

**Camarillo Academy of Progressive Education**

CAPE

CHARTER SCHOOL

2010-2011

**Camarillo Academy of Progressive Education**  
**STAFF**  
**2010-2011**

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**Teachers**

<u>Kindergarten</u>	Lisa Sage	Konni Jo Bryant	Jenna Murray
<u>First Grade</u>	Janine Ortgies	Kristy Curro	Julie White
<u>Second Grade</u>	Judith Laurentowski	Emily Atkinson	Anna Sorensen
	Melissa Smith		
<u>Third Grade</u>	Kelsey Scheimer	Elizabeth Greminger	Kiki Foster
<u>K-3 Music</u>	Janet Kildee		
<u>Fourth Grade</u>	Brian Roberts	Heather Liddell	
<u>Fifth Grade</u>	Jill McCrory	Amanda Jacobs	
<u>Middle School Teachers</u>	Bethany Moore	Karen Schlemmer	Michelle Keefer
	Bret Carmer	Camille Kavon	Kim Brown

# Welcome to the Camarillo Academy of Progressive Education (CAPE)!

Dear Students and Parents,

Welcome to Camarillo Academy of Progressive Education! You are now a part of a wonderful team. The CAPE staff, parents and students work together to create an exciting and meaningful learning environment that allows our students to have an exceptional educational experience.

This handbook is a guide to our school. It will acquaint you with our programs and expectations here at CAPE. Please read it carefully and ask questions about areas that are not clear to you.

We are looking forward to working with each of you this year.

Sincerely,  
Janet Kanongataa  
Superintendent/Principal

## **Mission Statement**

It is the mission of the Camarillo Academy of Progressive Education to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and work cooperatively. Together the parents, students, and teachers create a progressive environment that sparks imagination, ignites a love for learning, and encourages each individual to be and to do the best he/she can.

## **School Vision**

The formation of our school vision was an exciting and powerful process: a dream of parents, teachers and students. This dedicated group sought an education for all children that would be student-centered, meaningful and connected to the real world. Each student, teacher, and parent was empowered to assume personal responsibility for learning and for supporting the learning community.

CAPE supports a comprehensive instructional plan by providing safe, nurturing and intellectually engaging surroundings, where students are inspired to intrinsically value learning as they achieve social and academic success.

Teachers create a classroom environment which challenges and supports students' learning. Teachers at CAPE implement a standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles.

Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

# THE SUPER 7

1. We take pride in everything we do: our work, our appearance, our school, and our community.
2. We are honest, kind and find ways to resolve problems peacefully.
3. We think before we act and speak.
4. We come to school on time, prepared, and ready to participate in our learning with a positive attitude.
5. We try our hardest and never give up.
6. We believe in and support each other.
7. We respect the rights, property, opinions and diversity within our CAPE community.

## **Parental Involvement**

CAPE regards parents as supportive partners in the educational process. In fact, our climate and culture is that of a caring family, where working together, we are more than the sum of our individual parts. **The charter requires a volunteer commitment of a minimum of one hour per week per family.** This commitment makes an incredible difference! Parents work with staff and students as classroom aides, small group instructors, tutors, speakers, and in materials preparation. Volunteers also participate in fund-raising and are members of various committees such as the School Site Council. These efforts provide classroom support networks, which enable all children to participate successfully.

## **Quality of Leadership and Instruction**

Camarillo Academy of Progressive Education Charter School has a strong and supportive professional learning community that exists in a cooperative environment. Each staff member assumes a leadership role with accompanying responsibilities.

The instructional program conforms to:

- California State Frameworks
- The quality criteria determined by the state which outlines what an outstanding program should look like
- The latest state task force reports on educational reform.

The school's professional learning community continuously looks at curriculum implementation and assessment. The philosophy of the school is to ensure that every child is successful. Strategies for

accomplishing this include: staff development and training, faculty meetings, daily collaboration between staff members, observation of classroom instruction, parent surveys and reviewing assessment results.

## **Samples of Programs that exemplify our Philosophy and Uniqueness**

### Storyline Method

The innovative Storyline Method is a key instructional strategy that is implemented in the school. The philosophy of the Storyline Method is based in the belief that: knowledge is complex and has many layers, learning is guided by one's prior knowledge and experience, and learners construct their own meaning through action and experience.

### Music Instructors

Our Music program offers the K-3 students the opportunity to have a weekly class with a credentialed music teacher. History, geography, language arts, physical education and multicultural awareness are woven throughout this experience. Other abilities fostered by this arts education are communication, problem solving, creativity and self-esteem. We feel this has been a powerful community-building experience.

### Everyday Math Program

CAPE implements hands-on learning, and we continue to provide a consistent and strong student-centered instructional environment. The program is a very unique math program. Students learn math through a hands-on approach that utilizes math games and parent involvement to promote higher level skills.

### Mini-Courses

One of the programs that sets CAPE apart from other schools in the area are our Mini-courses. These are courses organized and run largely by our talented parents. Mini-courses are a four week series of enrichment courses held one hour per week, twice a year. Course offerings are different each session, and may be anything from oriental brush painting to gymnastics to stamp collecting. There will be two sessions of mini-courses this school year. Students are free to choose the courses that interest them, and may be in classes with students of varying ages and grade levels.

### Project Based

This curriculum helps students become active, engaged learners and gives students the academic foundation to be successful in an increasingly complex world. This method teaches students how to think critically and creatively, evaluate information, solve challenging problems, and develop strong foundational skills.

### **We love the Camarillo Academy of Progressive Education!**

CAPE is a caring community of concerned parents, teachers and students. Our program encourages creativity, flexibility, individuality and self-initiative. We accept and love children for their uniqueness, and design learning opportunities to foster self-esteem and a sense of personal responsibility. We believe this environment is powerful in that it is supportive of **all**, and working together we have a synergistic effect nurturing all children and instilling a life-long love of learning.

## WHAT MAKES CAPE?

- Team Teachers
- Junior Great Books Program
- Big Buddies / Little Buddies
- Assemblies
- Writers' Workshops
- Parent Participation / Parent Volunteer Program
- Word of the Month (character building)
- Mini Courses
- Storyline
- Field Trips
- Music and Band Program
- End of Year Picnic
- Celebrate With Books
- Artist of the Month
- Student Leadership
- Composer of the Month
- Project Based Learning
- Zoo Phonics
- Handwriting without Tears

## WHAT MAKES CAPE?

### PARENT PARTICIPATION / VOLUNTEERS

At the time of enrollment, each family makes a commitment of time, energy and talents to the Camarillo Academy of Progressive Education community. Parents participate as classroom aides, leaders of mini-courses and fundraisers, and as members of the PTSO and various sub-committees. Our parent volunteer program is outstanding and makes a difference in each child's educational experience.

