

Chico Country Day School Student-Family Handbook 2016-2017



**ACKNOWLEDGEMENT/CONSENT OF THE
2016-2017 CCDS STUDENT-FAMILY HANDBOOK**

I understand and agree that I have read and will comply with the 2016-2017 CCDS Student-Family Handbook that is available beginning July 29, 2016 on the school website (www.chicocountryday.org). If I am unable to access the handbook online, it is my responsibility to check out a copy in the main office and return once I have reviewed it. 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. Any changes in policy will be updated on website and notification will be send via E-flyer.

Parent/Guardian’s Printed Name

Parent/Guardian’s Signature

Date

Children’s Names/Grades

**** Please initial the following items and/or check the appropriate choice****

_____ I hereby certify that I have not been charged with or convicted of any violent or serious felony crimes as defined in CA ED. Code 45222.1 (p. 17)

_____ I agree to the Statement of Confidentiality for all CCDS Volunteers (p.17)

_____ I consent for CCDS to provide personal identifying information for my child consisting of first name, last name, email address and username to web-based operators such as Google Apps for Education and any additional web-based educational programs and services which CCDS may add during the upcoming academic year.

_____ I am stating that I have read and understand the Attendance Philosophy of CCDS (pg. 25 of Family Handbook). I understand that CCDS is implementing a new Chronic Absence/Truancy Protocol (pg. 25) I am aware that when my child is absent from school, for any reason, it impacts the school financially, due to loss of A.D.A. I also understand what constitutes excused vs. unexcused absences/tardies and am responsible for contacting the office when my child is absent from school. If I fail to do so, any absences that are unexcused will be considered truant after 3 days.

_____ **I DO** or _____ **I DO NOT** give consent for my child(ren) to be used in photos/videos on school websites and advertisements (p.36)

_____ **I DO** or _____ **I DO NOT** give permission for my contact information to be used in the CCDS Family Directory. The Directory will be available as an App. for your mobile device and only available/accessible to CCDS Families. User name and passwords will be required.

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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, 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. 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 March 25, 2015.

The vision of CCDS is built on a foundation of Innovation and Connections that includes the following:

- Five Core Values
 - an unwavering belief in all students' potential
 - personal responsibility
 - respect for self, others, and community
 - teachers and students as designers
 - connecting character values to success
- Key Elements
 - voice, choice, and ownership
 - integration through inquiry projects
 - growth mindset

- technology enhanced learning
- collaborative environment
- real world connections
- exhibitions and celebrations of learning
- community and parent partnership

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 five 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 sites, 102 W. 11th Street and 1054 Broadway, are for the sole use of Chico Country Day School. This includes all buildings, classrooms, field space, parking lot and common areas. Any group that desires to use these facilities must submit a written Facility Request Form (available online) describing the requested usage. Only usage that is consistent with the policies of CCDS will be allowed. Once approved by CCDS, all outside groups must turn in proof of insurance naming CCDS as Additional Insured. No outside 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 learning that is focused on student achievement.

The Mission in Practice

Schoolwide Learner Outcomes		
<p>Engaged students at CCDS strive for academic excellence and apply content knowledge and basic skills to authentic applications.</p> <p>Connected students at CCDS build character and become responsible citizens by making conscientious choices locally and globally, authentically applying life skills and serving their community.</p> <p>Innovative students at CCDS are skilled inquirers and creative problem solvers who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.</p>		
How We Achieve This Vision		
<ul style="list-style-type: none"> ● Curriculum based on Common Core State Standards. ● Students learn through challenging, integrated, real-world projects and present work to authentic audiences ● On-going assessment of students using standards-based techniques. 	<ul style="list-style-type: none"> ● Lower student-teacher ratio ● Each family upholds a commitment to volunteer and be involved in their student’s education. ● Community partnerships strengthen the educational program. ● Commitment to a learning community that serves the educational needs of children 	<ul style="list-style-type: none"> ● Highly selective hiring process. ● A Professional Learning Plan for each teacher. ● School-wide systems of curriculum planning. ● Teacher-driven professional learning and structured collaboration to discuss curriculum and assessment every week.

