

I. ACKNOWLEDGMENT OF 2011-2012 STUDENT-FAMILY HANDBOOK

I understand and agree that I have read and will comply with the 2011-2012 CCDS Student-Family Handbook.

Parent/Guardian's Signature

Date

Parent/Guardian's Printed Name

Child's Name

PLEASE RETURN TO THE SCHOOL OFFICE AS SOON AS POSSIBLE

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II. Welcome to Chico Country Day School

Welcome Statement

The faculty, staff, families, students, and Board of Directors of Chico Country Day School WELCOME you and your child to a community of learners in pursuit of an excellent education for all children. This is a school based on the belief that the family is the child's first and most important teacher, and we look forward to working and learning and teaching with you. We value the commitment you have made to send your child to a school of choice and to be a part of the Chico Country Day School community.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with CCDS. It explains some of our philosophies, beliefs, structures, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it will serve as a useful reference to you while your child is enrolled at CCDS.

Because CCDS is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time.

Vision and History of CCDS

Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents and community members. CCDS was unanimously re-approved by the Chico Unified School District in April of 2009.

At CCDS, we have created a learning environment where children become literate, cultured, life-long learners who strive for academic excellence. Through a united school, parent and community effort, CCDS emphasizes social consciousness and responsibility to a democratic society, self-confidence and compassion, and appreciation and respect for the natural world. The vision of CCDS is to create a school that, working within available resources:

- Offers lower class size, compared to local public and private schools, in every grade
- Offers a small community environment for both students and families
- Is committed to academic excellence
- Implements the Highly Effective Teaching model and provides a dynamic, interactive classroom environment
- Develops a school-wide theme for the entire year
- Encourages parents to take an active role in the operation of the School.

Charter Schools

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is 5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter

schools are accountable to their sponsor—in our case, the Chico Unified School District -- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Facilities

All facilities at the site, 102 W. 11th Street, are for the sole use of Chico Country Day School. This includes all buildings, classrooms, field space, parking lot and common areas. Any public or private agency/group that desires to use these facilities must submit a written request to the Principal/Superintendent describing the requested usage. Only usage that is consistent with the policies of CCDS will be allowed. Once approved by the Principal/Superintendent, all outside agencies/groups must submit a facilities request form and an insurance binder. No outside agencies/groups will be allowed to use school facilities during regular school hours when school is in session.

III. Overview of the Educational Program at CCDS

Mission

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful community where all learners are inspired to achieve their personal best.

In order for every child to reach his/her fullest potential, we embrace the following tenets:

1. Every child must be held to clearly articulated, high expectations for achievement;
2. The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child, and;
3. Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

The Mission in Practice

CCDS's Three Tenets		
<p>Every child is held to clearly articulated, high expectations for academic achievement.</p>	<p>The school , families and community work together to meet the needs of the whole child.</p>	<p>Teachers and administrators as learners focused on student achievement.</p>
How We Achieve This Vision		
<ul style="list-style-type: none"> • Curriculum based on State Teaching Standards. • Students learn through challenging, integrated, real-world experiences and projects. • On-going assessment of students using standards-based techniques. • Teaching is based on current brain research that helps children learn through hands-on opportunities and being there experiences. 	<ul style="list-style-type: none"> • Low student-teacher • Small school size • Each family upholds a commitment to volunteer 50 hours and be involved in their students' education. • Community partnerships strengthen the educational program. • Commitment to a small learning community that serves the educational needs of children 	<ul style="list-style-type: none"> • Highly selective hiring process. • A Professional Development Plan for each teacher. • School-wide systems of curriculum planning. • Structured collaboration expectations. • Professional Roundtables to discuss curriculum and assessment every week. • Fall and Winter Professional Development In-services. • Teacher-driven Professional Development. • On-going evaluation.

Curriculum and Instruction

The first tenet of the mission of Chico Country Day School is to hold each child to clearly articulated, high expectations for academic achievement. We achieve this tenet by ensuring the academic program of CCDS is based upon state and national content and performance standards and is built upon current research.

Our instructional strategies have proven to be successful with educationally disadvantaged students. Our instructional program embraces the instructional model referred to as "Highly Effective Teaching," which serves all students, including those with special needs, English language learners, and students who require remediation and extra support. Core subjects taught at the school include:

- **Language Arts**
- **Science**
- **Mathematics**
- **History and Social Studies**

Non-core subjects taught include:

- **The Arts – Music, Fine Arts & Drama**
- **Health and Physical Education**
- **Environmental Science, Outdoor Classroom**

Curriculum Development

The educational program of the Chico Country Day Charter School is informed by research and highly respected philosophies regarding teaching and learning. Our program is based upon what we know to be best teaching practices in a classroom we create and is referred to as a brain-compatible environment. Our approach to educating our students is based on the educational philosophy of The Basic School (Ernest Boyer) and our instructional model is based on Susan Kovalik’s Highly Effective Teaching (HET). From the Basic School model, we extract a few core beliefs that are at the heart of building a community of learners at CCDS: getting to know each student well, leadership opportunities for our older students, cooperative learning for students and teachers, ongoing professional development, displaying student work through exhibitions, celebrations, and portfolios; and finally, focusing on creating an engaging curriculum that emphasizes depth and understanding of “essential” topics rather than a curriculum that focuses on breadth of material covered. Our use of challenging service learning projects, student learning based in study trips throughout our community, and the solving of real-world problems comes from embracing Kovalik’s instructional model.

Much of the CCDS curriculum is planned and developed by teachers, and based on the California Content Standards for each grade level. CCDS teachers are trained to use the Integrated Thematic Instruction Model to plan, sequence, integrate, and structure the units of instruction. Teachers make their plans by integrating a large concept that is woven throughout the day, across all subject areas. Their HET training encourages planning developmentally-appropriate sequenced activities that build for their students a “scaffolding” of understanding that connects learning across the various disciplines on a daily basis. Once this scaffolding is built, more and more conceptual teaching/learning may be added onto the basic foundation that is established early in the day/ week/ year. Children’s understanding begins to grow and connect because all skills are taught in context of meaningful engaging content as opposed to skills or facts being taught in isolation.

HET curriculum planning and instruction model aligns with our educational philosophy, and inspires teachers to create innovative and engaging hands-on curriculum that is based on student understanding of grade level content standards and skills. Building on our school culture of collaboration and accountability, CCDS teachers welcome the opportunity to gather at Professional Roundtables. By design, these times are planned times weekly to encourage collaboration on curriculum planning and projects. These collegial times offer each teacher an opportunity to be accountable to others, ensuring that all curricula meet high levels of academic rigor at every grade level.

