

TRANSITION GUIDE

2011-2012



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TABLE OF CONTENTS

TRANSITION PROCESS	3
CHOOSING A SCHOOL	4-5
PRIVATE VS. PUBLIC	6
PUBLIC SCHOOL TRANSITION PROCESS	7-9
PREPARING FOR A SCHOOL VISIT AND/OR INTERVIEW	10
SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES	11-13
WHAT TO DISCUSS AT YOUR CHILD'S IEP	14
THE SECONDARY SCHOOL ADMISSIONS TEST (SSAT)	15
FREQUENTLY ASKED QUESTIONS	16
PAST CAS PARENTS CONTACTS	17-18
HIGH SCHOOL OPEN HOUSE DATES 2011-2012	19-20
CALENDAR WITH TIPS FOR A SUCCESSFUL TRANSITION	21-30

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 and Independent vs. Teacher-Directed instruction
- Integrated technology, available computers
- Ethnic diversity
- Tuition
- Religious affiliation
- Co-ed or All boys/All girls
- Commute Time
- Resources Specialist Programs (RSP) (special education help)
- Need for before and/or after school care
- Extracurricular programs: sports, drama, fine arts, other
- Proximity to public transportation; available carpool option
- Need for on-site tutoring, speech & language, etc.

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

Information to Know/Have When Visiting Schools

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

CHOOSING A SCHOOL:

By: Rhonda 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.

- Is the school open to accommodations?*
- Does the teacher smile, appear friendly and welcoming?*
- Do the children appear comfortable?*
- Do children raise their hands easily?*
- Are all members of the class participating?*
- How does the school handle discipline? Are the interventions given in a positive constructive manner or are they negative and belittling?*
- Is there some evidence that social interactions are considered a priority?*
- Is written work balanced with more hands on, experiential work?*
- Will there be stable instruction? Will my child have the same teacher all year?*
- Can a child demonstrate his or her knowledge orally?*
- What is the resource teacher like?*
- How is the resource room utilized?*
- Is the support staff supportive and child-friendly?*
- Is the size of the campus manageable for my child?*
- 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?*
- Is the school planning on major remodeling/ changes within the next three years?*
- Does the school value unique learning or insist on a standard?*
- Does the room have a schedule of the daily events posted for all the children to see?*

CHOOSING A SCHOOL: Continued

- *Is the volume of worksheet work limited?*
- *Look at the work posed around the room. Does the teacher grade on what is missing (i.e. - 5) or what is right (+10). That's a subtle message of positive support?*
- *How do I feel here? Am I welcomed? Do I feel comfortable?*
- *Are peer relations fostered?*
- *How is the resource room utilized*
- *What is the principal like?*
- *Will my child be with a consistent group of peers? 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?*
- *What does the principal brag about—test scores; community or facilities?*
- *Do children have down time areas such as the library, computer room, guided learning center where they can go, especially during recess and lunch?*

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 when they know 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

	<u>Private</u>	<u>Public</u>
Teachers	<i>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.</i>	<i>All teachers in public schools 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.</i>
Student Body	<i>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.</i>	<i>The children attending 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.</i>
Special Needs	<i>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 needs. Private schools will try to help all students they admit, but extra resources may also come at an additional cost.</i>	<i>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.</i>
Class Size	<i>Each private school varies in class size.</i>	<i>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.</i>

PUBLIC SCHOOL TRANSITION PROCESS

Step #1: Set up an I.E. P.

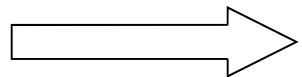
If you live **IN** San Mateo County

- ◆ *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:*
Maria Lang-Gavidia
2960 Hallmark Drive
Belmont CA 94002

If you live **OUTSIDE** of San Mateo County

- ◆ *Families must request an IEP for you child at Belmont Redwood Shores School District*
- ◆ *Send a Certified Letter to the Director of Special Education in BELMONT REDWOOD SHORES SCHOOL DISTRICT at:*
Ms. Maria Lang-Gavidia
Director of Special Education
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 2011.

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 does 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
Maria Lang-Gavidia
2960 Hallmark Drive
Belmont, CA 94002

***SAMPLE LETTER:
REFERRAL FOR SPECIAL EDUCATION
If you live OUTSIDE San Mateo County***

Date

Ms. Maria Lang-Gavidia
Director of Special Education
Belmont Redwood Shores School District
2960 Hallmark Drive
Belmont, CA 94002

Dear Ms. Lang-Gavidia,

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 2011.