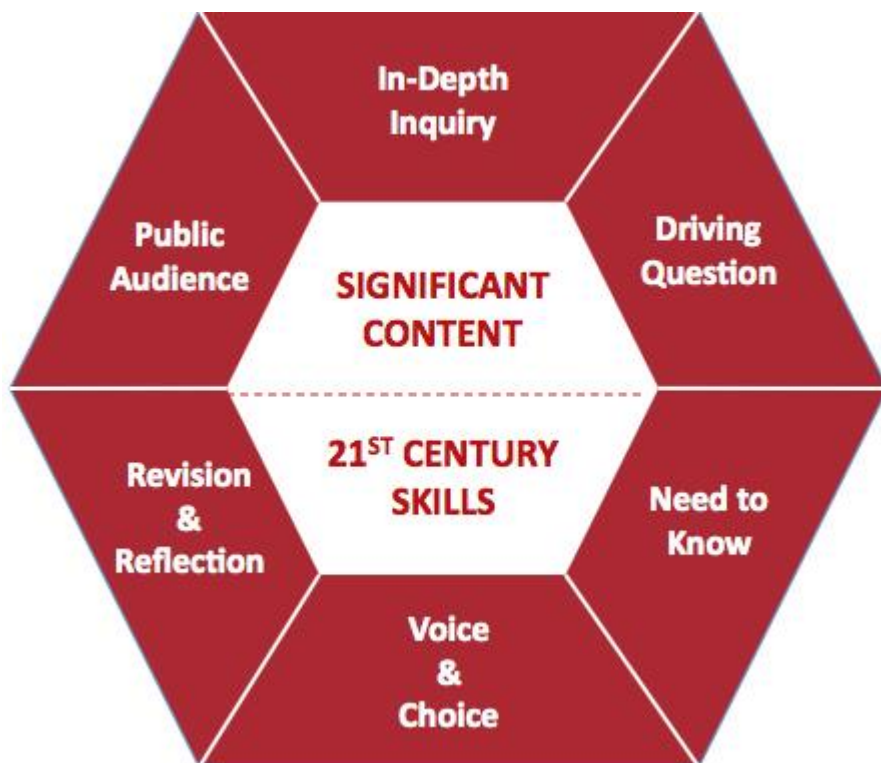
Curriculum and Instruction

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 developing thoughtful projects that connect with students’ interests, engaging in critique and feedback, and presenting beautifully crafted work to an authentic audience.

Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships.

Traditional core subjects: math, science, history, and English will be integrated into projects. Many projects will also include physical education, health, computer science, art, and music.

The graphic below represents the elements of a project-based academic environment.



Student Assessment

What a child accomplishes as a result of study is tremendously important. Most assessment at CCDS will be performance-based: students develop projects, solve problems, write reflections of their findings, and often present them to a panel or during exhibition (usually comprised of teachers, community members, and other students). Consequently, our students are given traditional exams and tests sparingly. At CCDS, the measure of accomplishment lies primarily in the student's ability to explain or demonstrate his/her learning from the beginning of the project to the end.

In addition to the performance assessments, teachers will monitor growth and progress through formative assessments throughout the year and adjust and support students as needed.

Feedback

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. Students will often present their work for critique and feedback by peers, teachers, and adults in the field of study. This cycle of drafting, critique, and revision supports students in seeing what is

exhibition-worthy, beautifully crafted work. Families will also be a part of this feedback cycle as participants in exhibitions throughout the year.

While we utilize a traditional method for communicating progress on report cards, teachers emphasize the process of learning, collaborating, articulating and reflecting on learning experiences.

School Structures that Support Student Learning

After School Program

Our After School Program (ASP) is open until 5:30 PM each day, beginning at the dismissal of Kindergarten and continuing through dismissals of 1st – 8th grades. 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 and children must be registered and account balance up to date PRIOR to attending the ASP.

“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 SST Coordinator, the classroom teacher, any 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 complements 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 resource teacher and other regular education teacher(s).

Response to Intervention (RTI)

At CCDS, we 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 many 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 RTI 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

Special Education: 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. 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 Local Education Agency (LEA) in the local Special Education Local Plan (SELPA).

Intervention for Students At-Risk of Retention

Appropriate support and interventions are offered for students at risk of retention, including interventions for Reading and Mathematics. 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 the recommendation with parents/guardians.

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.
- Asking questions about current project
- Reading with my child(ren) every night and/or providing a quiet place for independent reading,
- 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 access to a nutritious snack and lunch.
- Supporting and adhering to the School Discipline and Conflict Resolution Policy.

Participate by

- Attending exhibitions of student work.
- Attending school meetings.
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Using and reinforcing the CCDS Lifelong Guidelines and Life skills.
- Making positive contributions to the school community.

Parent Participation

Parent Participation is 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. Each family is encouraged to participate in fundraising and special event committees, as these school-wide functions serve our entire community in deep and lasting ways.

Ways for you to be involved include:

- Volunteering in your child's classroom.
- Driving on field trips
- Participating on a Special Event Committee
- Being called upon as an "expert" for a project, offering to provide feedback for student work or to be interviewed as a part of the research phase

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

Back to School Night is an annual event to invite families to join in on the school day and includes information on discipline at CCDS, academics at CCDS, how to help with homework and how to help in the classroom or in the school.