Student Assessment

Assessment at CCDS is formative and ongoing in every classroom. Teachers provide opportunity for their students to process and share their learning daily, and use what they see and hear about their student’s learning to drive their lesson planning for the next lessons, the next day. At CCDS, we believe a child can and should have the opportunity to demonstrate their learning in many

ways. Embracing the idea that there are many ways to learn information, there are just as many ways to demonstrate our learning. Often students are offered the opportunity to select from a menu of appropriate assignments which are designed for a wide variety of learners to spotlight their understanding and mastery in their preferred modality.

There are times when students may even be challenged to select an assignment that will stretch and strengthen their skills in a less familiar modality. As a result, our authentic assessments capture snapshots of our well-rounded students' learning; include written reports or stories, oral presentations, visual and performing arts responses, and finally, technology/media. Our assessments are designed to demonstrate evidence of strong progress and development over time. CCDS assessments range from traditional measures (e.g. end of unit of study tests and Standardized Tests) to alternative tools (Multiple measures and Portfolios).

Grading System

At CCDS, regular feedback for our students is important to ensure that children are aware of the progress they are making regarding their learning and understanding. Often, CCDS teachers offer immediate feedback, allowing children to see the degree to which they understand a concept and how much more additional support they will need to achieve mastery. Rubrics are used often that objectively describe how students can achieve exemplary grades on large assignments. Although daily grading may vary from one classroom to another on practice assignments, written formal and informal assessments (pre and post, and benchmarks) provide all with information regarding the students' knowledge and are graded and kept for evidence of the type of progress each student is making throughout the year. Accountability for written assignments starts as young as first grade, yet the requirements for personal best will vary according to individual skill. In addition to letter grades (A,B,C,D,F) in the upper grades, we have chosen to work with a scale of grading that communicates a child's level of mastery of a subject area or skill. The CCDS Grading Scale on primary grade report cards is a 3-point scale:

- 1: Beginning:** This "grade" tells the parent that their student is only beginning to understand the academic standard, skills, and knowledge expected of him or her. Material has been presented to each student, and there has been sufficient time to understand, however, he or she has a great deal of progress still to make. The student at this point depends on significant instructional support to complete any task / assignment.
- 2. Developing:** This grade or status is what one could categorize as a "novice," meaning that a child has mastered only the basics of the academic standard skills and knowledge expected of him or her. Although some proficiency is beginning to emerge, errors and misunderstandings still occur as the student applies his/her understanding of the concept. He or she still has a significant amount of progress to make before mastery of the subject is attained.
- 3. Secure:** This stage of learning is when the student has reached a level of mastery which one would call proficient or perhaps "expert." The student's progress has been significant to point of being capable of teaching another about what they have learned.

Intervention for Students At-Risk of Retention

Appropriate interventions are offered for students at risk for retention, including during school and after school interventions for Reading and Mathematics, as well as an after school Homework Club and Extended Day. Students may be recommended for retention by classroom teachers based on standardized test scores, progress toward achieving grade level content standards, and teacher observations. In the event that a teacher recommends a student for retention, a student study team meeting will be held to discuss recommendation with parents/guardians.

School Structures That Support Student Learning

Small Classes

Our student-teacher ratio for Grades K – 3 is 20:1.

Our student-teacher ratio for Grades 4 – 8 is 30:1.

After School Program

Students can get the extra help and enrichment that they need in our After School Program (ASP), which is open all day for morning and afternoon kindergartners and from 2:45 – 6:00pm for all of our students, grades K-8. Our ASP includes a separate “Homework Club”, time for homework and help with homework. We also offer Arts & Crafts, Dance & Music, Performing Arts, Sports, and Cooking. This is a fee-for-service program, but we also have Supplemental Instruction time during Homework Club for children who are confidentially identified as “at risk of retention” or need help getting up to grade level. This is a free service for those children who need the extra attention.

“Big & Little Buddies”

All students will be paired up at the beginning of the school year with each other – grades 3-8 act as big buddies to their little buddies in preschool through third grade. This provides older students with an opportunity for responsibility and mentoring and provides our younger students with a role model and another individual at the school who cares about them. Big and Little Buddies will work together throughout the school year, reading aloud, doing projects together, and learning from one another.

Students with Special Needs

Student Study Team

Students are referred to the Student Study Team if a teacher or parent feels the need to develop an intervention plan for specific identified needs related to a student’s behavior, attendance, or social interactions. The team will be comprised of the classroom teacher, an administrator, other necessary support staff, and the parent of the child. The purpose of the team will be to develop and implement an action plan that compliments and enhances the child while targeting the specific needs of the student. For academic needs a Student Support Team is convened to analyze academic assessment data and the results of Tier 1 classroom interventions in order to develop an academic support plan. The Student Support Team is comprised of the classroom teacher, the RSP teacher and other regular education teachers.

Special Education

At CCDS, we aim to have an inclusive model for our children with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. We also believe that early intervention is the key to success for struggling students. CCDS employs a Response to Intervention (RTI) model. In this model all students are screened (Universal Screening) to determine their academic level. Students who are performing below grade level, as measured by the Universal Screener, are supported in the classroom with differentiated instruction and Tier 1 intervention strategies and programs. Their performance is monitored frequently to determine if there is academic growth and a “response” to the classroom intervention strategies. If, after a battery of Tier 1 interventions are used, a student is not progressing adequately, then the Student Support Team will employ more intensive interventions (Tier 2). These may be in the regular education classroom or as a “pull-out” service. The RSP teacher oversees these Tier 2 interventions, in collaboration with the regular education teacher. Students receiving Tier 2 services are monitored frequently with skill based assessments. Parent notification/approval is required when students move into Tier 2. For students who do not respond to Tier 2 strategies, a psycho-educational assessment may be requested by either parents or teachers to determine if a student has a learning disability. Parents have the right to request a psycho-educational assessment at any time. That request must be put in writing. Special Education services are available for students who qualify and an Individualized Education Plan (IEP) is then written to support those students in the least restrictive environment. CCDS operates its own special education department as an independent LEA in the local SELPA. CCDS employs a Resource Specialist Teacher, School Psychologist, and Speech and Language Therapist. Students whose IEP dictates that they need additional services are provided those services through the SELPA.

Ready to Learn Policy

Parents are responsible for ensuring their child comes to school each day ready to learn. Students are “Ready to Learn” if they:

- Have received a good night’s sleep;
- Have eaten a complete and nutritious breakfast;
- Come to school dressed in clean, appropriate clothing;
- Practice good hygiene, i.e. his or her hair is washed and combed, teeth are brushed, etc.;
- Come prepared with homework completed.

IV. Family and Community Involvement at CCDS

Philosophy

It is proven by a great deal of prominent education research that when parents or family members are involved at school in the education of their child, the child’s success in school dramatically increases. In addition, we seek to create a school environment that invites family participation and involvement and that works as a community united in a common purpose. In order to create a strong school community where every child can reach his or her fullest potential, each family must be involved at the school.