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 doEs 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.

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

During the interview or visit, remember the following guidelines:

1. Be courteous, interested, and open with the person conducting your tour
2. Be on good behavior during the entire visit
3. 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 needs 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 (bx4)(A).] A copy of the report must be given to the parent [20 U.S.C Sec. 1414(bx4)(B).] In term 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.]

SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES

Continued....

“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.
- ◆ 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.
- ◆ 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.
- ◆ 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 is the criteria or eligibility for special education on the basis of health conditions and problems?

Under state law, a child may be eligible for special education if he has 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, severe 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(a)].]

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).]

SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES

Continued....

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. You can apply online at www.ssat.org/ssat/test/test-reg-online.html or mail in your application.

An SSAT 2011-2012 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 choose 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 establish 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 interest, 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 interest. Please remember to volunteer for this program after your child has transitioned so you can help future CAS Parents.

<u>SCHOOL</u>	<u>PARENT CONTACT</u>	<u>CONTACT INFORMATION</u>
Arbor Bay School	Cheryl Martinelli	CAMwriter@aol.com
Archbishop Riordan High School	John & Lynda Buckley Danette Davis	padrondar@sbcglobal.net, 650.992.8438 dinette@rondavis.com, 415.467.4462
Berkeley High School	Fern Royce	Fern.royce@gmail.com
Bowdich Public Middle School	Karen Kovacs	karenekovacs@yahoo.com
Burlingame High School	Valerie Hough	vhough@sonic.net, 650.558.1252
Burlingame Intermediate School	Marie Woods	Marie.k.woods@att.net 650.678.4172 and 650.685.7886
Carlmont High School	Linda Abramowitz	650.591.4173
Convent of the Sacred Heart	Martha Gregg	marthagregg@msn.com, 415.752.4280
Corte Madera Elementary	Bill & Lorraine O'Connor	650.851.9800
Drew School	Victoria Lilienthal	vlilienthal@hotmail.com
Eagle Hill School	Elizabeth Sippl	esippl@sippl.com
Everest Hill School	Manya Sarrafi	msarrafi@yahoo.com
Gateway High School	Lorna Koep	mamalorna@comcast.net
Gunn High School	Laura Birss	lbirss@comcast.net
Half Moon Bay High School	Leslie Greenberg	klhgreenberg@sbcglobal.net
Hillsdale High School	Deborah Seligman	dseligman@wornickjds.org, 650.341.8242
Keys School	Anne Moses	Anne.e.moses@gmail.com, 650.321.7991
Kittredge School	Judy Marrocco Katherine Olney	jam@glassblockdesigns.com, 415.643.5272 kolney@pacbell.net
Junipero Serra High School	Gloria Venezia Catherine Breen	vinniev@astound.net, 650.992.3707 650.342.6901
Lick Wilmerding High School	Ellen Finch	elfjam@aol.com, 650.570.5405 (home)
Live Oak	Paula Williams	Paula_williams1@comcast.net
Livermore Valley Charter Prep	Marie Bentley	marie@pcpilot.com
Los Altos High School	Leah Putnam Jerry Watkins	stworkout@aol.com, 650.967.4441 jerrydwatkins@att.net, 650.948.3796

PAST CAS PARENT CONTACTS
Continued..