Exhibition Night

Being a Project Based Learning school, students participate in 2-3 exhibitions of their project work per year. One exhibition will take place in the fall and one in the spring. All families should plan to attend, as this is one way students present their beautiful, meaningful work to an authentic audience.

Volunteering

Below are answers to frequently asked questions regarding volunteering at CCDS. Our office administrators spend an enormous amount of time each year following up on missing, incomplete, or expired paperwork. Your assistance in getting this documentation to the office well in advance of a field trip will allow the staff to work on more pressing items to benefit the students.

What do I need to drive on a field trip?

1. Volunteers must be 21 years old or over and possess a **valid California Driver's License**, a copy of which will be on file in the school office.
2. A copy of **your current insurance policy declaration page with required limits of liability, name and current date of expiration** on file in the school office. Required limits of liability are listed on the Field Trip Driver's Application. This can be faxed to (530) 895-2646 by your insurance company.
3. Be cleared through the **Department of Justice Live Scan**. The Live Scan is a one-time event— for as long as your child is enrolled at CCDS or the CCDS Preschool. We will offer Live Scan during Back to School Night on our campus.
 - a. **Chico State Information Center** - Pick up Live Scan form in the CCDS main office which has our account information. Take completed form to Chico State Information Center (898-4636) located at 2nd Street and Normal Avenue. Live scan services are provided on a walk-in basis. Cost is \$52. Hours are 9 a.m.-4 p.m. M-F during the school year
 - b. **Blue Oak Mobile Live Scan** – Provides on-site live scan services and will come to your home. Cost is \$67 with a \$5 donation back to CCDS... For an appointment, call (530) 387-4540.
4. **Negative test for tuberculosis** within the past 4 years. Certificate must be on file in the school office. If you need to have a skin test completed, we recommend Paramex, which is located at the corner of E. 5th Avenue and Sherman. Tests are available on a walk-in basis M- W and are \$25. TB Test must be renewed every 4 years.
5. Completed **Parent Field Trip Driver Application**.
6. **Study Trip Procedures** must be reviewed and signed.

7. Signed **Confidentiality Statement**. (see pg. 20 for complete description)
8. Completed **Chaperone Field Trip Participation Form** filled out per field trip. This will be handed out by your child's teacher.

What do I need to chaperone on a field trip?

1. Be cleared through **the Department of Justice Live Scan**. See information above for more information.
2. **Negative test for tuberculosis** within the past 4 years. See information above for more information.
3. Completed **Chaperone Field Trip Participation Form** per field trip. This will be handed out by your child's teacher.
4. Signed **Confidentiality Statement**. (see pg. 20 for complete description.)

What do I need to work in the classroom?

1. **Signed Affidavit** which certifies that you have not been charged with or convicted of and violent or serious felony crimes as defined in CA ED. Code 45222.1 (Parent Handbook 2016-17). This is included in the Parent Handbook confirmation which can be completed through the Parent Portal. You may also come by the main office for a hard copy. (see pg. 20 for complete description)
2. **Negative test for tuberculosis** within the past 4 years. Certificate must be on file in the school office. See above for more information.
3. Signed **Confidentiality Statement**. (see pg. 20 for complete description)

AFFIDAVIT AFFIRMING NO CRIMINAL RECORD

All volunteers at CCDS, will be asked to certify that they have not been charged with, or convicted of, a violent or serious felony as defined in California Education Code 45122.1 For the purpose of this code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5 and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7. By signing the Acknowledgment/Consent Page, you are declaring, under penalty of perjury, that the foregoing is true and correct.

Confirmation via the Parent Portal or the Acknowledgment/Consent Page

Statement of Confidentiality for CCDS Volunteers

All volunteers for Chico Country Day School share the responsibility of maintaining the confidentiality of any student or employee information that they may have made available to them. It is understood that it is every volunteer's responsibility to assure rights and confidentiality of information both written and verbal.

Volunteers will work with the highest standards, committed to the idea that their work will benefit Chico Country Day School students. They promise to have an attitude of open-mindedness and a willingness to be trained.

Volunteers must note that in the performance of their duties, they are not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any students. Any breach of confidentiality will be carefully reviewed and if substantiated, could result in termination as a volunteer with the Chico Country Day School and may result in legal action.

Confirmation via the Parent Portal or the Acknowledgment/Consent Page

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.