Just as we view each child as a unique individual, so we see each family as a unique partner in their child’s education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

Structures

CCDS parents pledge to:

Provide Home Academic Support by

- Ensuring my child comes to school ready to learn.
- Assisting and monitoring homework assignments.
- Reading with my child(ren) every night and/or providing a quiet place to work,
- Following through with school recommended actions,
- Reviewing this agreement with my child.

Provide School Support by

- Sending my child to school on time and with a nutritious snack and lunch.
- Supporting and adhering to the School Discipline and Conflict Resolution Policy.

Participate by

- Attending school exhibitions of student work.
- Attending school PTP meetings or Board of Director meetings.
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Using and reinforcing the CCDS Lifelong Guidelines and Lifeskills.
- Making positive contributions to the school community.
- Being an active member of the school community by working to continuously improve the Chico Country Day School for all students.

Parent Participation Sign-Up Form

The Parent Participation Sign-Up Form is your statement of how you will contribute to the whole school community in your own individual and unique ways. Families have the option for how they would like to be involved and the specifics of that involvement. Ways for you to be involved include:

- Volunteering in your child's classroom.
- Driving on field trips
- Participating on a Board of Directors Committee (by invitation)
- Participating on a Special Event Committee
- Helping with the cleaning and maintenance of the school buildings and grounds

This list is not exhaustive and we encourage you to think of other ways we have not mentioned for how you would like to be involved.

Back to School Night and Open House

Back to School Night and Open House are annual events that serve two distinct purposes; one, to invite families to join in on the school day; and two, to host grade level and subject area seminars for families led by teachers that include:

- Discipline at CCDS
- Academics at CCDS
- How to help with homework
- How to help in the classroom or in the school

Volunteering

Volunteering at school is an excellent way to be involved in the education of your child in a way that also benefits the operation of the school. Volunteers can do a range of work from preparing homework packets to tutoring small groups, running stations in the primary grades, making phone calls, etc.

In order to keep all children safe and in the best interest of the school, the school requires volunteers to be tested for tuberculosis and to be fingerprinted and cleared through the Department of Justice. Please talk to the office staff for more details.

V. Governance Structure of CCDS

The Governance Structure of CCDS provides opportunities for all members of the school community to be involved in the decision-making process. Your involvement, as a family member, gives you a voice in deciding school programs and policies that affect you.

Board of Directors

The CCDS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability. The Board meets monthly. The CCDS Board of Directors is currently composed of the following people:

- Margaret Reece, Chief Business Officer
- Paul Weber, Principal/Superintendent
- John Garrett, Teacher, 8th/7th grade at CCDS
- Karin Daverson, Teacher, 1st grade at CCDS
- Karen Rose, Parent (Chair)
- Matt Meuter, Parent and CSUC Professor
- **Jen LaBadie, PTP Representative**
- Darien Sterling, Parent and Local Business Owner
- Kevin Murray, Parent and Local Business Owner
- Katherine McKinnon, Community Member and Butte College Instructor
- Alicia Ahlswede, Parent (Vice-chair)
- Kate McCarthy, Parent and CSUC Professor
- Matt Darlington, Parent and Attorney
- Charles Thompson, Parent and Bank Executive
- **Margo Henderson, Community Member and Occupational Therapist**
- **Aaron Stewart, Community Member and Attorney**
- **Lowell Daun, Community Member and retired dentist and health care executive**

The Board has five working committees, and parents are encouraged to participate and welcome to submit their names for nomination. This is a yearlong commitment and monthly meetings are necessary. The committees are: **Finance/Fund Development**, Matt Meuter, Chair; **Personnel**, vacant; **Safety**, Paul Weber, Chair; **Facilities**, Don Brashears, Chair; and **Board Development**, Karen Rose, Chair.

Parent Teacher Partnership (PTP)

Annual elections are held for the Officers of PTP. Quarterly meetings for all parents are held throughout the year. The PTP Board is currently composed of the following people:

- President – **Jen LaBadie**
- Vice President – **Sylvia DeVlaming**

- Secretary – **Marjorie Shepard**
- Treasurer – Summer Moore
- Communications – Cheryl Mortenson
- Committee Chairperson – **Lynette Myers**
- Teacher Representative – Nicole Nye

VI. School Information and Procedures

Daily Schedules:

Kinder AM		
	Regular	Friday/Half
Start	7:55 AM	7:55 AM
Recess	9:30 AM	9:50 AM
Back to Class	10:20 AM	10:05 AM
Dismissal	11:25 AM	11:25 AM
Total Minutes	210	210
Yearly Total		37,380

Kinder PM		
	Regular	Friday/Half
Start	11:40 AM	9:00 AM
Recess	1:40 PM	11:10 AM
Back to Class	2:00 PM	11:20 AM
Dismissal	3:10 PM	12:30 PM
Total Minutes	210	210
Yearly Total		37,380

Grades 1-2		
	Regular	Friday/Half
Begin	8:05 AM	8:05 AM
Recess	9:30 AM	9:30 AM
Back to Class	9:50 AM	9:50 AM
Lunch	11:15 AM	
Back to Class	12:00 PM	
Recess	1:30 PM	
Back to Class	1:45 PM	
Dismissal	2:50 AM	12:00 PM
Total Minutes	330	220
Yearly Total		53,780

Grade 3		
	Regular	Friday/Half
Begin	8:05 AM	8:05 AM
Recess	9:50 AM	9:50 AM
Back to Class	10:10 AM	10:10 AM
Lunch	11:45 AM	
Back to Class	12:30 PM	
Recess	1:45 PM	
Back to Class	1:55 PM	
Dismissal	2:50 PM	12:00 PM
Total Minutes	335	220
Yearly Total		54,485

Grades 4-5		
	Regular	Friday/Half
Begin	8:05 AM	8:05 AM
Recess	9:50 AM	9:50 AM
Back to Class	10:10 AM	10:10 AM
Lunch	11:45 AM	
Back to Class	12:30 PM	
Dismissal	3:00 PM	12:10 PM
Total Minutes	355	230
Yearly Total		57,675

Grades 6-8		
	Regular	Friday/Half
Begin	8:05 AM	8:05 AM
Break		9:30 AM
Back to Class		9:50 AM
Lunch	12:15 PM	
Back to Class	1:00 PM	
Dismissal	3:00 PM	12:10 PM
Total Minutes	355	220
Yearly Total		57,305

Parents MUST pick up their child by 6:00 p.m. Children not staying for the After School Program MUST be picked up by 2:50 p.m. (grades 1-3) or 3:00 p.m. (grades 4-8).

Arrival

Students can arrive at school as early as 7:15 a.m. Early arrivals to school must go directly to the After School Program room. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lots etc. Remind your child to remain in supervised areas and not to run in the school building or on the sidewalks in front of it. Children may not stay outside the school building before school.