Menlo Atherton High School	Lisa Bartlit	lbartlit@yahoo.com, 650.234.9860
Mercy High School, Burlingame	Lisa O'Brien-Vukasin	Vukasin5@sbcglobal.net, 415.664.6354
Mid-Peninsula high School	Joan Cleary Laura Birss	joancleary@aol.com, 650.685.4850 lbirss@comcast.net
Mills High School	Ciaran Phibbs & Jill Sullivan	ciaran@sbcglobal.net
Notre Dame HS, Belmont	Claudia Burr	cburr@mcn.org, 408.947.7645
Palo Alto High School	Bonnie Maltz	650.289.9797
Pinewood	Catherine Peterson	Catherine@peterson.net
Presidio Hill	Leslie Jones	Leslie_jones@mckinsey.com
Ralston Middle School	Alicia Davidovich Heidi Hagler	abdavido@pacbell.net, 650-595-3865 heidih@rael-letson.com, 650-592-1275
Sacred Heart Prep	Frances Hopkins	flhop@yahoo.com
San Mateo High School	Ross or Luisa Hughes	LKREHUG@sbcglobal.net, 650.349.5528
Seacrest School	Susan Vermier	vermier@comcast.net, 650.712.0327
St. Anne School	Deborah Parker-Wong	dpwsf@pacbell.net, 415.242.9806
St. Francis High School	Jean McDonagh Schott	jeanmarieschott@msn.com
St. Joseph School	Elizabeth Henriquez	650.342.1010
St. Lawrence Academy	Charlene Mercadante	Char318@comcast.net
Stanbridge Academy	Steen or Cheryl Van	stevanvan2002@yahoo.com
Stuart Hall for Boys	Rose Muncheryan	Rose1art@earthlink.net, 415.469.5871
Sterne School	Diana Victoria	Dianavictoria@sbcglobal.net
Summit Prep High School	Cecelia Daye	fourdays@ihot.com
Terman Middle School	Katherine Sherman Laura Birss	shermfam@pacbell.net lbirss@comcast.net
Valley Christian High School	Richard Streeter	408.846.5248
Woodside Elementary	Liz Sippl Melinda Stoker	esippl@sippl.com melindastoker@yahoo.com
Woodside High School	Jerry Girouard	girou1110@aol.com, 650.561.0095

OPEN HOUSES 2011-2012

<u>SCHOOL NAME</u>	<u>CITY</u>	<u>DATE</u>	<u>TIME</u>	<u>WEBSITE</u>
Aragon High School	San Mateo	March 15	7pm	www.aragon.schoolloop.com
Bayhill High School	Oakland	Oct. 18, Jan 24 December 3	7-9pm 1-3pm	www.bayhillhs.org
Bay School	San Francisco	Oct. 1, Nov. 5 December 4	2pm 2pm	www.bayschoolsf.org
Bellarmino College Prep HS	San Jose	October 30	10am-1pm	www.bcp.org
Bishop O'Dowd High School Campus Tours	Oakland ⇒	November 6 October 6, 13, 20, 27	1-3pm 9am-11am	www.bishopodowd.org
Burlingame High School	Burlingame	March 15	7pm	http://bhs.smuhsd.org
Capuchino High School	San Bruno	March 15	7pm	www.chs.schoolloop.com
Carlmont High School	Belmont	March 29	7pm	Www.carlmont.seq.org
Convent of the Sacred Heart	San Francisco	November 10	6:30-8pm	www.sacredsfs.org
Drew School	San Francisco	September 24 October 27 November 13	2-4:30pm 6:30-9pm 10am-12:30	www.drewschool.org
Gateway School	San Francisco	Oct. 17, Nov. 2, Nov. 29, February 7	6-7:30pm	www.gatewayhigh.org
The Girls Middle School	Mountain View	November 12 December 8	1-4pm 7-9pm	www.girlsms.org
Gunn High School	Palo Alto	January 31	6:30-8:30pm	http://gunn.pausd.org/
Hillsdale High School	San Mateo	March 15	7pm	www.hillsdalehigh.com
Jewish Community High School of the Bay	San Francisco	October 30 December 4	2-4pm	www.jchsofthebay.org
Keys School	Palo Alto	Nov. 20, Jan. 8 (Grades 5-8)	11:30-1:30	www.keyschool.com
Kings Academy	Sunnyvale	Oct. 29, Dec. 10	11-1:30pm	www.tka.org
Menlo Atherton HS	Atherton	March 31	6:30-9pm	www.mabears.org
Mercy High School	Burlingame	November 20	12:30-4pm	www.mercyhsb.com
Mercy High School	San Francisco	October 27 March 18	6-7:30pm 1-2:30pm	www.mercyhs.com
Mid-Peninsula	Menlo Park	October 22, April 21	10:30am-12	www.mid-pen.com
Mills High School	Millbrae	March 15	7pm	www.millshs.org
Archbishop Mitty HS	San Jose	November 20	9-1:30pm	www.mitty.com