### P.T.S.O.

All CAPE parents, teachers, and students are members of the PTSO. The PTSO meets once a month. Please see your CAPE calendar on the website for the date of the meetings. The PTSO is constantly finding various and important ways and means to help our school function at the highest level. Stacey Roth is the current PTSO president.

### CHATTER TIME

Chatter Time is the first Thursday of the month at 8:30am in the Community Room. This is an opportunity for parents to sit in an informal manor and ask questions of the administration team. Come with your questions, concerns or feedback.

### JUNIOR GREAT BOOKS PROGRAM

This program is available to students in grades 2 through 8. Students read selected books and then, guided by a trained leader, discuss ideas and develop their own interpretations of the meanings in books. Students learn to think independently about literature as well as to consider opinions other than their own.

### COMPOSER, ARTIST OF THE MONTH

These are ongoing programs that expose students to character building words, classical music, composers, art styles, artists and enriching activities that are grade-level appropriate.

### FIELD TRIPS & COMMUNITY OUTREACH SPEAKERS/PROGRAMS

CAPE provides a wide spectrum of field trip opportunities where children learn in a variety of real-life settings. Various community groups offer outreach programs that bring speakers and "museum experiences" to the classroom.

#### BIG BUDDIES / LITTLE BUDDIES

The program consists of older students helping and "teaching" younger students under the direction of a teacher. The younger children benefit from individual attention and guidance. The older students learn through teaching and feel good about themselves in this positive role and setting.

#### ASSEMBLIES

We have a variety of assemblies including speakers and performing groups, as well as assemblies and performances by our own student body.

#### YEAR-END ALL-SCHOOL PICNIC

Camarillo Academy of Progressive Education holds an annual picnic for the community of students, staff and parents.

#### CELEBRATE WITH BOOKS

The purpose of this program is to celebrate your child's birthday or other special occasions with books instead of class treats and/or gifts. The birthday child may bring a book to share with the class and then present it to the classroom library. A bookplate is placed in the book in recognition of the donation, and parents/children can write a message inside the book cover.

### **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

The goal of the Single Plan for Student Achievement is to strengthen and improve the school wide program. A plan is designed according to needs identified by parents, staff and students. This includes specific improvement priorities and objectives. The plan is implemented with on-going planning and evaluation.

**Do you have questions, suggestions or concerns? Please read on . . . . .**

To promote the partnership between home and school, we invite you to communicate your ideas, suggestions or questions to your child's teacher or administration team. This open communication is critical to creating and maintaining a positive, caring community. It is to reach your child's teacher through the teachers' website or through their school email.

If you have a question about the school program, we urge you to come to Chatter Time. This is an opportunity for the CAPE community to meet with Administration in an informal manner. Chatter Time is always the first Thursday of the month at 8:30am in the CR. Attendance at PTSO meetings is another opportunity for sharing ideas.

### **ADMISSION PROCEDURES**

Camarillo Academy of Progressive Education Charter School is open to every child using the following procedures.

**Grades 1-8:** A lottery system is used at each grade level. Names are added to the lottery as their parents sign up students in the CAPE office. The lottery is used when a space becomes available.

**Kindergarten:** Registration for kindergarten is held in March for the following September. Students will be placed in the class by a lottery drawing, for any openings that remain after siblings are registered. Any child not admitted will have his/her name remain in the lottery.

### **DAILY BELL SCHEDULE**

(Grades 1 -8)

<b>8:00</b>	<b>Bell Rings to Let Students on Campus</b>
<b>8:10</b>	<b>1st Bell</b>
<b>8:15</b>	<b>Tardy Bell</b>
<b>9:50-10:10</b>	<b>1-2 Recess</b>
<b>10:15-10:35</b>	<b>3-5 Recess</b>
<b>10:40-10:50</b>	<b>Middle School Nutrition</b>
<b>11:10-11:55</b>	<b>K-2 Lunch</b>
<b>11:50-12:35</b>	<b>3-5 Lunch</b>
<b>12:30-1:15</b>	<b>6-8 Lunch</b>
<b>1:15-1:30</b>	<b>K-3 Recess</b>
<b>2:30</b>	<b>Dismissal</b>

	<b><u>Kindergarten</u></b>	
<b>Mrs. Sage</b>	<b>Miss Murray</b>	<b>Mrs. Bryant</b>
<b>AM: 8:15-11:35</b>	<b>PM: 11:10-2:30</b>	<b>8:10-2:00</b>
		<b>Lunch: 11:15-12:00</b>

Make sure you check the school notices, calendars, newsletters, teacher websites and the school website for any special occasions that might require changes of the schedule.



## **STUDENT ARRIVAL AND DEPARTURE TIMES**

Staff is on duty to supervise children for specific times before and after school. It is important that children arrive and depart within these specific times.

Students are picked up off the playground at 8:10 and begin instruction at 8:15 a.m. Students may arrive beginning at 8:00 a.m. There will be no supervision before this time.

All students must be picked up from school by 2:40 (within 10 minutes of their dismissal time). There is no supervision after this time, therefore any student not picked up will be brought to the office to wait. There will be no supervision in the office after 3:00 pm.

### **ATTENDANCE & TARDIES**

Regular school attendance is very important for academic growth. Parents should try to schedule appointments so that a minimum of class time is missed. When a student is absent from school, the parent/guardian must notify the office of the date and specific reason for the absence. This can be done by calling the office, or send a note with the student on the day they return. The office number is: 805-384-1415.

Following an absence and before going to class, students are required to stop in the CAPE office and submit their note with the reason for the absence and then receive an admittance note.

When a child returns to school after an illness, he/she should be well enough to go outside at recess. PE is a state mandated program for grade 4-8, therefore a doctor's note must be presented to the teacher to be excused from this course. No child may be in school with a fever or any contagious or communicable disease. Parents will be called to pick up their child if he/she is unable to benefit from being in school due to general illness or extreme fatigue.