Dismissal

Monday through Thursday, the regular instructional day ends at 11:25 for am kindergarten, 3:10 for pm kindergarten, 2:50 for grades 1-3, and 3:00 for grades 4-8. K students who are not staying for the after school program must be picked up at 11:25 or 3:10. Students who are staying for the after school program will be dismissed when a parent or guardian comes to pick them up. The after school program will have a sign-in/out policy and proper identification must be shown at the time of pick-up. Anyone other than an authorized guardian must be listed on the safety card and must show ID.

At dismissal time, students must be picked up by an adult authorized by the parent to pick up the child or walk, take the bus, or ride their bike home. If the child is walking, taking the bus or riding their bike home without the direct supervision of an adult, the school must be authorized by the parent to release the child to go home in this way.

After School Program (ASP)

The After School Program provides extended learning and socialization opportunities for your child. **The after school program is offered everyday.** You must fill out the appropriate forms if you want your child to participate in the after school program. ASP forms can be found in the main office.

Minimum Day

All Fridays are minimum days. All students must be picked up by 12:10pm on Friday, unless they are attending the ASP.

First Day Admittance

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment. At the same time, we need you to recognize that sometimes the best thing for your child is to leave the school and allow the classroom teacher and other students in the inclusion process. Only in the most extreme cases, will parents be allowed to stay at school on the first day of school.

Emergency Data

Every family needs to fill out a new emergency information card every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately if any of the following information changes:

- Home Address

- Home Telephone Number
- Work Phone Number
- Cell Phone Number
- Primary Care Giver
- Doctor's Phone Number
- Names and phone numbers of people we are authorized to contact in case of an emergency

Emergency Release from School

In case of an emergency, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identification will be required. **Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a hand written and signed note to the school notifying the school of this person's identity and proof of identification is required.** The school reserves the right to call the parents of the child to confirm anyone who comes to pick up their child.

Leaving School during the Day

It is encouraged that you make appointments and schedule family business outside of school hours, but if you must pick up your child early for an appointment during the school day, please send a note or e-mail to the classroom teacher and the office. When picking up students early, the parent or authorized adult will be asked to come to the office and sign the child out and the office will notify the classroom teacher to send the student to the office for departure. This minimizes disruption of the classroom. Excessive instances of being checked out early will be referred to the Principal.

Lunch Program

HOT BREAKFAST AND LUNCH

We ask you to send your child to school each day having eaten breakfast and with a nutritious lunch that s/he can carry or have them sign up for hot lunch. Our hot breakfast and lunch program is provided through Chico Unified School District, and costs \$1.50 for breakfast and \$2.50 for lunch for grades K-5, \$1.75 for breakfast and \$2.75 for lunch for grades 6-8. We ask all parents who feel their child might qualify for the National School Lunch Program, to fill out the appropriate application and return the form to CUSD or to the CCDS office. For more information, please visit our website, www.chicocountryday.org, or contact our office.

Visiting the School

Parents are encouraged to make regular visits to the school. Visiting the school might be a part of your family's volunteer efforts at our school. In order to monitor traffic and to ensure the safety of the school, it is important that you sign-in when you visit the school and wear a badge of identification. All school visitors, including parents, must sign in and wear a badge. If you are at the school to volunteer with children, you must be fingerprinted and cleared by the Department of Justice and have a current TB test certificate on file in the office.

We ask that when you visit the school, you respect the instructional time of teachers and students. Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter.

Textbooks/School Materials

CCDS students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing the property. Any willful destruction of school property compromises the safety and security of the school community and violates CCDS school rules. Parents must replace damaged or lost books or other school property.

Lost and Found

Found items belong to someone else and should not be taken by the person who found the item. Any items found at the school site should be taken to the lost and found in the Multi-Use Room. Check for lost items in the MUR. The lost and found will be cleaned out every month. Items not claimed will be donated or discarded. **All items brought to school by students including jackets, backpacks, lunch sacks, etc. should be clearly labeled with the child's name.**

Non-School Property

Personal property not related to the school's programs is not to be brought to school. Toys, cell phones, ipods, cameras, CD Players, Game Boys or other electronic games, etc. will be confiscated and returned to the child's parent at the end of the school day or another appropriate time.

Field Trips

At CCDS, we believe that teaching and learning extends beyond the four walls of the school. Chico, greater Butte County, Redding, Sacramento, and the Bay Area and beyond have a great deal of resources to offer our children in respect to their learning. Field trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program. A field trip is any planned journey for one or more students away from CCDS. Field trips are approved by the Principal.

A Parent/Guardian Permission Form must be sought and obtained before any student leaves the school building on a trip. Parental permission shall include written consent from parents/guardians authorizing the supervisors to arrange for necessary medical treatment. **Permission received by telephone is not permitted.** If a student does not have written permission, he/she will remain in a supervised area/classroom at CCDS until the class returns from the trip.

Teachers frequently take "walking field trips" to destinations close to the school. These trips are always very well supervised with proper student-adult ratios. Teachers will notify parents of upcoming walking field trips, but will not send home a written consent form. Your acknowledgment of this Student-Family Handbook is considered positive consent for your child to participate in class walking field trips. Parents/guardians who do not want to give positive consent for walking field, contact your child's teacher to make other arrangements.

The teacher/sponsor(s) shall provide parents and guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student, safety precautions, and a detailed itinerary when the field trip will extend beyond the school day. Teacher/sponsors will inform parents in advance about the recommended amount of spending money, if any, each student should have. If you are volunteering to drive on the Field Trip, you must abide by the following policy.

Absolutely no diversions are permitted from the approved itinerary. This includes food stops and running errands. No other children of chaperones or drivers are allowed on field trips. Drivers must abide by all traffic laws, follow the posted speed limits, and drive safely at all times. Drivers

shall not use cell phones while driving. All drivers and chaperones must have TB and D.O.J. clearances. All drivers must have evidence of the required liability insurance on file in the office, and must have attended a school-sponsored training session and be approved by school administration before participating in any CCDS field trips. Parent drivers or chaperones who violate school policies on field trips may be forbidden to participate in subsequent school sponsored field trips.

Safety

Student safety shall be a primary consideration. School staff is responsible for being familiar with and conducting a safety assessment of the proposed site of the field trip and each trip will be properly monitored and supervised. All teachers have been trained in CPR and first aid and are equipped to use those skills if an emergency arises. Prior to participating in the field trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all field trips must comply with the code of conduct set forth by the teacher and all other rules policies and procedures of the school.

Parents will be informed of rules and regulations and any consequences of infraction of rules. The signed permission form will contain a statement of understanding and acceptance of rules by a parent and the student. Permission notes for any trip will include authorization to obtain emergency medical care.

Students are expected to travel to and from the field trip with the staff and chaperones responsible for the trip. Students will not be permitted to leave the field trip group during the trip. The School assumes no liability for students who are for any reason transported by parents or in private cars other than those responsible for the trip.