OPEN HOUSES 2011-2012

SCHOOL NAME	CITY	DATE	TIME	WEBSITE
Notre Dame High School	Belmont	October 23	11-2pm	www.ndhsb.org
Nueva School	Hillsborough	Gr. 5-6 *Reservation online		www.nuevaschool.org
Odyssey School	San Mateo	October 5, November 10 December 7, January 12	6:45-8pm	www.odysseymms.org
Palo Alto High School	Palo Alto	February 1	7-8:30pm	www.paly.net
Presentation High School	San Jose	November 6	11am-2pm	www.pres-net.com
Presidio Hill School	San Francisco	October 15, November 5	10-12pm	www.presidiohill.org
Archbishop Riordan HS	San Francisco	October 31	10am	www.riordanhs.info
Sacred Heart Cathedral	San Francisco	October 29	9-11am	www.shcp.edu
Sacred Heart Prep HS Shadowing:	Atherton Register online	October 23, November 20 Weekly October —February	1pm	www.shschools.org
Saint Francis High School	Mountain View	October 23	9am-1pm	www.sfhs.com
Saint Ignatius CollegePrep	San Francisco	November 6	1-3pm	www.siprep.org
San Francisco Day School	San Francisco	Sept. 26, Oct. 13-Adults Only Nov. 6-Children welcomed	6-8pm 10-12pm	www.sfds.net
San Francisco School	San Francisco	October 20: PreK-Elementary December 3: All levels	7-9pm 9-11am	www.sfschool.org
San Mateo High School	San Mateo	March 15	7pm	smhs.smuhsd.org
Sequoia High School Principal Tours	Redwood City ⇨	Nov. 18-Parent Info Night Oct. 4, 18; Nov. 1, 15, 29	7-9pm 8:15-10am	www.sequoiahs.org
Serra High School	San Mateo	December 1	7pm	www.serrahs.com
SF Waldorf High School	San Francisco	October 23, December 3 Make registration- online	1-4pm	www.sfwaldorf.org
St. Cecilia	San Francisco	Dec. 1, Jan. 5, Jan. 25, Jan 26	8:30am-11	www.stceciliashool.org
St. Joseph's-Middle School	Atherton	November 5, 19 (Register)	10am	www.shschools.org
St. Lawrence	Santa Clara	November 13	10-1:30pm	www.saintlawrenceacademy.com
Sterne School	San Francisco	Oct. 13, Nov. 10, Dec. 8, Feb. 9, Mar. 8, April 12th	6-7:30pm	www.sterneschool.org
Summit Prep High School	Redwood City	Oct. 6, Nov. 9, Dec. 7 Feb. 12	7pm 10am	www.summitprep.net
The Marin School	Sausalito	Oct. 2, 23; Nov. 6; Dec. 4 Make Reservation	2-3:30pm	www.themarinshool.org
Urban High School	San Francisco	October 2 October 22, December 3	2pm-4pm 10am-12	www.urbanschool.org
Woodside Priory	Portola Valley	November 12, December 3 Information Evening:Nov. 16	10am 7pm	www.woodsidepriory.com



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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	

REMINDERS:

- ◆ *Be positive*
- ◆ *Review list of Shadow dates for you public schools. If your school is not on the list, call as soon as possible.*
- ◆ *Review transition school resource information on the CAS website*
- ◆ *Visit school websites and make appointments to visit schools*
- ◆ *Review dates of open houses and mark calendar for schools of interest.*
- ◆ *Update Psych Ed report if older than three years.*

NOTES:

ANY QUESTIONS PLEASE CONTACT: Debbie Vielbaum—Director of Admissions and Transitions
Phone: (650)592-7570 x264 Email: DVielbaum@charlesarmstrong.org



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 Transition Meeting 8:30-9:45am	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

REMINDERS:

- ◆ Be positive
- ◆ Attend transition meeting October 14th 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 you 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:



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11 Transition Meeting 8:30-9:45am	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

REMINDERS:

- ◆ Attend transition meeting November 11th from 8:30-9:45am 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 feeds as soon as possible (be aware of deadlines!)
- ◆ Send recommendation forms to Pat Piper as soon as possible.

NOTES:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

REMINDERS:

- ◆ 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:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	26	25	26	27	28
29	30	31				

REMINDERS:

- ◆ 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:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			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			

REMINDERS:

- ◆ *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.*

NOTES:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

REMINDERS:

- ◆ 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.

NOTES:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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					

REMINDERS:

- ◆ Continue to focus on schoolwork. Some acceptances are conditional on Q3 and Q4 grades.
- ◆ Contact new school resource program to set up IEP/504 meeting.