Students who leave the school grounds during the school day must be signed out of the office by a parent or guardian.

#### **CAPE Tardy Policy (B.P #501)**

Section 48200 of the Education Code of the State of California states that it is the responsibility of the parents/guardians to ensure that their children attend school regularly and on-time. In addition, CAPE Charter School Board of Directors has adopted a specific set of policies and procedures in relation to absence, tardy and promotion for all students. Please carefully read our new tardy policy which will be effective immediately.

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of CAPE Charter School to have students arrive to class on time every day.

The students are expected to be in class each day at 8:10 am Students who arrive to their homeroom after the 8:15 am tardy bell are considered late, and must adhere to the consequences

listed below. If you bring your child to school after 8:15 am, he or she must sign in at the front office documenting the time of arrival as well as the reason. The child will then be given a Tardy Pass to admit him/her into his or her classroom.

Six unexcused tardies within a single school year will result in a personal communication to parents from administration and a detention for the student. The student will have detention for each subsequent tardy thereafter. Please note students will be at risk of losing their enrollment at CAPE Charter School if they accrue more than 12 unexcused tardies for the entire school year.

It is important that students be in class and ready to learn at 8:15am. The following are excused tardies:

- \* Medical, dental, optometric or chiropractic appointments (provide documentation)
- \* Funeral service and/or bereavement
- \* ALL OTHER EXCUSES WILL BE CONSIDERED AN UNEXCUSED TARDY

### **Tardy Policy and Consequence Table**

<u>Unexcused Tardies</u>	<u>Consequences</u>
3 tardies	Written Warning sent to parents
6 tardies	Personal Communication with Parents from Administration 15 minute Detention (lunch or recess) for this and all subsequent tardies
9 tardies	Student and Parent Referred to Tardy Committee (which will include members of the CAPE Board of Directors)
12 or more tardies	Student may not be asked back to CAPE Charter

### **STUDENT DROP OFF AND PICK UP**

1. Do NOT park in the handicapped parking space unless you are legally entitled.
2. Do NOT park where the curb is RED
3. Do NOT stop in the middle of the driveway area to drop off or pick up children.
4. Please do NOT stop and block traffic.
5. The school driveway is ONE WAY ONLY.
6. Our parking lot is a CELL FREE zone, please refrain for using your cell phones while driving and picking up your child.
7. PLEASE watch for children and the teachers on duty.
8. Please use the two crosswalks when going from the parking lot to the school.

## **EMERGENCY CARDS**

Emergency cards are maintained in the school office and are of utmost importance. It is imperative that you come to the school to make any changes in daytime or emergency telephone numbers. There may be an occasion when we must reach you or an emergency contact person to facilitate the needs of your son or daughter. Without current telephone numbers, a minor problem may become a very real crisis. A student may not leave the school grounds with anyone other than those listed on the emergency card unless the school receives a signed note from the parent(s) stating the name of the person(s) with whom they may leave. **It is important that you come in and make any changes on emergency cards.**

## **LUNCHES & MILK**

CAPE will **not** be providing food or milk services at this time. All snacks, lunches, etc. will need to come from the home. To provide an atmosphere of good health there is to be no soda, energy drinks, or candy at CAPE. The PTSO does offer a Friday Food Fund raising, so please watch for information about those dates in your Wednesday school folders.

## **REPORT CARDS**

You will receive report cards at the end of each trimester for K-8. Report cards will be handed to your child at the end of the reporting period. Please return the envelopes after first and second trimesters so that we may reuse them during the year.

## **HOME AND SCHOOL COMMUNICATION**

Good communication is the key to providing quality education for the child. The principal's newsletter is an update from the school office. There is also a parent newsletter, which comes home once a month. School folders will be coming home on Wednesdays; they will contain all school and/or class information for the week with non class specific information sent home in the Wednesday folder of the youngest child. Please watch your email for vertical response information as well as notes from teachers. Teachers will have websites to give updated information about their particular classes. We have a school website where you can access information about CAPE as well as the teacher websites.

**Please read these communications regularly to remain up to date on important school events.**

**Formal parent/teacher conferences are conducted in the Fall for everyone in K-5 (middle school is on an invitation basis but does offer drop in times) and in the Spring on an invitation basis.**

Inquiries concerning classroom assignments, activities or projects should be directed to the teacher first. In most cases, matters regarding classroom procedure can be answered best by the

teacher and questions can be resolved at that level. If there are continued concerns, contact the admin team.

Teachers like to hear positive comments about what is happening in their classrooms. Let the teacher know when you are pleased as well as when you have a concern or question.

### **EXTENDED LEARNING OPPORTUNITIES (Homework) POLICY**

Extended Learning Opportunities have a place in the educational program at CAPE Charter School. Teachers carefully consider the child's needs when planning homework to make home assignments an integral part of the child's educational experience.

Extended Learning Opportunities that are meaningful in content will be assigned on a regular basis, Monday through Thursday in grades K-5 (special circumstances may warrant homework to be completed over the weekend.), and Monday through Friday for grades 6-8.

The frequency and length of homework assignments will be established by grade level teachers. Parents will be informed of the classroom homework policy in writing at Back-to-School night.

### **INDEPENDENT STUDY AGREEMENTS**

If you know ahead of time that your child will not be in school due to circumstances other than illness, an Independent Study Agreement is available from the school office. This allows the student to continue with the regular school curriculum and he/she can receive credit for work done away from school. The Independent Study Agreement must be developed at least **one week** before the student's absence begins for 3 or less days and **two weeks** for a week or more. CAPE Charter School receives funds for the absent student when the assignments listed on the Independent Study Agreement are completed and turned in to the classroom teacher. The state of California now mandates that all independent assignments are turned into the office on the day the child returns. The office must keep the original of all assignments. Given the amount of effort involved in completing independent study assignments by the teachers and office staff, if your child fails to complete the independent study work it is possible that further independent studies will not be offered.

### **EVERYONE MUST SIGN IN**

All visitors, volunteers, parents, guests or anyone else coming on the campus must sign in at the office and wear an I.D. badge. This is for the safety of the children as well as for your safety. If we were to have an emergency, we know whom to look for by the sign in book.