VII. Family, School, and Student Policies

The goals of the Family, School, and Student Policies at CCDS are to ensure the safety of the school environment and to optimize each child's learning. Therefore, CCDS has developed policies that have very clear consequences for children and families. They lay out the expectations and the consequences when policies are violated. These policies cover the very important categories of:

- Homework
- Absences from School
- Tardiness to School
- Safety of Self and Others
- Respect of Property

Homework

At CCDS, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. Homework is also viewed as a bridge between home and school, giving students an opportunity to share their work with family members.

Parents are responsible for monitoring and assisting with homework assigned by the child's teacher. Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do his or her homework for him/her. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work.

In the early grades, teachers assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves three primary purposes in the early grades. Homework can:

- Build responsibility in children
- Contribute to family involvement in school
- Provide opportunities for extra, repeated practice of skills

Based on these ideas, CCDS has the following homework policies and procedures:

- Students will receive a homework packet on Monday. It will contain all the week's assignments. This packet is due back to school on Friday.
- Homework packets will be accompanied by a weekly calendar and notes about classroom happenings and other important news and clarifications.
- We ask that you please work with your child if they need assistance, but do not do the work for them.

Especially in grades 4-8, when homework is not completed, consequences will be enforced as outlined by the classroom teacher. Incomplete homework is excused only with appropriate documentation from a parent or caregiver, indicating that illness or other circumstances prevented the student from completing his/her homework. If a child is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference.

CCDS HOMEWORK CONTINUUM

Grade Level	Number of Minutes Per Night (excluding Reading)	Nightly Reading Minutes	Number of Hours Per Week (including Reading)	Homework Packets	Weekly Spelling Lists	Assessment of Homework	Information shared with parents
K	10	15	2	Yes M-F	No	Not assessed. Reading minutes tracked	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
1 st Grade	15	10-15	2	Yes M-F	Yes	Checked off only	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
2 nd Grade	20	15	2	Yes F-Th	Yes	Checked off only	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
3 rd Grade	25	20	3	Yes F-Th	Yes	Checked off and corrected	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
4 th Grade	40	20	4	No	Yes	Varies depending on assignment. Responsibility points given	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
5 th Grade	45	20-30	4.5	No	No	Checked off and corrected. Responsibility points given	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
6 th Grade	50	20+	4.5	No	Yes	Corrected by teacher or together as a class	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period
7 th & 8 th Grades	50	20+	4.5	No	Yes	Corrected by teacher or together as a class	Upcoming homework through class newsletters. Homework completion rate at each trimester reporting period

Attendance

Attendance Philosophy

At CCDS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but also can create poor lifetime habits.

We also believe that if a child is sick and cannot function at school or has a communicable illness, it may be best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason.

Excused Absences

A student may be excused from school under these circumstances:

- Illness
- Medical, dental, optometry or chiropractic appointment
- Quarantine
- Funeral of immediate family member, limited to 1 day in state, 3 days out of state
- Court appearance *
- Any funeral attendance *
- Religious holiday or ceremony *
- Religious retreats, limited to 4 hours per semester *

* Must be requested in writing by parent/guardian and approved by Principal

All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below).

A parent or caring adult must notify the school the **same day** of absence by telephone, e-mail, note, fax, or in person. Please do your best to inform of us an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

If a child exceeds 8 excused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school. After 8 excused absences, a note from a medical professional will be required for any further absences to be classified "excused." Absences beyond 8 without a medical note will be marked "unexcused" and will be subject to the limits on unexcused absences.

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Unexcused Absences and Tardies in Excess of 30 Minutes

A juvenile is considered truant when, "absent from school without valid excuse more than three days, or tardy in excess of 30 minutes on each of more than three days in one school year" (Ed Code 48260).

Consequences for unexcused absences and tardies in excess of 30 minutes are detailed below.

# of Unexcused Absences or Tardies in excess of 30 minutes	Consequence
Three (3)	First notification of truancy letter from school
Four (4) "absent or tardy in excess of 30 minutes from school without valid excuse on one or more days after being recognized as a truant." (Ed Code 48260.5)	Second notification of truancy letter – copy sent to Butte County Office of Education/Child Welfare and Attendance
Five (5)	Third notice, "habitual truancy notice." School may request a hearing with the School Attendance Review Board.
Twelve (12)	Student may be dismissed from CCDS. Parent may request that student be placed on school's waiting list to return the next school year, if space is available.

Tardy Policy

All students are expected to arrive at school on time. A student is considered tardy if he or she is late to school. A tardy student must report to the office for a tardy slip in order to be admitted to class. Younger students may need to be accompanied to the office by a parent. Tardiness is only excused if a student has a medical, dental, or legal appointment, or there has been a death in the family. All excused tardies require appropriate documentation.

There will be a limit to the number of unexcused tardies allowed.

# of Unexcused Tardies (less than 30 minutes)	Consequence
Five (5)	Letter from the school
Eight (8)	Intervention Conference with student, parent, administrator
Twelve (12)	Student may be dismissed from CCDS. Parent may request that student be placed on school's waiting list to return the next school year, if space is available.

Safety of Self and Others

In order to ensure that CCDS is a place where learning is a priority, the school must be safe at all times. Any student action or intention that can be deemed as violating the safety of oneself or others can result in serious consequences. Examples of safety violations include:

- Verbal abuse of others (using profanity, etc.)
- Intentionally hurting another person
- Not following directions when walking off school property
- Rough-housing during school activities

- Threatening others physical or emotional safety

Respect for Property

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. Examples of property violations include:

- Stealing
- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the internet

APPRECIATION WILL BE SHOWN TO STUDENTS WHO:

1. Practice a constant positive attitude of courtesy and respect towards peers, staff and families of CCDS.
2. Are always cooperative and willing to help.
3. Put forth their greatest effort academically.
4. Follow classroom and school rules
5. Strive to be neat and turn work in on time.
6. Have good attendance and are consistently punctual.
7. Are always prepared.
8. Are willing to take on new academic challenges and risks.
9. Strive to do what is right, not what is popular.
10. Create personal goals and strive to achieve them.

TEN RULES TO LIVE BY AT CHICO COUNTRY DAY SCHOOL

1. Use your lifeskills.
2. Keep your hands to yourself
3. Have a positive attitude.
4. Be respectful of yourself and others.
5. Leave electronic equipment at home.
6. Pick up your trash—take pride in your campus.
7. No gum chewing.
8. Wear appropriate school attire and remove your hat indoors.
9. Be on time and do your homework.
10. Leave dangerous objects at home.