NOTES:

ANY QUESTIONS PLEASE CONTACT: Debbie Vielbaum—Director of Admissions and Transitions
Phone: (650)592-7570 x264 Email: DVielbaum@charlesarmstrong.org



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		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		

REMINDERS:

- ◆ *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:

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7 Congratulations! CAS Commencement Celebration	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

REMINDERS:

- ◆ *CONGRATULATIONS! CAS Commencement Celebration this month.*

NOTES:

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Phone: (650)592-7570 x264 Email: DVielbaum@charlesarmstrong.org



SSAT

Print in block capital letters. Use blue or black ink.
Registration instructions on page 27.

SSAT USE ONLY

Ref: _____

2011-2012 REGISTRATION FORM

SSAT Registration, CN 5339, Princeton NJ 08543 USA
Fax: 800-442-SSAT (USA) 609-683-4507 (Outside the USA)

Student Information (* REQUIRED FIELDS)

* Student's Last/Family Name (No punctuation.)

* First/Given Name (Do not use nicknames.)

MI

* Date of Birth (MM-DD-YY)

Check here if you are already registered for a 2011-12 SSAT.

Test date: _____

* Street Address - Line 1

Street Address - Line 2 (include apartment number)

* City

State/Prov.

Zip/Postal Code

Country

* Phone Number (9 am-5 pm EST)

Country Code

Area Code + Number

E-mail Address (required for e-mail score reporting to home)

Social Security Number (optional)

* Gender

* Current Grade Level

F M 5 6 7 8 9 10 11

Parent/Guardian/Contact Name

Test Information

* Test Date (Select one only.)

- OCTOBER 15, 2011 JANUARY 7, 2012 APRIL 21, 2012
 NOVEMBER 12, 2011 FEBRUARY 4, 2012 JUNE 9, 2012
 DECEMBER 10, 2011 MARCH 3, 2012

* Test Center Code

Test Center Name and Location

Alternate Choice (required if testing in CA, CT, DC, GA, MD, MA, NJ, NY, PA, VA)

If test center(s) listed is/are filled to capacity, SSAT will assign you to the nearest available site for the test date specified. If test center(s) listed is/are invalid or missing, SSAT will return your registration form by US Mail.

Check here if you are requesting Special Testing Accommodations. Attach application to this form or, if you have already been approved for a 2011-12 test date and wish to receive the same accommodations for this date, indicate your original test date here: _____

Check here if you are requesting a Sunday test date. Attach documentation to this form.

Admission Ticket

Send ticket by (select one): MAIL E-MAIL

School Score Reports

Select recipient codes from the Score Recipient List. Scores are NOT automatically reported to your Test Center. No charge for two recipients at this time of registration.

Recipient Code

Recipient Code

Online Score Management

To add/cancel score reports for FREE, access your account online at www.ssat.org. A processing fee applies to all add/cancel requests sent by mail, fax, or email.

Account Proxy

If you want to permit your current school, an organization, or educational consultant to manage your student registration account, include their SSAT identification code here. This permission will enable your consultant or school administrator to add/cancel scores on your behalf (at no charge) using your online account. Otherwise, leave this field blank.

Proxy Code

SSAT Fees and Payment Information

* SSAT Test Fee (select one)

- \$116 SSAT: USA/Canada Sites
 \$225 SSAT: International Sites

Optional Services/Preparing & Applying

Study Guide: *Preparing and Applying*

- \$ 30 Study Guide (U.S. Priority Mail)
 \$ 62 Study Guide (FedEx Delivery)*

Student Score Reporting Services:

- \$ 20 E-mail Scores to Home *E-mail address required.*
 \$ 35 FedEx Scores to Home*

**No U.S. P.O. Boxes. Indirect signature required.*

Add the SSAT Test Fee and any Optional Services from the left for the Total Due:

TOTAL DUE

SSAT DOES NOT OFFER REFUNDS.

- Make checks payable to SSAT in US funds.
- Include student's name on check/money order.

* Payment Enclosed: Check Money Order Visa MasterCard SSAT Fee Waiver

Account Number (Visa or MasterCard ONLY)

Exp. Date (MM-YY)

Cardholder's Signature

Late/incomplete forms and invalid requests will be returned by US Mail.