### **CLASSROOM VISITATIONS/VISITORS**

Parents are always welcome at the Camarillo Academy of Progressive Education. Please review the Volunteer Section for more information on volunteering in the classroom. If you would like

to visit a classroom other than your child's or observe in your child's room, please call the office to make an appointment. It is suggested that the length of visitations be limited to 20 minutes (October-May). All visitors MUST sign in at the office before going to the classroom.

The education of your child requires a high degree of home-school cooperation. If you wish information about your child's work, call the school and ask to have the classroom teacher return your call. Conferences will be held before and after school, not while class is in session.

### **PARENT PARTICIPATION**

Parents' enthusiasm and participation are very important to the successful program offered at CAPE. As a parent of a CAPE student, we want you to fully understand the commitment involved in having a child at our school. Having an excellent progressive program takes time and resources from our parents. Our charter states that every family is required to volunteer a minimum of **one hour per week** to the school. This can be done in many ways, such as: classroom aide, material preparation, organizing or working on special events, fundraising, etc. Every parent is expected to volunteer in some fashion. Please see the volunteer section for more information.

Parents are encouraged to attend school-wide informational meetings which will be held as needed. The meetings are usually held in the evening. These meetings are very important to the functioning of the school. Parent participation is also suggested and encouraged for all of the fundraising activities. Throughout the year parents are asked to donate to specific events such as mini-courses, assemblies, field trips, and special projects in class. No child will be denied participation in activities due to inability to donate. What to do if you can't donate? Discuss with your teacher or administration team if you have concerns about donations.

### **CLASSROOM INTERRUPTION PLAN**

The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited. If it should be necessary to visit your child's classroom or deliver a message, please be as unobtrusive as possible. **You must check in at the office first.** Your cooperation in this matter is appreciated.

In order to provide for uninterrupted learning, the following guidelines will be followed:

- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Please make arrangements for after-school activities before dropping your child off at school.
- There is a **DROP OFF AREA** in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal item. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in.
- Requests for homework for absent students should be made through the office by 11:00 a.m. on the day of the absence. For extended absences other than illness, contact the child's teacher for an Independent Study Agreement.

- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

### MANDATED HEALTH SERVICES

1. Vision Screening (K, 2, 5)
2. Hearing Screening (K, 2, 5)
3. Dental Screening (1, 3, 5)
4. Human Growth and Development (4, 5)
5. Immunization Check
6. Family Life Instruction
7. Referrals and Follow-up
8. Scoliosis Screening (7)

### MEDICATIONS

California State Education code for Health and Welfare requires that, "If your child must temporarily take a prescription or 'over the counter' medication (even an aspirin or cough drop) at school, it must be taken to the office (preferably by an adult) in the original container, giving the name of the medication, strength, and dosage to be given, and an 'Administration of Medication in School' form signed by the physician. **If this form does not accompany the medication, school personnel cannot administer the medication and a parent must come to the school to do so in the presence of an office staff member. The health office has the "Administration of Medication in School" forms.** The Health Assistant or School Site Administrative Assistant will supervise as directed by the doctor.

### IMMUNIZATIONS-UPDATE FOR MIDDLE SCHOOL

All students are to have been immunized before entering school. The required immunizations are:

**Polio**: 4 doses at any age, but 3 doses are enough if at least one was given on or after the 4<sup>th</sup> birthday.

**DTP/DtaP/DT/Td**: 5 doses at any age, 4 doses are enough if the last dose was given on or after the 4<sup>th</sup> birthday.

**MMR2**: 2 doses for kindergarten entry. Both doses must be given on or after the 1<sup>st</sup> birthday.

**Hepatitis B**: 3 doses, for kindergarten entry.

**Varicella**: 1 dose for kindergarten entry. (If your child had chickenpox, ask your doctor to write a note on the immunization record to meet the requirement).

Verification of immunizations is to be by written medical records. Exemptions are allowed under the following conditions:

- A doctor's statement verifying that the child is to be exempted from immunization for medical reasons. This must contain a statement identifying the specific nature and probable duration of the medical condition.
- A parent may request exemption of a child from immunization for personal beliefs; this is done by signing an affidavit provided by the school. The affidavit stipulates that in the event of an outbreak of any one of these diseases, the child may be temporarily excluded from school for his/her protection.

Students who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed.

### **"NO USE" STATEMENT**

Camarillo Academy of Progressive Education recognizes that the use of alcohol, other drugs, and tobacco and the problems associated with these are becoming increasingly common in our society and among youth.

Camarillo Academy of Progressive Education recognizes that the use of alcohol, drugs, and tobacco often precedes the development of problems. CAPE enforces a "no use" of alcohol, drugs or tobacco by students.

Camarillo Academy of Progressive Education believes that it is in the best interest of the community to take steps to promote, enhance, and maintain a drug-free school system and student body, and that along with parents and other segments of the community it has a role to play in helping students to remain drug-free.

The use of controlled substances by students is a suspendable offense. Continued use can mean expulsion from school.

### **LASER LIGHT POLICY (B.P #503)**

For safety purposes, laser light pointers are not permitted on school premises without special permission for administration. As per procedure and policy, unauthorized objects other than those needed for regular school activities may be confiscated and not returned. Students bringing laser pointers may be suspended.

### **CELL PHONE POLICY (B.P. # 502)**

Cell phones must be turned off and stored in the child's backpack. Cell phones are **NOT** allowed to be in pockets or on the child's body. Cell phones cannot be used on school property (this includes before and after school hours). Phones are available in every classroom and the main office for communication between parent and child if necessary. As per procedure and policy, cell phones used on school grounds will be confiscated. First time offense will result in the cell phone being confiscated and kept in the administration office. Students can get their cell phones returned by bringing a parent or guardian into the administration office to retrieve the cell phone. Repeat offenders may have their cell phones confiscated and not returned until June.

### **IPOD/Digital Music/Electronic Games Policy (B.P. #505)**

IPODS must be turned off and stored in the child's backpack. IPODS are **NOT** allowed to be in pockets or on the child's body. As per procedure and policy, IPODS used on school grounds will be confiscated. First time offense will result in the musical device being confiscated and kept in the administration office. Students can get their IPODS returned by bringing a parent or

guardian into the administration office to receive the IPOD. Students who continue to break our IPOD rule may have their musical device kept in the administrative office until June.