Board of Directors

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

- Susan Efseaff, Teacher, 1st grade at CCDS
- Darien Sterling, Parent and Local Business Owner
- Charles Thompson, Parent and Mortgage Banker
- Lowell Daun, Community Member and retired dentist and healthcare executive
- Jessika Lawrence, Community Member and Chico State, Communications Science and Disorders, Faculty

Parent Teacher Partnership (PTP)

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

- President – Lesley Christopher
- Vice President – Denai Rubio

- Secretary – Kari Kaney-Tyler
- Treasurer – Liz Galler
- Information Officer – Marlo Pederson
- Committee Task Officer – Becky Hejl
- School Representative – Colly Fischer

VI. School Information and Procedures

Daily Schedules

Kindergarten	Regular Day	Minimum Day
Start	8:15 AM	8:15 PM
Dismissal	1:30 PM	12:00 PM

Grades 1-3	Regular Day	Minimum Day
Start	8:30 AM	8:30 AM
Dismissal	2:30 PM	12:15 PM

Grades 4-8	Regular Day	Minimum Day
Start	8:30 AM	8:30 AM

Dismissal	2:45 PM	12:30 PM
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Children MUST be picked up by 2:40 PM (grades 1-3); 2:55 PM (grades 4-8). On minimum days, all students MUST be picked up by 12:30 PM. If students are not picked up by the required time and are not registered to attend the After School Program, the student will be directed to check into After School Program and the parents will receive a phone call, asking to pick up their child in a timely manner. There will be a \$10 fee assessed per child if this occurs. If this becomes a routine occurrence, there will be a meeting with Administration to address the situation.

Arrival

Students (1st-8th) can arrive at school at 7:45 a.m. Children are not allowed to be dropped off prior to 7:45 a.m. All CCDS Students (K-8th) will meet on our main campus. Students should not be dropped off or directed to the Middle School Building. This building will be locked to students until 8:25 a.m., but open to parents for any financial needs or office questions. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot. This is reserved for teachers and K parents who must walk their children to class. 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 buildings before school. Breakfast will be served starting at 7:45 a.m...

Dismissal

The regular instructional day ends at 1:30 p.m. for Kindergarten, 2:30 p.m. for grades 1-3, 2:45 p.m. for grades 4-8. Kindergarten students MUST be picked up at their classroom at 1:30 p.m., unless they are enrolled in the KinderCare Program. 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 emergency information 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.

After School Program (ASP)

The After School Program (ASP) provides socialization opportunities for your child. **The After School Program is offered every school day, beginning at 1:30 PM, or earlier for minimum days.** You must fill out the appropriate form, pay registration fee and the month's tuition, in advance, if you want your child to participate in the after school program. ASP forms can be found in the ASP office, online, or in the office.

First Day Policy

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 for you 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 Information Card

This year, families should have either received a printed Emergency ID Card in the mail or accessed the card through the parent portal. Parents were asked to proof them, make corrections, and either mail the card back to school or complete data confirmation online. If we did not receive your child's updating information, you are required to contact the office. Please make sure your child's record is always updated with accurate information in the following areas:

- Home Address
- Home Telephone Number
- Work Phone Number
- Cell Phone Number (parent and student)
- Primary Email Address
- Primary Care Giver
- Doctor's Phone Number
- Names and phone numbers of people the school may 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 information card. Proof of identification will be required. **Those NOT identified on the emergency information card can only pick up a child if the parent or guardian has sent a handwritten note or submitted an e-mail to the main office or ASP notifying the school of this person's identity; proof of identification will be required.** The school reserves the right to call the parents to confirm anyone who comes to pick up a child.

Leaving School during the Day

Parents are encouraged to 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 sent from the parent/guardian to the classroom teacher and the office. When picking up students early, the parent or authorized adult should come to the office as well as sign the child out. 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 Dean of Students.

Breakfast and Lunch Program

Please send your child to school each day having eaten breakfast and with a nutritious lunch that s/he can carry, or planning to sign up for hot lunch. Our hot breakfast and lunch program is provided through Chico Unified School District. We ask all parents to fill out the National School Lunch Program 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. Several years ago, the statewide school funding formula was adjusted, and it is critical that we have a concrete count of students eligible for free or reduced price meals, even if they have no intention of receiving those meals at the school. Thank you for taking the time to fill out this important paperwork.

Visiting the School

If you have a prearranged time set up with the teacher to visit the school and/or volunteer in your child's current classroom, please note that you must sign into the front office and wear an ID Badge stating that are a visitor. Please be aware that working in the classrooms requires additional requirements (i.e. TB Test).

When you visit the school, respect the instructional time of teachers and students and 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. Please read the **School Visitation Policy** below for more information.