ADDITIONAL RULES AND PROCEDURES

1. **Foul language will not be tolerated.** School is not the place for this. This includes what you might consider mildly foul language. There are places in life where bad language just is not acceptable; school, church, and a nice restaurant are good examples.
2. **Do not engage in "horseplay."** Staff members are not mind-readers and cannot determine whether you are "just playing" or not. If it looks like a fight, it will be dealt with like a fight.
3. **Electronics are not allowed at school.** This includes Ipods, cameras, cell phones, and any other devices that are similar. Cell phones can be used outside of school hours but must be concealed and turned off during the school day. If you are seen with them or they go off in class, they will be taken, given to the principal and your parents will be notified. Further disciplinary action may be taken if there are repeat offenses.
4. **Please leave trading cards, etc. at home.** We want you playing, running, and exercising at recess.
5. **Stay within sight of the yard duty supervisors.** If you can't see them, they can't see you.
6. **Remove your hats before entering any buildings on campus.**
7. **Eat a good lunch before any playing during your lunch break.**
8. **Do not go behind any buildings.**
9. **Do not play near classrooms that are still in session.** Yard duty supervisors will indicate which areas are off-limits.
10. **No climbing trees, fences, or other structures that are not designed for climbing.** Trees are living things, please do not peel the bark or hang on the branches.
11. **No leaving the fenced playground for any reason.** If a ball goes over the fence, check with yard duty supervisor.
12. **Clean up your trash and put recycling in the recycle bin.** Please take pride in our campus and take the initiative to pick up trash that isn't yours!

BATHROOM areas:

1. You must use the restrooms by the library unless otherwise instructed by a staff member.
2. When inside the bathrooms, please be quiet.
3. Bathrooms are NOT an area to play around! No game playing or hanging out and talking. Do what you need to do and leave.
4. ALWAYS WASH YOUR HANDS!

SWINGS

1. No jumping off. Slow down and then get off.
2. No touching others while they are swinging.
3. No twisting or spinning.
4. Be courteous to those who are waiting to use the swings. If you are waiting, count 20 swings and the rider will let you have a turn.
5. Stay out of the box while others are swinging.

AFTER SCHOOL PICK-UP

1. When dismissed you must either go to your ride or to the After School Program. No playing on the playground or being unsupervised on campus after classes are dismissed.
2. This is not a play time. Stand or sit quietly and watch for your ride.
3. Be at your designated pick-up area and stay there.

Dress Code

Dress code is important to school safety and our dress code is simple. What we define as appropriate attire is that which allows every child to be comfortable and participate fully and that which would not distract students from the learning process. We ask that you support us in the implementation of the following dress code. If a student comes to school in clothing that is considered inappropriate, parents will be contacted and asked to either take the child home or bring a change of clothes for him/her. The student will be provided with an oversize shirt until parents arrive.

General Guidelines:

- No undergarments showing
- Girls should not show bra straps or belly buttons. No spaghetti straps--tops should have a minimum of a 2" strap. No short-shorts--shorts should not be shorter than arms length to the fingertips.
- No flip-flop sandals or sandals that leave most of the foot exposed. Shoes that are safe for P.E. and recess are strongly encouraged. High heel shoes are strongly discouraged. No "roller" shoes.
- No jewelry or other extra items that might be considered safety issues or distractions. No long chains. No spiked jewelry (bracelets, armbands, chokers).
- No "sagging" pants that expose underwear.
- Hats removed while indoors.
- No violent, scary, or offensive images or words on any item of clothing, nor logos promoting alcohol, tobacco or drugs.
- Any items not covered on the above list that may seem inappropriate will be left to the discretion of staff members and, ultimately, the principal.

CONSEQUENCES FOR NOT FOLLOWING SCHOOL RULES:

Consequences will be issued at the discretion of staff members, depending on the situation and severity of offense, but will generally follow this continuum:

1. First offense: Verbal reprimand. Possible "time out" or removal from activity.
2. Second offense: Behavior Warning Referral. Must be taken home by student and signed by parent/guardian and returned the following day to student's teacher.
3. Third offense: Lunch Detention Referral. Parent/Guardian will be notified through the referral that the student has earned a lunch time detention. Detentions are scheduled in advance one day/week. Student will eat lunch in the detention room and write an age-appropriate explanation of his/her behavior and which Life Skills were not followed.
4. More than 4 detentions in any one academic quarter will result in a suspension.

If a student exhibits unsafe or disrespectful behavior, then he/she may be issued an immediate Behavior Warning Referral at the discretion of any CCDS staff member.

Rule violations that will result in an automatic detention include, but are not limited to:

- Foul Language
- Aggressive, hurtful "horseplay"
- Serious disrespect or defiance directed toward an adult

Suspension and Expulsion

Suspension

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language
- **Cyber-bullying**

If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice will be required to return home for the remainder of the day on which the violation is made and not return until the end of the suspension period.

Upon a student's third suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of the Principal, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.), will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the CCDS Board of Directors who will follow the guidance of the school's Charter with regards to suspension and expulsion.

Upon a student's fourth suspension in one year, the School's Expulsion Policy will take effect.

VIII. Internet Use at CCDS

Internet Use at School

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. CCDS provides students with Internet access in grades 4-8 to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite CCDS risk, CCDS believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

CCDS has created and adopted CCDS Student Internet Use Policy and Agreement ("Policy") to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of CCDS. CCDS Policy sets forth student responsibilities and duties when accessing and using

the Internet through CCDS equipment and resource network maintained by CCDS. CCDS has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with CCDS equipment and resource networks. CCDS stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of CCDS. Students are reminded that their use of CCDS equipment and resource networks reflect upon CCDS, and Students should guide their activities accordingly.

Student Responsibilities

1. **Use Limited to an Educational Purpose.** The student acknowledges that access to the Internet via CCDS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use CCDS equipment and resource networks only in a manner specified in CCDS Policy.

a. **Educational Purpose**

“Educational purpose” means classroom activities, research in academic subjects, research in matters of civic importance or that further citizenship in a democratic society, CCDS approved personal research activities, or other purposes as defined by CCDS from time to time.

b. **Inappropriate Use**

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of CCDS Policy.

2. **Plagiarism.** Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. **Copyright.** Student agrees that he or she will not use CCDS equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by CCDS.

4. **Communication.** Student agrees that he or she will use CCDS equipment or resource networks or CCDS email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.

- e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
- f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet CCDS’ or her own name, address or telephone number unless expressly authorized by CCDS in writing.
- i. Student will not obtain or use school/staff member passwords, log-ins, or in any other manner obtain/use access to school computers, networks or systems.

5. **Illegal and Dangerous Activities.** Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to CCDS, other students, or the community.

6. **Obscene Materials.** Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. CCDS includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of CCDS Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. **Privacy.** Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by CCDS and provided to students for educational purposes. CCDS reserves the right to access stored computer records to assure compliance with CCDS Policy. Student is aware that communication over CCDS owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. **Commercial Activities.** Student agrees that student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by CCDS in writing.

9. **Information About Others.** Student agrees that he or she will not make any statement or post any communication on the Internet, or on the school network, about another person that he or she knows or suspects to be untrue.