### **BULLYING POLICY (B.P. #504)**

Everyone has the right to feel safe on CAPE's campus. Each student has the responsibility to respect each other's emotional and physical safety. The CAPE Board and administration team desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. Harassment of students or staff, such as bullying, including intimidation, "cyberbullying\*," hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering will not be tolerated and those who are determined after investigation to be offenders may be suspended. Students or Parents may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. All reports will be investigated.

\*Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

### **EMERGENCY / DISASTER PROCEDURES AND DISMISSAL**

In the event of an emergency such as fire, flood, explosion, earthquake, or chemical spill, your child will be kept at CAPE Charter School or the nearest public school and released only to you or a person designated on your child's emergency card. That person will sign your child out, stating who they are and where they will be with your child. The PTSO and CAPE have provided emergency supplies which include first aid materials, food, water, tools, flashlights and other emergency equipment. Two-way radios are used for on-campus communication as well as direct communication with the district office.

It will be the responsibility of the parent to keep the school informed of any changes in phone number, address, place of employment emergency contact persons, etc.

A complete disaster plan is on file in the school office. The designated area to pick up and sign out students will be at the gate that faces Skeel St., however, that area could change, depending on the circumstances of the emergency.

### **MOVING: TEXTBOOK & CAPE PROPERTY POLICY**

When a student leaves CAPE, all textbooks and CAPE property materials are to be returned to school. If the textbooks are not returned or paid for, report cards will be held at CAPE until the books or payment is received.

### **PERSONAL POSSESSIONS**



Toys and other personal items which are used for sharing time or for enhancement of the school's educational program may be brought to school by students if approved by the teachers. For safety reasons and to protect personal property, all other toys (including trading cards), and playground equipment should remain at home. Electronic games are not to be used on campus unless under the direction of a teacher. If a student brings in a ball for playground use it is to be checked with the teacher and will be available for all students to use. Real weapons and "look alike" weapons are not allowed at school at any time.

### LOST AND FOUND

Parents are requested to mark all clothing, lunch boxes, etc. with the child's full name. Parents are encouraged to check the **LOST AND FOUND** area near the school office for missing articles. Unclaimed items will be donated periodically to charitable organizations.

### BEHAVIOR EXPECTATIONS

As we know, open education involves process as well as product. We go through the process of defining appropriate behavior often so that the people affected by the expectations feel they have a true sense of ownership.

One of the steps in modifying behavior is determining what is and what is not acceptable. Students and teachers together have discussed desired and undesired behaviors.

Here is a list of behaviors and consequences by which the CAPE community chooses to live.

EVERYONE HAS A RIGHT TO:	LIMITS OF BEHAVIOR
FEELINGS AND OPINIONS	Feelings may not be expressed in destructive or hurtful ways. The proper time must be found to express our opinions.
COURTEOUS TREATMENT	Swearing or rudeness are not acceptable ways of expressing feelings.
RESPECT	We are all valuable people. Therefore, everyone will speak and act toward others in a respectful manner.
PHYSICAL SAFETY	No one may hit, hurt or throw things at anyone. Running and throwing balls is allowed only on the playground.
PROTECTION OF PROPERTY	Stealing or "borrowing" without permission, Damage to school property (writing on desks, walls, wasting or destroying materials), are not allowed.
CLEANLINESS AND ORDER	Everyone must do a fair share of clean up.
PURSUE LEARNING TASK	No one may disturb a classmate at a learning task.

**BEHAVIOR CONSEQUENCES**

It is natural for a child to expect reasonable limits on his/her behavior. CAPE has developed a list of **possible** consequences for behavior that interferes with individual success or the rights of others. When it becomes necessary to use the following consequences, a "Behavioral Referral" will be completed regarding the incident, and sent home to parents for signatures. \* Reminder that although some teachers use a "card" system, they are put in an area not visible by all and no child is ever asked to go flip a card in front of other students (it is done in a private manor).

ACTION TAKEN	REASON FOR ACTION
Step 1 - Firm reminder, verbal warning, green card pulled or individual teacher consequence.	Sometimes just making a student aware of a behavior is enough to change it.
Step 2 - "Time-out" from, an activity, yellow card pulled or individual teacher consequence.	A child needs some space and time away.
Step 3 - "Time-out" from classroom, red card pulled, note or behavioral referral sent to parent, or individual consequence.	Close communication between home and school has a positive effect on children's success.
Step 4 - Behavioral Referral. Possible teacher, student and parent conference or principal, teacher, student and parent conference.	To discuss the behavior and plan what can be done to alleviate the inappropriate behavior and consequences if behavior does not improve.
Step 5 - Possible suspension	If a child is unable to function successfully school and to allow others success, everyone is best served by removing him/her.

TEACHER CONSEQUENCES may include "Recess Time Out". This is a 10 minute or more time-out during recess.

**CAPE Charter School SAMPLE (on Yellow Paper)**  
Behavioral Referral

Student \_\_\_\_\_ Grade \_\_\_\_\_ Room # \_\_\_\_\_

Issued by \_\_\_\_\_ Date \_\_\_\_\_

Teacher: \_\_\_\_\_

**Notice to the Parent/Guardian**

**The purpose of this report is to inform you of a disciplinary incident involving this student.**

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**Parent/Guardian Signature**

**Reason for Referral**

**Minor Infraction**

- \_\_\_\_\_ Repeated Tardiness
- \_\_\_\_\_ Disrespect for Rights of Others
- \_\_\_\_\_ Disrespect for Property of Others
- \_\_\_\_\_ Not Following School Safety Rules
- \_\_\_\_\_ Disruptive Behavior
- \_\_\_\_\_ Inappropriate Play / Behavior
- \_\_\_\_\_ Other

**Major Infraction**

- \_\_\_\_\_ Profanity
- \_\_\_\_\_ Fighting
- \_\_\_\_\_ Stealing
- \_\_\_\_\_ Vandalism
- \_\_\_\_\_ Continued Disruptive Behavior
- \_\_\_\_\_ Tobacco, Alcohol, Drugs
- \_\_\_\_\_ Disrespect for Authority
- \_\_\_\_\_ Spitting

**Action(s) taken prior to Referral:**

- \_\_\_\_\_ Made a private statement with the student about their behavior
- \_\_\_\_\_ Relocated the student within the classroom
- \_\_\_\_\_ Moved the student to another teacher's classroom
- \_\_\_\_\_ Detained student (recess, lunch)
- \_\_\_\_\_ Contacted parent to discuss the problem and officially warn the parent and student of possible future consequences. Provide date: \_\_\_\_\_ Indicate form: (email, letter, phone, conference, other)
- \_\_\_\_\_ Student called his/her parent to inform them of their behavior. Provide date: \_\_\_\_\_
- \_\_\_\_\_ Administration assigned action

**Clear Description of Incident:**

**Present Action and Recommendation(s):**

- \_\_\_\_\_ Student regrets incident, cooperative
- \_\_\_\_\_ Limit school participation in events and/or activities etc.
- \_\_\_\_\_ Meet with parent, student, teacher, and administrator to create a behavior plan
- \_\_\_\_\_ Administrator will determine if consequence requires more severe mea

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**BEHAVIOR REFERRALS**

Behavior Referrals are intended to communicate concerns, inform parents of problems and alert parents of the need to work closely with teachers and students to improve behavior. **They are to be signed by the parent and returned to school the following day.**

## **SAFETY RULES**

### I. GENERAL RULES

- A. Show respect toward all adults and students.
- B. Students may not leave the playground for any reason without checking with the campus supervisors.
- C. Respect school property.
- D. Toys are not permitted at school, UNLESS, pre approved by the teacher. No toys should ever be out on the playground.
- E. Personal electronic devices are not permitted at school. These include toys, games, radios, tape /CD players, and iPods.
- F. Walkie-talkies, radios and other communication devices are prohibited. Students may have cell phones in their backpack or locker as long as they are always turned off except in the case of a major emergency. If they are used on school property, they will be confiscated.
- G. Roller blades, roller skates, roller shoes, skateboards, scooters and other hazardous equipment may not be used on school property.
- H. No pacifiers (including candy pacifiers)/suckers/ and other choking hazards.
- I. Gum is not permitted at any time.

### II. PERSONAL SAFETY

- A. No glass containers can be used on campus due to the hazards of broken glass. Please do not bring them for snack recess or lunch.
- B. Students will walk at all times on campus (except during directed activities).
- C. No weapons (real or replicated), drugs, tobacco, alcohol or lighters are allowed on campus at any time (zero tolerance).
- D. Pets may not be brought to school except when approved in advance by the teacher.
- E. Pets must be in cages or on leashes. Students may **NOT PET OR HOLD** dogs cats, hamsters, mice or any other pets.
- F. Items, which could prove harmful to children, such as medicines, chemicals or sharp materials cannot be brought to school.

### III. BICYCLES & SCOOTERS:

- A. Walk bikes, scooter, skateboards, etc. at **all** times while on campus.
- B. Bikes and scooters and skateboards are to be locked onto the bike racks. CAPE is not responsible for lost items
- C. Students are to leave the bike area immediately after locking up bike.
- D. Bikes and scooters should be in good working condition, i.e. brakes, seat adjustment, etc. should be checked periodically during the school year.
- E. Students should be fully aware of city bicycle safety rules. (It would be advisable to go over the rules with your child).
- F. A safety helmet is required by state law.

### IV. PLAYGROUND.

- A. Apparatus

1. Sitting, walking or crawling on top of the horizontal bars is not permitted. Please go in one direction. Do not flip or jump off. **NO BACK FLIPS.** Students must have two hands on the bars.
  2. Please go in one direction on the rings.
  3. Do not walk up the slides or go down the slides on anything except your bottom. No jumping off the slide (top or middle)
  4. Be aware of students in the play equipment area. Watch where you are walking. Do not run.
  5. Equipment must be used properly and only for its intended purpose.
- B. Jump ropes
1. Jump ropes are to be used for jumping only.
- C. Playground Balls
1. Playground balls may only be thrown against the handball wall.
  2. Playground balls may not be kicked on the blacktop.
  3. Balls may not be thrown at someone's head or body (unless it is catch)
  4. No Dodgeball of any kind is allowed (unless under the direct instruction of the teacher and with the use of soft balls)
- D. Sandboxes
1. Do not throw or remove sand from the sandbox.
  2. Do not behave in an unsafe manner.
- E. General Field Rules.
1. No tackle games of ANYKIND!
  2. Treat each other with respect.
  3. Keep your hands and feet off other students.
  4. No eating anywhere but in the lunch shelters or specified snack areas at recess.
  5. Stay within specified boundaries
  6. Restrooms & Drinking Fountains
    - a. The ledge behind the toilets is not for climbing or standing.
    - b. Paper towels are to be put in the trash can.
    - c. Eating in the restrooms is not permitted for health reasons.
    - d. Practice good hygiene. Wash hands after using restroom. Spraying or splashing water, plugging toilets, sinks or drinking fountains to cause flooding, and throwing toilet paper or paper towels on ceilings or walls is inappropriate, dangerous and wasteful.
    - e. Are only used for their intended purpose and not as a hanging out area.



### **CAPE Handball RULES**

For singles play, determine which player will serve first. Both players stand in the middle of the court, facing the wall. The server starts the game by bouncing the ball once against the pavement and hitting it, when it comes up, at the wall. The ball must bounce back out over the serving line to be considered good. The server has two tries to make a good serve. The other player tries to hit the served ball back against the wall. The ball can be hit after one bounce or while still on the fly.



The ball is hit back and forth continuously between players until one fails to hit it, or hits it over the wall or out of bounds. If the receiver makes the mistake the receiver is out. But if the server makes the error, the serve goes to the other player and the server is out. Sometimes one player

will get in the way of the others as he or she goes for the ball. This is a foul and means that the serve must be repeated if the receiver committed the foul, If it is the servers error he or she is out. Doubles play is basically the same. Only the partner closest to the ball may return it. Only the serving partner may be in the court while serving but his or her partner may run back in as soon as the serve is hit.

### **CAPE Four Square RULES**

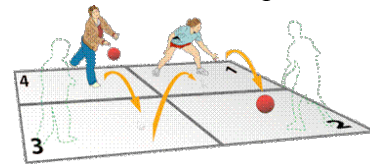
One player stands in the far corner of each square in order to be best prepared for any ball hit to them. The server starts the game by bouncing it once behind the serving line and then batting it with an open hand into one of the other squares.

The player receiving the serve must let it bounce once and then hit it into another square. Any balls that land on lines or leave the court are considered to be out.