School Safety: Conditions for Classroom and School Visitation and Removal Policy

While CCDS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, CCDS also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment. If a parent or guardian wishes to visit CCDS to view the education program, assist teachers, or conduct school business the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq:

1. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds in a sign-in book, For purposes of school safety and security a visitors' badge must be worn.
3. An administrator, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. An administrator or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. An administrator or designee may request that a visitor who has failed to register or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, an administrator or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before an administrator or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either an administrator or the Board Chair within five days after the denial or revocation. An administrator or Board Chair shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the administrator shall be held within seven days after an administrator receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.
7. An Administrator or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening, photographic, or recording devices may be used by students or visitors on school grounds or on school sponsored field trips and other school activities without the teacher's and/or Administrator's permission. Exception: Parents/guardians of currently enrolled CCDS students who have signed the "Conditions under which students may be photographed/filmed" section of the CCDS Student-Parent Handbook.
9. Visitors should only come onto campus for the purpose(s) they designate in the sign-in logbook. Visitors shall not get involved in situations which are the responsibilities of CCDS staff, such as directing other students and intervening in discipline situations. Visitors shall not share confidential information or student information with individuals who are not CCDS staff members.
10. Visitors shall not interfere with, disrupt, or in any way prevent or hinder a CCDS staff member in the performance of his/her job duties.
11. School age children shall not visit CCDS during regular CCDS school hours without prior permission from an administrator.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

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 it. 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

Any items found at school should be taken to the lost and found area, which is located next to the main office. The middle school lost and found is currently located in the common area. Check for lost items in these locations. The lost and found will be cleaned out weekly. Items not claimed will be donated or discarded. **All items brought to school by students, including jackets, backpacks, lunch sacks, special water bottles, etc. should be clearly labeled with the student's name.**

Non-School Property

Personal property not related to the school's programs is not to be brought to school. Cell phones, toys, iPods, cameras, or electronic games, etc. could be confiscated. Please see the Middle School Bring Your Own Device (BYOD) policy for the specifics of electronic device use in grades 6-8. CCDS is not responsible for any lost or stolen items. Parents and students must read and acknowledge the COPPA Consent annually.

Study 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. Study trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program. A study trip (by foot, car or other mode of transportation) is any planned journey for one or more students away from CCDS. Study trips, are approved by the Director of Education.

A Study Trip 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 a Study Trip Permission form, signed by a parent/guardian, he/she will remain in a supervised area/classroom at CCDS until the class returns from the trip.

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 study trip will extend beyond the school day. If you are volunteering to drive on the study 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 study 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 Department of Justice (Live Scan) clearances. All drivers must have evidence of the required liability insurance on file in the office and be approved by school administration before participating in any CCDS study trips. All drivers must have filled out and signed the Volunteer/Field Trip Driver Application that was

sent home to every family and is always available in the office. Parent drivers or chaperones that violate school policies on study trips may be forbidden to participate in subsequent school sponsored study trips.

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 study trip and each trip will be properly monitored and supervised. Prior to participating in the study trip, teachers will review with students the conduct standards and emergency procedures that provide for their safety. Student behavior while on all study 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 study trip with the staff and chaperones responsible for the trip. Students will not be permitted to leave the study 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, students are engaged with meaningful and purposeful work while they are at school. Projects are intended to be completed primarily at school where students are able to receive critique, feedback, and collaborate with classmates. Students are completing in-depth projects that have them stretch their understanding of real-world problems, collaborate in groups, and carry out challenging tasks in order to exhibit beautiful work to an authentic audience. Because of the depth of this inquiry, students will often discover interests they would like to learn more about outside of school. "Homework" can take many forms, and these extension inquiries from class are a great way to encourage your students' learning.

In addition, we feel it is important for students to read on a daily basis. This can be a read aloud book together, a family book club, or independent reading. Twenty to thirty minutes per night of reading is expected throughout the grade levels. Individual teachers may give additional guidance on this piece.

Assigned homework will be at the discretion of the teacher, and individual classroom homework practices will be addressed at Back to School Night.

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.

Perfect Attendance

If a parent feels their child may be eligible for a Perfect Attendance Award, they should check with the main office at least one week prior to the end of the school year. To achieve this award, students may have zero absences, excused and/or unexcused. Students will also be disqualified for having any tardies (either unexcused or excused). Parents are always welcome to track their child's attendance/tardies via the Parent Portal.

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 Dean of Students**

All medical 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 **within three days** of absence by telephone, e-mail, note, fax, or in person. Please do your best to inform us of an absence by 9:00 a.m. on the same day if possible. If the school is not notified and the student does not report to school day with a note, the absence will be considered unexcused (see below).

