and Times	Time	Website
Presentation HS - San Jose	San Jose	November 8th	11am-2pm	www.pres-net.com
Presidio Hill School	San Francisco	October 24th (Kindergarten)	10am-12pm	www.presidiohill.org
		November 7th (All School)	10am-12pm	
		January 26th (Middle school)	6pm-8pm	
Archbishop Riordan HS	San Francisco	October 25th	10am	www.riordanhs.org
Sacred Heart Prep HS	Atherton	October 25th	1pm-5pm	www.shschools.org
		November 22rd	1pm-5pm	
Saint Francis High School	Mountain View	November 1st	9am-1pm	www.sfhs.com
		November 16th	7:30pm-9pm	
Saint Ignatius College Prep	San Francisco	November 8th - Open House	1pm-3:30pm	www.siprep.org
		October 21, October 28 - 8th grade visit days		
San Francisco Day School	San Francisco	October 1st	6pm-8pm	www.sfds.net
		October 20th	6pm-8pm	
		November 7th (Kindergarten and Elementary)	10am-noon	
San Francisco School	San Francisco	October 29th (Preschool and Elementary)*	7pm-9pm	www.sfschool.org
		December ** (Preschool and Elementary)*	7pm-9pm	
		December ** (Middle School)*	7pm-9pm	
		<i>*Reservations are Necessary</i>		
San Mateo High School	San Mateo	February 3 - 8th grade Parent Night (to be confirmed)	7pm	http://smhs.smuhd.org
Sequoia High School	Redwood City	November 18 - 8th grade parent/student info night	7pm-9pm	www.sequoiahs.org
		Oct. 12, 26; Nov. 9, 23; Dec. 7 - Principal Tours	8:15-10 am	
Serra High School	San Mateo	December 3rd	7pm	www.serrahs.com
SF Waldorf High School	San Francisco	October 3rd, December 12th	9am-noon	www.sfwaldorf.org
		November 15th	1pm-4pm	
		<i>*make reservation - 415-431-2736</i>		
St. Cecilia - San Francisco	San Francisco	January 13th	8:30am-11am	www.stceciliaschool.org
		January 14th	8:30am-11am	
St. Joseph's - Atherton (K-8)		November 1st (Middle School)*	10am	www.shschools.org
		November 14th (Middle School)*	1pm	
		<i>*Reservations are Necessary</i>		
St. Lawrence	Santa Clara	November 15th	10am-1:30pm	www.stlawrenceacademy.org
<i>St. Lawrence Zacchaeus Program</i>		<i>October 19th</i>	<i>7pm</i>	
Sterne School	San Francisco	10/15, 11/12, 12/10, 2/4, 3/11, 4/15, 5/13	6pm-7:30pm	www.sterneschool.org
Summit Preparatory HS	Redwood City	October 7, December 8 (at Summit)	7pm-9pm	www.summitprep.net
		November 12th (at Everest HS campus)	7pm-9pm	
		January 9th (at Everest)	10am-noon	
The Marin School	Sausalito	October 1, October 27, November 12, December 3	6:30-8pm	www.themarinsschool.org
		<i>Parent Info. Nights reservations 415-339-9336 x104</i>		

School Name	City	Dates and Times	Time	Website
Urban High School		October 4th, December 6th	2pm-4:30pm	www.urbanschool.org
		November 7th	10am-12:30pm	
		8th grade families must register for openhouse info		
Woodside Priory	Portola Valley	November 14th, Novemer 18th	7pm	www.woodsidepriory.com
		December 5th	10am	

OCTOBER 2009

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Be positive!
- Attend transition meeting October 9th from 8:30-9:45am in the CAS library.
- Review transition school resource information on the CAS website.
- Visit school websites. Schedule school visits for you and your child.
- Review dates of open houses and mark calendar for schools of interest.
- Fill out private school initial application and call for shadow visit - Tuesdays or days CAS is not in session are preferred.
- Review list of Shadow dates for your public schools. If your school is not on the list, call as soon as possible.
- Update Psych Ed report if older than three years.
- Support your child and insure that they continue to focus on their CAS school work.

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9 8:30 Transition Meeting at CAS	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Charles Armstrong School
 1405 Solana Drive, Belmont, CA 94002
 (650) 592-7570 * Fax (650) 591-3114
www.charlesarmstrong.org

Debbie Vielbaum, Senior Director of Transition
 Phone: (650) 592-7570 ext. 264
 Email dvielbaum@charlesarmstrong.org

NOVEMBER 2009

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Attend transition meeting November 7th from 8:30 – 9:45 am in the CAS library.
- Work on application essays (8th grade teachers will help with this project.)
- Check all applications and review checklists.
- Check dates and deadlines on applications.
- Register and apply for accommodations for SSAT/ISEE/HSPT.
- Begin preparing for test
- Mail the “parent” portion and application fee as soon as possible (be aware of the deadlines!)
- Send recommendation forms to Pat Piper as soon as possible.

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 8:30 Transition Meeting at CAS	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



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DECEMBER 2009

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Continue school visits.
- Complete and submit applications.
- Follow up with outside personal recommendations.
- Continue preparing for entrance test.
- Attend school events such as games, performances, etc. at the schools you are considering.
- If you will be applying for financial aid, get the application form and begin assembling required documents. Pay attention to deadlines!

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



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JANUARY 2010

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Attend transition meeting January 15th from 8:30 – 9:45 am in the CAS library.
- Take the entrance test (SSAT/HSPT/ISEE)
- Attend school events such as games, performances, etc. at the schools you are considering.
- Prepare for private school interviews.
- Apply for financial aid. Pay attention to documentation requirements and deadlines!

• NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 8:30 Transition Meeting at CAS	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



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FEBRUARY 2010

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Focus on schoolwork. Given the number of children who could be on waiting lists, this term can be very important! Some admission decisions are conditional on Q3 and Q4 grades.
- Attend transition meeting February 5th from 8:30 – 9:45 am in the CAS library.

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 8:30 Transition Meeting at CAS	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						



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MARCH 2010

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- You should be hearing from schools you applied to mid-month (most private high schools send out their letters on the same day.) It is important that you do not transfer the anxiety to your children.
- Continue to focus on schoolwork. Some acceptances are conditional on Q3 and Q4 grades.
- Register your child for summer school classes if required or recommended by accepting school.
- If you have any additional questions about transition, please contact Debbie Vielbaum at (650) 592-7570 or via email at dvielbaum@charlesarmstrong.org

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



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MAY 2010

CAS – Where imaginations soar!

MONTHLY PARENT CHECKLIST FOR A SUCCESSFUL TRANSITION

- Almost done! Continue to focus on schoolwork and finish up the year strong. Some acceptances are conditional on Q3 and Q4 grades.
- Contact new school resource program to set up IEP/504 meeting if not done in April.

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 8:30 Transition Meeting at CAS 7 th GRADE PARENTS MANDATORY	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



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