When a player commits a fault (steps over the line while serving, misses a serve, hits a line, hits a ball out of bounds, fails to return a hit, uses a fist or an overhand motion to hit the ball, or is hit by the ball on any part of the body except the hands), players shift around the squares.

If there are more than four players, the one who commits a fault leave the court and joins the line of players waiting to get back into the game. A player from the line moves into the square 4 and the other three players move up a square.

There isn't really a winner in four square, the players keep rotating until they grow tired of the game or the bell rings.



## **STUDENT DRESS GUIDELINES**

Parents and students share responsibility with the school to insure that the dress of students is not disruptive to the learning environment. The following guidelines will be observed in determining appropriateness of a student's apparel.

- Tank tops may be worn if that straps are two fingers in length or under another garment.
- Undergarments and stomachs should not be visible.
- Dress of the student must not interfere with his/her ability to perform assigned class activities.
- All dress must be neat and clean.
- All students must wear shoes, not thongs or open toed sandals.
- Hair must be neat and clean and not a distraction to the learning environment.
- No short shorts, skirts or skorts-They must be longer than fingers when child's hands are placed to their sides.
- No writing on the backside of shorts, skirts, pants or skorts.
- No caps or hats except on the playground and must be worn correctly
- Bandanas are not permitted at any time.
- Clothing must be worn as it was designed, i.e.: overall straps must be fastened. No jeans or pants with holes in them.
- Gang related attire, drawings, symbols, hand signs and flashings are unacceptable at any time.
- Coats, sweaters, lunch boxes and personal items are to be labeled with child's first and last names.

- No sunglasses except on the playground and must be worn correctly (not on top of your head)
- Any accessory or clothing items that are a distraction may be confiscated.

### **QUESTIONS, SUGGESTIONS OR CONCERNS**

Please communicate your concerns, questions or ideas to your child's teacher. If you have a question about the school program, we urge you to come to the Administration team.

### **UNIFORM COMPLAINT PROCEDURES FOR SPECIAL EDUCATION, CATEGORICAL PROGRAMS AND DISCRIMINATION (TITLE IX)**

Any person, including any parent of a pupil enrolled in a program funded under Consolidated Categorical Aid Programs, Migrant Education Programs, and Special Education Programs may file a complaint with the school district for the following:

- alleging a violation by the school district of federal or state law or regulations governing educational programs
- allegation of unlawful discrimination on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability

#### **Notice**

Students, employees and parents and will be notified of the complaint procedure annually in writing through: Parents' Rights Responsibility Letter, Student Handbooks, and Master Plan for School Improvement Programs.

#### **Filing Complaint**

For other than discrimination complaints, any individual, public agency or organization may file a written complaint with the Superintendent of CAPE Charter School alleging a violation.

A complaint alleging discrimination shall be initiated **by** filing a complaint with the Administration Team not later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge **of** the facts. The time for this filing may be extended by the Administration Team upon written request by the complainant. Extension may not exceed ninety (90) days. Confidentiality of the parties and facts will be protected. Direct state intervention will take place if any of the following conditions exist.

1. The Department of Education verified the allegation that CAPE Charter School failed to comply with the complaint procedures required.
2. Discrimination is alleged and the facts indicate that the complainant will suffer an immediate loss of some benefit such as employment or education if the Department of Education does not intervene.

3. The complainant requests anonymity and presents clear and convincing evidence and the State Department verifies that he or she would be in danger of retaliation if a complaint were filed locally, or has been retaliated against because of past or present complaints.
4. The complainant alleges that the CAPE Charter School District failed or refused to implement the final decision resulting from its local investigation or local Mediation Agreement.
5. The CAPE Charter School District refuses to respond to the State Superintendent's request for information regarding a complaint.
6. The complainant alleges and the Department of Education verifies, or the Department of Education has information that no action has been taken by Camarillo Academy of Progressive Education Charter School District within sixty (60) calendar days or the date the complaint was filed locally.
9. For complaints relating to special education, the following shall also be conditions for direct state intervention:
  - A. The complainant alleges that a public agency, other than CAPE, as specified in Government Code section 7570 et seq., fails or refuses to comply with an applicable law or regulations relating to the provision of free appropriate public education to handicapped individuals. (The complaint shall identify upon which basis that directs filing to the state is being made.)
  - B. The complainant alleges that the CAPE Charter School fails or refuses to comply with the due process procedures established pursuant to federal and state law and regulation; or has failed or refused to implement a due process hearing order.
  - C. The complainant alleges facts that indicate that the child or group of children may be in immediate physical danger or that the health, safety, or welfare of a child or group of children is threatened.
  - D. The complainant alleges that the handicapped pupil is not receiving the special education or related services specified in his or her Individual Educational Program (IEP).
  - E. The complaint involves a violation of federal law governing special education, 20 U.S.C. section 1400 et seq., or its implementing regulations.

### **Responsibilities of Camarillo Academy of Progressive Education**

- A. Within sixty (60) days from receipt of the complaint, the CAPE Administration Team, shall complete the investigation of the complaint and prepare a written decision. This time period may be extended by written agreement of the complainant.



- B. The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, and the CAPE's representatives to present information relevant to the complaint. The investigation may include an opportunity for the parties to the dispute to meet to discuss the complaint or to question each other or each other's witnesses.
- C. The CAPE decision shall be in writing and sent to the complainant within sixty (60) days from receipt of the complaint by CAPE. The decision shall contain the findings and disposition of the complaint, including corrective actions if any, the rationale for such disposition, notice of the complainant's right to appeal the CAPE Governing Board decision to the Department of Education, and the procedures to be followed for initiating an appeal to the Department of Education.

D. CAPE will attempt to resolve complaints through mediation prior to the initiation of the formal compliance investigation. The mediation shall not extend the local time lines for investigating and resolving complaints at the local level unless the complainant agrees, in writing, to the extension of the time line. In no event, shall mediation be mandatory in resolving complaints.

### **Appealing to the CAPE Governing Board**

- A. Any complainant(s) may appeal a CAPE decision to the State Superintendent by filing a written appeal with the State Superintendent within fifteen (15) days of receiving the CAPE decision. Extensions for filing appeals may be granted, in writing, for good cause.
- B. The complainant shall specify the reason(s) for appealing the CAPE's governing board decision.
- C. The appeal shall include:
  - 1. a copy of the locally filed complaint and
  - 2. a copy of the CAPE decision

### **NOTICE TO PARENTS AND STUDENT'S SEXUAL HARASSMENT POLICY**

The Governing Board of CAPE Charter School prohibits unlawful sexual harassment of or by any student in or from the district.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or any other verbal, non-verbal, physical, or visual conduct of a sexual nature when:

- 1. Submission to the conduct is made a condition of a student's academic status or progress.