If a child is absent for **10% of the days enrolled**, 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. Once a child has been **absent for 10% of the days enrolled**, a note from a medical professional, or assessment from our trained office staff, will be required for any further absences to be classified “excused.” Absences beyond 10 without **verification** will be marked “unexcused” and will be subject to the limits on unexcused absences.

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.

Chronic Absence and Truancy Protocol

Regular Absences	Family receives automated call.
Chronic Absences - Student is absent on 10% of the days enrolled	Family receives chronic absence letter. Additional absences require verification. Unverified absences are recorded as unexcused.
First Truant	Family receives a phone call or email notification that student was marked truant.
Truancy - Student has 3 unexcused absences or tardies greater than 30 minutes	Family receives 1st truancy letter. Administration conferences with family.
Habitual Truancy - Student has 5 unexcused absences or tardies greater than 30 minutes	Family receives 2nd truancy letter. Administration conferences with family.
Student has 6 unexcused absences or tardies greater than 30 minutes	Family receives 3rd truancy letter. Attendance contract is developed and signed.
Contract is violated	Family is referred to Student Attendance Review Board

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

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 (students must be in their correct line at flag salute when second bell rings on Mondays or in their classrooms Tuesday through Friday). 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.

# of Unexcused Tardies less than 30 minutes	Consequence
Three (3)	Communication from Office Staff
Five (5)	Elementary School- First notification letter Middle School- First notification letter. Tardy referral assigning student 30 minute detention. Referrals and detentions continue for each additional tardy after 5.
Eight (8)	Elementary School- Second notification letter requesting meeting with administration. Middle School- Second notification letter requesting meeting with administration. Tardy referrals and detentions continue.
Twelve (12)	Elementary School- Third notification letter. The student and parent will be expected to attend a School Attendance Review Board Hearing. If tardies continue after the hearings have been held, parent may be cited and referred to Truancy Court. Middle School- Above consequence while tardy referrals and detentions continue.

Independent Study

Independent Study is designed to help students stay current on class work while they are away from the classroom for three or more days. Please fill out the Independent Study form (available online and in both offices) **AT LEAST FIVE DAYS IN ADVANCE OF PLANNED ABSENCE**, and return to either office. You will be contacted to sign the Independent Study Contract at least one day before your departure.

Our School-wide Courtesies: Be Safe, Be Respectful, Be Responsible

Positive Behavior Intervention and Supports (PBIS)

It is expected that students will conduct themselves in such a fashion that everyone will feel safe and free from physical and emotional bullying or harassment. It is an expectation that students will follow directions whether given by administrators, teachers, substitutes, classified staff (including campus supervisors), and any adult employed by CCDS.

**Parent volunteers are greatly valued and we rely on them for their commitment to helping our schools and students. Student discipline is an area that our parent volunteers are not involved in. If a parent volunteer has concerns about student behavior, they will confidentially communicate with the appropriate CCDS employee.*

CCDS has implemented the PBIS (Positive Behavior Interventions Support) Program in our school. The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at CCDS. While many faculty, parents, and students have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

PBIS focuses on positive behavior. Students are taught the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard, and show respect in and out of the classroom. Keeping in mind that we are all on a learning journey together, staff members and students work together through challenging behaviors and rely on the strong relationships that we build to help guide students to more positive and productive choices.

CCDS Behavioral Plan will apply to students (EC 48900):

- while on the school grounds
- while going to or from school
- during lunch
- during or while going to or from any school-sponsored activity
- during any other event related to school activities or attendance.

Respect and courtesy for persons and property is expected at all times. Where a specific penalty for violating a rule is not listed, the consequences assigned will be in proportion to the severity of the infraction.

Be Safe

In order to ensure that CCDS is a place where learning is a priority, the school must be safe at all times.

Violations 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

Be Respectful

Building upon the need to have a safe and nurturing school, students must respect each other and the property of the school and others at all times. Examples of these violations are:

- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the internet/electronics
- Foul Language
- Horse-play
- Littering
- Playing near classrooms that are in session

Be Responsible

- Eat a good lunch before any play during your lunch break
- Stay in sight of yard duty personnel
- Stay within the fenced playground
- No climbing of fences, trees or other structures that are not designed for climbing

Common Space Behavior Expectations 2016-2017

	Be Safe	Be Respectful	Be Responsible
Arrival & Dismissal	<ul style="list-style-type: none"> ● Arrive on time. ● When you arrive, put backpack in your designated area. ● At dismissal, stay in the pickup zone on the campus side of the sidewalks. 	<ul style="list-style-type: none"> ● Be an active listener. ● Hands and feet to self. 	<ul style="list-style-type: none"> ● Be in your class line by the 2nd bell.