Deadlines for SSAT Registration by Mail or Fax

National Test Date	Registration Deadline* (Postmark or Fax Received)
October 15, 2011	September 23
November 12, 2011	October 21
December 10, 2011	November 18
January 7, 2012	December 16
February 4, 2012	January 13
March 3, 2012	February 10
April 21, 2012	March 30
June 9, 2012	May 18

** Registrations for Sunday Testing or Special Accommodations Testing must be received by SSAT by deadline noted (5 pm EST).*

SSAT REGISTRATION FAX

800-442-7728 (SSAT)

USA

609-683-4507

Outside the USA

Instructions for Registering by Mail or Fax

Select a test date and center.

- **National Test:** Test sites in the USA, Canada, American Samoa, Guam, Puerto Rico, Saipan, US Virgin Islands. Select from the list on pages 15-18 or visit www.ssat.org for the most current list of available test sites.
- **International Test:** Test sites outside of the USA and Canada. Testing in November, December, January, March and April only. Select from the list on pages 18-19 or visit www.ssat.org for the most current list of available test sites.
- **Sunday Test:** For students who cannot test due to observance of Saturday Sabbath. Select from the list on page 20.
- **Special Accommodations Test:** Non-standard administration for students with school-documented disabilities. Select from the list on pages 22-24 or visit www.ssat.org for the most current list of available test sites.
- **Alternate Center:** Students testing in CA, CT, DC, GA, MD, MA, NJ, NY, PA, and VA must provide an alternate site choice.

Obtain proper verification.

Additional documentation is required for Sunday Testing and Special Testing Accommodations.

Complete SSAT Registration Form (page 29).

E-mail Address: Optional, include for e-mail delivery of scores or admission ticket. If an invalid e-mail address is provided, your score report will be sent to you by first class mail and score reporting fees will not be refunded.

Social Security Number: SSAT member schools use this number to identify student records. Providing this information on your SSAT Score Report will help the admissions process go more smoothly for you as well as your chosen school. Social Security Numbers will only be released to the SSAT members to whom you send score reports. Providing a Social Security Number is optional.

Grade Level: Indicate the student's current grade level, not the grade to which they are applying. June testers should indicate the grade they attended during the 2011-12 academic year.

Test Date: Use the registration form to register for one test date only. Please photocopy the form if you wish to register for multiple test dates.

Test Center: Check that the test center you have selected is testing on the date you have selected. If your test center is invalid, SSAT will return your registration form by US mail.

Admission Ticket: Choose free delivery by e-mail or mail. Specify one method by which you would like to receive your SSAT Admission Ticket. If an invalid e-mail address is provided, your ticket will be sent to you by first class mail.

School Score Reports: Copies of your score report may be sent to SSAT member institutions. Select two score recipients at this time free of charge. If you wish to see your scores before sending them to schools, leave this section blank. Scores will not be reported to your test center unless it is a SSAT member and listed as a score recipient. *Score recipient list on pages 11-14.*

Account Proxy: If you want to permit your current school, an organization, or educational consultant to manage your student registration account, include their SSAT identification code here. This permission will enable your consultant or school administrator to add/cancel scores on your behalf (at no charge) using your online account. Otherwise, leave this field blank.

Student Score Reporting Services: A score report will automatically be mailed to your home address, free of charge. For an additional fee, SSAT will report your scores by e-mail or FedEx (home report only). This is not a rush scoring service; scores will be released on the common release date. Fax reporting service is not available. FedEx reports cannot be sent to US P.O. Boxes or APO/FPO Boxes.

Enclose payment with your registration form.

See page 3 for fees and payment information.

Complete payment must accompany this form. Do not mail payment separately.

All fax or online registrations must include payment by Visa/MasterCard or SSAT Fee Waiver.

SSAT will return any registration that does not include complete payment or necessary information. Corrected forms must be returned to SSAT before the posted regular deadline.

Submit your registration by mail or fax.

BY MAIL:

**SSAT Registration
CN 5339
Princeton, NJ 08543
USA**

BY COURIER/EXPRESS MAIL:

**SSAT Registration
862 Route 518
Skillman, NJ 08558
USA**

BY FAX:

**800-442-7728 (USA)
609-683-4507 (Outside the USA)**

Keep a copy of your registration form for your records.

Do not fax your registration more than once or mail your registration to SSAT after faxing it. This may result in multiple registrations and charges.

SSAT is not responsible for incomplete/illegible fax transmissions or lost mail.

All returned forms will be sent by US Mail.