10. **Violation of Policy.** The Student acknowledges that violation of CCDS Policy can result in a loss of all Internet access and email and computer privileges. If Student violates CCDS Policy, or in any other

way uses CCDS equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why CCDS should deem the activity in question a use consistent with the educational purposes stated in CCDS Policy. If CCDS deems that the use is inconsistent with the educational purposes stated in CCDS Policy, CCDS may terminate the Student's Internet and/or computer privileges. However, because one of the educational purposes in providing technology access is to teach students to use the internet appropriately, CCDS reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email or computer privileges. Such penalties may include, but are not limited to, restricted access to technology at school.

Student also acknowledges CCDS will contact the proper legal authorities if CCDS concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

IX. Photo/Name Release

Chico Country Day School reserves the right to take pictures and shoot videos to use in CCDS newsletters, documents, publications and the CCDS website.

The school has developed content guidelines for its website and publications in this regard:

- The full name, address, phone number, or e-mail address of a student will not be provided on the school website or in a publication.
- Photographs of large groups of students may be posted on the school website and/or on CCDS newsletters, documents and publications without parental permission as long as individual students are not singled out or identified in any way.
- Parental permission must be obtained, by parents/guardians signing the CCDS Photo/Name Release Agreement, before photographs of individual students or small groups of students are used in CCDS newsletter, documents or publications, or posted on the CCDS website.
- Photos and rosters of school groups or teams will include full names and/or uniform numbers.
- Large group photos or videos may be taken on school sponsored field trips, activities and performances by parents/guardians. Any individual or small group photos or videos may not be taken unless the parents/guardians of the students in the photo or video have signed the CCDS Photo/Name Release Agreement.

Parents are reminded that posting photos, videos and information about students other than their own children on the internet is a violation of privacy rights. CCDS does not authorize the posting of individual or small group photos or videos of CCDS students (other than ones' own child(ren)) engaged in school sponsored events or activities on any social network site such as FaceBook or MySpace.

X. Lifelong Guidelines, Lifeskills, & Conflict Resolution

The goal of any disciplinary actions at CCDS is to ensure the school is a safe and nurturing community so that all students have the opportunity to learn. The policies listed above ensure student and adult safety at all times.

In addition to the rules and consequences outlined above, CCDS utilizes a set of beliefs and values – what we call our Lifelong Guidelines and Lifeskills – to help us define how we (students,

teachers, community members) interact and work with one another. Action that does not exemplify the Lifelong Guidelines is hurtful to student goals and community cohesion.

There are five Lifelong Guidelines which taken together represent the expected behaviors of a CCDS community member. Community members are expected to strive to use the Lifelong Guidelines in their daily interactions and students are held accountable to the Lifelong Guidelines throughout their entire CCDS experience. Families will be notified when students are both exemplifying and contradicting them. The five principles are listed below.

Trustworthiness: At CCDS we effectively act in a manner that makes one worthy of trust and confidence.

Truthfulness: At CCDS we believe that everyone should be honest about things and feelings with oneself and others.

Active Listening: At CCDS we listen with the intention of understanding what the speaker intends to communicate.

No Put-Downs: At CCDS, we strive to never use words, actions and/or body language that degrade, humiliate, or dishonor others.

Personal Best: At CCDS, we do our best given the circumstances and available resources.

The Lifeskills are:

Caring ~ To feel and show concern for others

Common Sense ~ To use good judgment

Cooperation ~ To work together toward a common goal or purpose

Courage ~ To act according to one's beliefs despite fear of adverse consequences

Curiosity ~ A desire to investigate and seek understanding of one's world

Effort ~ To do your best

Flexibility ~ To be willing to alter plans when necessary

Friendship ~ To make and keep a friend through mutual trust and caring

Initiative ~ To do something of one's own free will, because it needs to be done

Organization ~ To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

Patience ~ To wait calmly for someone or something

Perseverance ~ To keep at it

Pride ~ Satisfaction from doing one's personal best

Problem Solving ~ To create solutions to difficult situation and everyday problems

Resourcefulness ~ To respond to challenges and opportunities in innovative and creative ways

Responsibility ~ To respond when appropriate; to be accountable for one's actions

Sense of Humor ~ To laugh and be playful without harming others

XI. Student Health and Safety at CCDS

Food and Nutrition

In order for your children to learn as best they can each day, they require a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school. Our

school cannot provide snacks each day and your child will get hungry. Kindergarten children will be provided with a morning snack each day by the assigned family for the week and students have an opportunity to purchase milk. But if they are staying for the after school program, they must bring a lunch they can eat in the afternoon. Send your child to school each day with:

- A healthy, adequate snack.
- A healthy, adequate lunch
- A non-perishable drink.

DO NOT SEND:

- Carbonated Soda
- Candy
- Gum
- Anything frozen or that needs to be cooked

Hygiene

As a part of coming to school “Ready to Learn,” your child needs to come to school clean. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your 5th - 8th grader, if necessary. Children can become the target of teasing and avoidance by other students if they come to school unclean. Please help your child develop good hygiene habits.

Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 to 12 hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the best amount of sleep each night.

Illness

If your child becomes ill, please call and inform the office. For your own child’s protection and the protection of others, please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

Health Standards and Immunizations

To ensure a safe learning environment for all students, CCDS strictly follows and abides by the health standards set forth by the state of California. Listed below are requirements for students to matriculate into CCDS. Students will not matriculate until all required records have been received. Students that do not produce ALL of the necessary records by the first day of school will be removed from the student roster and replaced by a student on the waiting list (if a wait list exists for the corresponding grade).

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

All students must submit:

- Proof of birth (copy of birth certificate, passport, state-issued ID)
- Report of Health Examination for School Entry

- Registration Health Record
- Emergency Information Card

Along with the records previously listed, all Kindergarten students must submit an immunization record.

The record must be complete and include the date your child was given each required shot and be stamped or signed by the doctor or clinic. The table below lists what immunizations are required to enroll.

Polio (OPV/IPV)	There should be four (4) dates and stamps.
DTP/DTaP	There should be five (5a) dates and stamps.
MMR	There should be two (2c) dates and stamps.
Hepatitis B	There should be three (3) dates and stamps.
Varicella Chickenpox	There should be one date and stamp or verification of the disease

If your student's record is missing some doses, or you do not have a legal record of the immunizations, please contact your doctor or clinic now. If your student recently received immunizations and needs an immunization later in the year, your student can be allowed to attend, provided you get the remaining doses when they become due and bring the record to the school for recording.

Your child may be exempted by a doctor because of a medical condition or by you because of your personal or religious beliefs. Ask CCDS staff for details.

Along with the records previously listed, all 6th grade students must submit:

- A record that proves that the rising 6th grade student has received all three (3) shots of the Hepatitis B series. This series is administered over a four (4) month period
- A second mumps, measles and rubella (MMR)
- A chickenpox vaccine or documentation of the disease is now required
- A tetanus containing vaccine (Td) if the last one is older than five years is recommended

New Law: 7th and 8th Graders must have the Tdap booster shot for whooping cough, tetanus, diphtheria.

If you do not have an Immunization Record or your child has not received all required shots, call your doctor or local health department right away to make an appointment.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange a meeting with the parent or guardian of the child to develop an accommodation plan for the student’s medical or health condition. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Medications at School

Students may not carry or use medication at school without written consent. A student who needs to take medication during school hours must have a statement on file at the school, signed by the prescribing physician and parent or guardian. Self-administration of medication may be permissible by special arrangement with a school administrator. If a child is taking medication, it is in his/her best interest to arrange a schedule so that the parent or guardian can administer the medication.

Treatment and School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.

When confronted with a more serious illness or injury, school staff will contact parents, and if required, transport the student to the nearest hospital or will call 911.

Communicable Diseases

Communicable diseases can spread quickly through a school and dramatically affect the attendance and learning of children. Examples of common communicable disease are conjunctivitis (pink eye), lice, strep throat, chicken pox, or ringworm. A student suspected of having a communicable disease may be excluded from school until guidelines for readmission are met.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a health care provider to attend school, including any recommendations regarding physical activity and exertion.

A student returning to school with sutures, casts, crutches, a wheelchair, or orthopedic brace(s) must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration.

An excuse from physical education may be granted for up to 10 weeks if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health provider.

Speech, Hearing, and Eye Examinations

The school recommends that children undergo a yearly speech, hearing, and eye examination.

XII. Communication at CCDS

The Importance of Home/School Communication

We strongly believe that effective communication between the family and the school will enhance the education of each child. Both parents and school administrators and teachers pledge to openly communicate and dialogue about the issues, challenges, and successes of their child and the school. Please be sure to stay informed of school activities and events.

Tips for Effective Communication

With Teachers

Contact your child's teacher by:

- E-mail

- Calling the school and leaving a message for the teacher. He or she will return your call.
- Making an appointment to see your teacher(s).
- Writing a note.

With Administrators

Contact the Principal by:

- E-mail
- Calling the school, leaving a message if necessary.
- Making an appointment.

Conferences and Meetings

One excellent way to communicate with your child's teacher is during conferences. You may make an appointment to meet with your child's teacher whenever you feel it is necessary to conference informally with them.

To ensure that you and your child get the most out of your meetings, please be on time and follow the following tips:

- Have questions prepared.
- Take notes during the conference.
- Share any important, relevant information (changes in the child's life, for example).
- Don't compare one child to any other child.

Student Placement Policy

To best meet the needs of all students at Chico Country Day School, the CCDS Board of Directors, with staff and administrative support, have developed this Student Placement Policy that reflects our core values of respect, responsibility and compassion. This policy provides for a fair, equitable system of class placement that balances the social, emotional and academic needs of our students. This process acknowledges the teaching professional as a key source for making informed decisions regarding the placement of students. It is also recognized that parents are partners with the school in decisions regarding their students, and parent input is valued and considered as part of the student placement process.

Criteria. In making decisions regarding the placement of students in grades where there is more than one class, the following criteria will be considered:

- Student gender
- Academic standing
- Social relationships
- Age
- Learning style
- Degree of parental involvement
- Teacher recommendation
- Previous year's placement

Process.

- Current and future teachers will meet to discuss the placement criteria so that the distribution of students balances classes by number, gender, academic performance, degree of parental involvement, social relationships and behavior issues.
- Current year teachers will present their class lists to the Principal.

- If parents would like to make a class placement request, the request should be in writing and submitted to the Principal by May 15. School personnel shall make the final decision regarding placements.

Expressing Concerns

If you have a concern regarding the performance of an employee at the school, please speak to that person directly to see if you can come to a mutually agreeable solution to the problem. If you cannot do that or do not feel that would help the situation, please speak with or write the person's supervisor. If the situation is not addressed in a manner you are satisfied with, you may file a formal grievance to the CCDS Board of Directors, who will refer it to the appropriate Board Committee.

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the student's. Failure to follow the procedures and timelines below constitutes a waiver of the parent or student's right to grieve.

Grievance Filing Process

1. The parent or student may submit his/her grievance in writing to the Principal five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, the Principal will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 20 days after receipt of the written complaint and after notification to the parent and/or student.
3. A decision as established by a majority vote of the members of the committee hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent or student. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon as practical.
4. The decision of the committee shall be final unless appealed by the parent or student to the Board of Directors, which may refer it to a board committee and review and modify the decision of the committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal may be submitted to the Chair of the Board within five days of the decision of the committee. After receiving an appeal request, the Chair shall schedule a meeting to consider such an appeal as soon as practical. Board members who are interested parties, as defined in the Bylaws, shall excuse themselves from reviews of Student/Family Committee decisions to the extent permitted under law. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent and/or student.

Appendix I. 2011 – 2012 Staff

Principal/Superintendent, Paul Weber

Chief Business Officer, Margaret Reece

Administrative Assistants, Michelle Trulin and Bonnie Fitzgerald

Human Resources Assistant, Julianne Folger

Kindergarten Teachers, Anne Marie Chik, Nicole Nye, Colly Fischer

First Grade Teachers, Renee Dooly, Susan Efseaff, Karin Daverson

Second Grade Teachers, Carol Masters, Christal Proctor, Barb Ely

Third Grade Teachers, Debbie Hardesty, Signe Miller, Beth Colwell, Marijeanne Birchard

Fourth Grade Teachers, Susie Bower, Donna Henderson

Fifth Grade Teachers, Dave Davis, Michelle Copper

Sixth Grade Teachers, Pete Pembroke, Sarah Peterson Young

Seventh/Eighth Grade Teachers, Kelly Clarke, Wendy Fairon, John Garrett, Darren Massa

Resource/Intervention Teachers, Emily Coons, Karen Schreder, Katherine Chapin, Charles Snyder

Spanish Teacher, Merced Najera

Art Teachers, Brigit Hull, Kari Zigan

Music Teacher, Arthur Davis

Chorus Teacher, Ruth Greenfield

Librarian, Lesli McCutcheon

Garden Coordinator, Gina Sims

After School Program Coordinator, Ruth Palmerlee

Preschool Co-Directors, Kerri Cooley, Stacy Ferguson

Preschool Teacher, Nancy Heffley

Instructional Aides, Shelley Buchanan, Karen Ruiz, Glenys Weber, Eva Schmidt

Yard Duty Supervisors, Jeff Hall, Merced Najera, Joy Buyert, Jayne Kelly

Cafeteria Manager, Polly Jones

Plant Manager, Stuart Langford

Custodians, Lee Thao, Eric Thao

School Nurse, Patty Mott, RN

School Psychologist, Amy DeWald Parent

Speech Therapist, Andi Jackson

Home-to-School Partnership Teacher, Charles Snyder

Adaptive Physical Education Teacher, Gina McKellar

Athletic Director, Michael O'Connor