	Be Safe	Be Respectful	Be Responsible
	<ul style="list-style-type: none"> ● Keep your hands and feet to self ● Use playground equipment how 	<ul style="list-style-type: none"> ● Be an active listener. 	<ul style="list-style-type: none"> ● Be in your class line by the 2nd bell.

Recess	<ul style="list-style-type: none"> and where it is intended. Stay in assigned area. 	<ul style="list-style-type: none"> Hands and feet to self. 	
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Passing Periods	<ul style="list-style-type: none"> Keep hands, feet, body, objects to self. Walk at all times – to the right. 	<ul style="list-style-type: none"> Listen & follow adult directions the first time. Help others 	<ul style="list-style-type: none"> Stay with your group or class when traveling together. Travel on pathways. Destination to destination.
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Bathrooms	<ul style="list-style-type: none"> Walk. Report unsafe conditions. 	<ul style="list-style-type: none"> Use appropriate language and voice volume. Respect the privacy of others. 	<ul style="list-style-type: none"> Use the bathroom for its intended purpose. <p>GO – FLUSH – WASH – CLEAN-UP – LEAVE!</p>
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Gym/ Common Area	<ul style="list-style-type: none"> Keep hands, feet, body, and objects to yourself. Eat only your food. Playground equipment not permitted in eating areas. 	<p>Use appropriate language, and voice volume.</p> <ul style="list-style-type: none"> Listen and follow adult directions the first time. 	<p>Remain seated until dismissal signal.</p> <ul style="list-style-type: none"> Clean up and use trashcans after eating. <p>PACK IT IN, PACK IT OUT!</p>
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After School Pick-Up

- 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.
- This is not a play time. Stand or sit quietly and watch for your ride.
- Be at your designated pick-up area and stay there.

Dress Code

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

- Clothing must cover the body with no undergarments exposed.
 - No exposed midriff and/or cleavage.

- b. No backless, strapless, tube tops and /or halter tops. Please note a bandeau is considered an undergarment.
 - c. Shorts/skirts must be longer than the student's pinky when arms are straightened.
2. Shoes or sandals must be worn at all times. Shoes must have "backs" on them and not be "slip-ons" or "flip flops".
 - a. Slippers and heelys (shoes with wheels) are not acceptable.
 - b. Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.
3. Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane are not allowed.

If a student comes to school in clothing that does not adhere to the above dress code, parents will be contacted and asked to bring a change of clothes for him/her. The student will be provided with an oversized shirt/shorts until a parent arrives.

When a student struggles with the expectations

Our first action is to talk with students. Relationships, support through learning moments, and repair of the harm are a top priority. Often students will be counseled regarding the offense and given support in repairing the relationship that may have been damaged by the action. At times, an additional consequence will be fitting. Staff members will take the situation and severity of the action into account when considering a consequence.

A major or minor discipline referral may be issued and sent home to the parent documenting the incident and consequences when needed. Administration reserves the right to determine the consequence as needed (i.e. supervised lunches in office, note of apology to impacted students/adults, restorative convening of all involved, etc.)

Suspension and Expulsion

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting/Bullying/Harassment
- 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 Dean, 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 follow the guidance of the school's Charter with regards to suspension, dismissal and expulsion. A flow chart of possible discipline progression may be obtained at the main office.

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 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. However, 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. Staff will continually teach students how to search for freely available resources and discuss the differences between copyrighted material and those materials that are free to access and share.

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.

COPPA Form- Parental Consent

In order for Chico Country Day School to continue to be able to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations that require a parental consent.

Chico Country Day School utilizes several computer software applications and web-based services, operated not by CCDS, but by third parties. These include Google Apps for Education, WeVideo, Lexia and similar educational programs.

In order for our students to use these programs and services, certain personal identifying information, generally the student's name and email address must be provided to the web site operator. Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

The law permits schools such as Chico Country Day to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator.

This form will constitute consent for Chico Country Day School to provide personal identifying information for your child consisting of first name, last name, email address and username to web-operators such as Google Apps for Education and any additional web-based educational programs and services which CCDS may add during the upcoming academic year.

Please be advised that without receipt of this signed form, Chico Country Day School will be unable to provide your student with the resources, teaching and curriculum offered by our technology programs.

(Confirmation via the Parent Portal or the Acknowledgment/Consent Page)

IX. Photo/Video/ Website Release

From time to time, a photo or video of your child might be considered for publication/display in a Chico Country Day School newsletter, public advertisement, social media and/or school web page. Please note: **No full names will ever be used in conjunction with any photo.** You will need to check the appropriate box on the Acknowledgment/Consent Page.

Parents are reminded that posting personal 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 /videos of CCDS students by parents (other than one's own children) engaged in school sponsored events or activities on any social network site such as Facebook or Twitter.