2. The conduct has the purpose or effect of having a negative impact on the student's academic work or performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Submission to or rejection of the conduct is used as a basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Cornering or blocking of normal movements.
9. Displaying sexually suggestive objects in the educational environment.
10. Any act of retaliation against any individual who reports a violation of the district's sexual harassment policy or who participates in the investigation or a sexual harassment complaint.

Any student who feels that he/she is being harassed should contact his/her teacher or the administration team.

Complaints of harassment can be filed in accordance with these procedures. Failing resolution at the informal level, the complaint can be addressed as appropriate.

CAPE prohibits retaliatory behavior against a complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated and in a way that respects the privacy of all parties concerned.

**CAPE Charter School**  
**VOLUNTEER INFORMATION**

**WHAT IS A VOLUNTEER?**

Welcome to the CAPE volunteer program. A volunteer may be described as "an extra pair of hands, an extra measure of personal warmth, a valuable special resource for classroom enrichment, and a bridge between the school and community."

Active parental involvement is essential to achieve the goals of open education. Your support benefits our school community in a myriad of ways. It also sends a message to children that you place a high value on the process of education, enough so that you give of yourself.

**We value the time, energy, and talents  
that you lend to CAPE Charter School.**

**ROLE OF THE VOLUNTEER**

Work with children.

**BENEFITS**

Expands one-to-one and small group opportunities.

Provides additional opportunities to meet Student needs, e.g. interest groups, enrichment opportunities.

Perform clerical and other support

Enables teachers to devote more time to direct instruction, facilitation and planning.

Enrich the program with special talents, and organize special events.

Allow students to expand and extend learning needs and opportunities.

**ROLE OF THE VOLUNTEER**

Work on Steering Committee, School Site Council, and various sub-committees.

**BENEFITS**

Provides support for our strong educational program and helps to plan for continual improvement and growth.

Participate in fundraising activities.

Helps to provide financial support additional outstanding programs, materials, and resources.

**CODE OF ETHICS FOR VOLUNTEERS**

1. A volunteer enters the school to assume a place on the educational team and acts accordingly to win the confidence and respect of the school staff.
2. A volunteer conforms to established school procedures for reporting in and out, use of materials, etc.

3. A volunteer **supports the staff** by following school wide or classroom regulations regarding student behavior.
4. A volunteer must be **dependable and consistent** in order to provide the maximum benefit of such assistance to the teachers and students at the school.
5. A volunteer is there to increase the students' confidence in themselves and **avoids disparaging remarks** which might undermine that confidence. Find the good and praise it.
6. A volunteer **deals impartially with students** regardless of differences in background, intelligence, or physical or emotional maturity.
7. **A volunteer does not discuss the child's progress or behavior with the parent or anyone else, but refers parents to the appropriate teacher or principal should a question arise. Direct communication with parents about a child's school work is the responsibility of the school's professional staff.**
8. A volunteer **does not discuss confidential information** with inappropriate persons. A volunteer does not discuss such matters with friends, relatives, neighbors, or other volunteers.
  - Confidential information includes:
    - Scholastic and health records
    - Test scores and grades
    - Discipline problems within a classroom
    - Character traits of an individual child
9. A volunteer **speaks constructively of all professional** staff, but should report difficulties involving the welfare of students or school to the Administration Team.
10. A volunteer is in the school for a relatively short portion of the week, and therefore perception of a problem can be mistaken because the volunteer is not aware of the total situation. **Volunteers should take their questions about such problems to the appropriate staff member.**
11. A volunteer consults with supervising teachers at appointed times so as not to interrupt the teachers' schedules. A volunteer follows school procedures for setting up a parent-teacher conference, and does not interrupt the instructional program, teachers' planning time and free periods, or volunteer schedule.

## **AGREEMENT OF RESPONSIBILITIES**

### **The volunteer:**

1. Maintains his/her commitment by being at school on the scheduled day and time. Should a conflict arise, please contact the teacher or the office as soon as possible by note or phone and attempt to find a substitute to cover your scheduled time.

2. Signs in and out on the school district volunteer sheet AND the PTSO volunteer card in the office. This verifies that the volunteer is in the school in case of an emergency or in case of an accident (insurance coverage).

**The teacher:**

1. Plans all instructional activities in which volunteers are involved.
2. Defines the role and specific tasks of the volunteer.
3. Trains the volunteer in the use of materials and techniques, with the help of other volunteers and school personnel where appropriate.
4. Assumes responsibility for student behavior.
5. Calls the volunteer in advance if services are not needed on a scheduled day.

The School Office:

1. Provides the volunteer sign in/out sheet in the school office.

**THANK YOU FOR YOUR SUPPORT.  
VOLUNTEERS MAKE A DIFFERENCE!**

## EFFECTIVE WAYS TO WORK WITH CHILDREN

1. Be warm and friendly. Learn the children's names and show interest in what they are doing and telling you. You are a very important listener.
2. When working with children, encourage them to do their own thinking. Give them plenty of time to answer; silence often means they are thinking and organizing what they want to say or write
3. If you don't know an answer or are unsure of what to do, admit it to the children and work it out together. Feel free to ask the teacher or the children for help when you need it.
4. Use tact and positive comments. Encourage the children and seek something worthy of a compliment, especially when the children are having difficulties.
5. Accept each child. You do not need to feel responsible for judging a child's abilities, progress or behavior.
6. Respect a child's privacy. If a child or a teacher reveals personal information, regard it as a confidence.
7. Maintain a sense of humor.
8. Be consistent with teachers' rules for classroom behavior, schedule, and atmosphere.
9. Wear comfortable clothes and don't hesitate to "get down to a child's level."
10. If parents and friends ask about your work, tell them you enjoy working with the children and discuss activities you do rather than specific information about a child, teacher, or the school.
11. Keep your commitment. The children will expect you and look forward to your coming. If you know you will be gone, tell them in advance. Keep all promises, and make none that you cannot keep. Children never forget!