(Confirmation via the Parent Portal or the Acknowledgment/Consent Page)

X. Lifelong Guidelines & Life skills

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 Life skills – 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.

Lifelong Guidelines

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.

Life skills

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 situations 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

Please do not send:

- Carbonated Soda
- Candy
- Gum – This is strictly prohibited on campus
- Anything frozen or needing 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 4th - 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.

The immunization status of all students will be reviewed as needed. 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
- Oral Health Assessment Form

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. 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: Students entering 7th Grade must have the Tdap booster shot for whooping cough, tetanus, diphtheria. Proof of this vaccine is needed to begin the 7th grade school year.

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 an authorization 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 at home.

Treatment of 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. When confronted with a more serious illness or injury, school staff will contact parents, and if necessary, 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.

Lice: Parents will be contacted if their child is found to have lice and/or nits. They must be promptly picked up and receive proper treatment. Information is available from the school on multiple treatment options. Any siblings will immediately be checked for symptoms as well. Students will only be allowed to return to school after they have been checked by the school nurse, or appropriate office staff, and be found to be 100% free of live lice AND nits. For more information, please review the Head Lice Policy on the CCDS website.

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 healthcare provider to attend school, including any recommendations regarding physical activity and exertion.

An excuse from physical education may be granted 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 an annual 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 Director/Dean of Students 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, has 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 considered, but not guaranteed.

Criteria

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

- Social relationships
- Academic standing
- Social relationships
- Age
- Collaboration strengths
- Teaching team recommendation- former and current teachers
- 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, social relationships and behavior issues. This is a thoughtful process that takes many pieces into consideration.
- Current year teachers will present their class lists to the Director of Education

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 file. 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 an administrator within five days of a failed good faith effort to resolve the dispute.
- 2 Within ten working days of receipt of the written complaint, the administrator 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 at 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. 2016-2017 Staff

Director of Education, Wendy Fairon

Dean of Students, Colly Fischer

Director of Special Education/School Psychologist, Amie DeWald Parent

Administrative Consultant, Suzanne Michelony

Office Manager, Stacy Ferguson

Parent/Community Liaison, Lisa Hoppe

Chief Business Officer, Margaret Reece

Business Office Manager & HR, Pamela Wilson

Purchasing & Accounts, Kathleen Lynch

Middle School Front Office & Data Coordinator – Jamie Saderup

Kindergarten Teachers, Anne Marie Chik, Nicole Nye, Christal Proctor

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

Second Grade Teachers, Cindy Towner, Christine Steadman, Ellen Biddle

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

Fourth Grade Teachers, Katherine Chapin, Sarah Peterson-Young

Fifth Grade Teachers, Staci Yamanishi, Lorrie Matthews

Sixth Grade Teachers, Susie Bower, Dave Davis

Seventh/Eighth Grade Teachers, Candy Finn, Jenny Maiorano, John Garrett, Darren Massa

Middle School Physical Education Teacher, J.T. Linnett

Resource Teachers, Sarah VanWert, Haley Oliveri

Independent Study, Stacey Owen

Art Teacher, Christianne Langford

Garden Teacher, Gina Sims

Music Teacher, Ruth Greenfield

Band Director, Jim McKenzie

After School Program Director, Angela Cherry

Preschool Directors/Teachers, Kerri Cooley, Patty Currie

Preschool Aide, Katlin Redding

Academic Coaches, Shelley Buchanan, Candi Hughes, Sheri Nash, April Kramer, Karen Ruiz, Julee Williams, Kendall Zepeda

Yard Duty Supervisor, Amy Lipman

Yard Duty Aides, Jeff Hall, Catherine McDonnell, Tiffany Sabral, Tristan Nielson

Cafeteria Manager, Stephanie Bolduc

School Facility Manager, Stuart Langford

Custodians, Paul Crosbie, Eric Thao

Librarian, Patty Young

School Nurse, Liz Seaman

Speech Therapist, Andi Jackson

Adaptive Physical Education Teacher, Marcy Pope

Athletic Director, Michael O'Connor

Volleyball Coaches, Pete Pembroke, Katherine Chapin

Girls & Boys Basketball Coaches, Chris Nixon, Jordan Williams

Elective Teachers

Creative Writing - Jenny Maiorano

Models/Film Appreciation - John Garrett

Yearbook - Gina Sims

Genius Hour - Candy Finn

Tech/Robotics/Improv - Massa

Art- Christianne Langford

Drama/History of Rock - Ruth Greenfield

Introvert Literature Club/Engineering STEM - Bower

Leadership - Davis

Teacher's Aide - Fischer

NOTES: