



DISCOVER

探索

FAMILY HANDBOOK 家長手冊

2010-2011

中美國際學校

**CHINESE AMERICAN
INTERNATIONAL SCHOOL**

Non-Discrimination Policy

Chinese American International School welcomes students of any race, color, religion, gender, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The School does not discriminate on the basis of race, color, religion, gender, sexual orientation, national or ethnic origin in the administration of its educational policies, employment policies, scholarship and loan programs, and athletic or other school administered programs.

ADA Compliance

The building on 150 Oak Street was renovated in 1997 to comply with all existing building, fire, and Americans with Disabilities Act regulations.

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I. Philosophy

a. Mission Statement

The mission of Chinese American International School is to educate students for academic excellence, moral character and international perspective through immersion in American and Chinese culture and language.

The following school-wide learning expectations are derived from the mission and guide students and teachers alike to form a vision of what a CAIS graduate should know, be able to do, and care about.

The CAIS program prepares students to:

- be bilingual, biliterate, and bicultural when they graduate.
- demonstrate intellectual curiosity that inspires a lifelong love of learning.
- act with civility and compassion.
- contribute to society out of a sincere desire to be of service to family, peers and the environment.
- exhibit diligence, resilience, integrity and self-respect.
- demonstrate a global view and a commitment to preserving the environment and improving the human condition.

b. Immersion Education

Beginning in Pre-Kindergarten, CAIS offers programs intended to enable students to read, write, understand, and speak both Chinese and English. Reaching this goal is a long-term process, usually taking through middle school before children are truly comfortable in all four areas.

c. Community Principles

(Adapted from the Family Handbook of Washington University, St. Louis and the National Association of Independent Schools publication on Parent-School Covenant)

CAIS and Our Parents: Establishing and Maintaining the Partnership

It is the philosophy of CAIS that we enroll families, not just students. Parents, legal guardians, caregivers, grandparents, and all other family members play an integral role in every child's education. In addition to requiring the School and parents to sign a legal contract each year for a student's enrollment in the School, we believe it is helpful for the School and parents to enter into a set of community principles, a pact to articulate our mutual expectations and to confirm and clarify the partnership between the School and parents. The following sections describe the details of this partnership.

Involvement in the School

The staff members of CAIS agree to provide high-quality education for students, in full accordance with our mission. In addition to an academic education, we strive to teach students responsibility, respect, discipline, and other important life skills. Our teachers and staff members are professionals trained in their disciplines.

By enrolling children at CAIS, parents agree to read, understand and endorse our school mission and policies. Our school can only succeed in fulfilling our mission if everyone commits to it. Please read this Family Handbook and discuss our philosophy and policies with your family. Maintain regular contact with your children's teachers, specialists and advisors. Show your support and encouragement through participation in school activities and attendance at school events, even if your child is not participating.

Communication

CAIS agrees to keep parents informed of their children's progress in all areas. Teachers provide written reports regularly. *(Please refer to Section VIII, Communication.)* Teachers give midterm reports, and parents will be contacted if their children are having any difficulties—academic or otherwise. In addition to our formal reporting mechanisms, the school welcomes informal communications between teachers and parents. Parents are free to call or email the administration or teachers at any time. We try to return calls and email within 24 hours or the next business day.

These principles contain the premise of mutual respect between parents and faculty. Our teachers have the expertise to teach children; parents have specific expertise about their children. Each is an expert in his or her own way and that expertise needs to be recognized and respected.

Supporting the Students

Support for the students at CAIS is central to the efforts of all of us, teachers, administrative staff and parents. Students prosper in an atmosphere that includes the essential building blocks of support, encouragement and structure. It is important that we understand our various responsibilities towards this effort.

Teachers have a responsibility to keep current in educational issues. Maintaining professional standards is an essential part of the teachers' responsibility of presenting classes that are engaging and well prepared for the students. Teachers will work with students in ways that balance the need for encouragement with the equally important need to ensure students have learned and can use the materials that are being presented. Teachers have a responsibility to enforce school procedures and rules in a caring but consistent manner. Teachers will keep parents informed of their child's progress throughout the year and will recognize the parent as a valuable resource who has special understanding of the abilities and needs of the child.

Administrative staff is committed to supporting the daily efforts of teachers and parents in educating the students. Staff will interact with both teachers and parents in a professional manner, responding to requests and making inquiries in a timely and courteous manner.

Parents have a fundamental role in supporting the child through the CAIS program. While it is important for teachers to recognize the unique understandings that parents

have of their children, it is also essential that parents realize the actions of teachers are founded in years of professional training and experience. Parents are responsible for keeping themselves informed of school policies by reading information sent home by the School and by attending school sponsored informational events. Parents are also expected to discuss matters of concern with the appropriate teacher and division director. Just as teachers are expected to work with parents in a professional manner, parents are expected to model integrity and civility when working with teachers.

Academic or Behavioral Difficulties

CAIS agrees to assist students having academic difficulties and keep parents informed of the situation, their recommendations and the progress being made. Student Services are brought in for students having academic or emotional difficulties. Any teacher or administrator can request a support meeting for any student, during which teachers and the student's advisor (in the Middle School) meet with the School's academic leaders to determine the causes for academic difficulties and to design a plan to work on them. When appropriate, the School arranges testing and tutorials. *(See Section III, Student Services.)*

On the rare occasions when a student has behavioral difficulties, the School agrees to thoroughly investigate, provide the support possible and, when necessary, adjudicate fairly. *(See Section V, Student Behavior.)* The School will inform parents at the earliest appropriate juncture about any significant behavioral issues and their consequences. If the event is serious enough, a three-way conference with the parent and child and teacher/division director may be required.

When academic and behavioral difficulties arise, the School strives to balance the individual needs of the student and family with the broader needs of the school community. On rare occasions, this may require a student no longer attend CAIS. In those situations, parents agree to follow the procedures established and to trust that CAIS will respond to academic and behavioral problems fairly and appropriately. They will support the policies and decisions of the School.

CAIS Governance Structure

As an independent school, CAIS is governed by a self-perpetuating volunteer board of trustees, whose job it is to secure the future of the School. The Board is responsible for setting basic policies, hiring, supporting and evaluating the Head of School, undertaking strategic planning, evaluating the performance of the School and leading in financial support of the School. The Board entrusts all the daily operations of the School to the Head of School.

The Head of School supervises and evaluates all programs and personnel and is the final arbiter of any disputes that may arise, including those of parent issues or student disciplinary issues. The Board has no involvement in any administrative decisions.

The proper channel to raise an issue or register a complaint is to go first to the person most directly involved, i.e., teacher, coach, or staff member most closely related to the issue and capable of addressing it. If not satisfied with the results, parents should seek assistance from the Division Directors. **If this is not satisfactory, parents should make an appointment to see the Assistant Head for Academics.** If all else fails, the Head of School will be the final source of assistance.

Parents may contact any staff member for quick responses to questions or needs. We suggest avoiding the assumption that what you hear from your child, or from other adults, is a completely accurate rendition of any event.

Financial Responsibilities of Parents

Parents agree to make timely tuition payments. Early withdrawal for any reason will not release the family from responsibility for payment of the entire year's tuition. Attendance at CAIS also includes financial commitment to the annual giving fund, fundraisers, and capital campaigns. While we do not mandate contributions to the annual fund and fundraisers, no private school can survive without them. Operating costs for every independent school are always higher than the tuition revenues. Crucial operating costs are even higher in immersion schools as there are expenses for such areas as supporting two programs and translation of documents as well as translation of various forms of communication. Please be responsive and respectful when you are called upon for a gift.

The general proportion of giving at most schools is 10% of tuition, but your decision is obviously contingent upon your individual situations. We are always thankful for any additional gifts you make to the School. Fundraising events are a major source of revenue from the parents and are dependent upon parent volunteers to plan and orchestrate events such as ShowCAIS. These events are entertaining and provide avenues for parents to socialize with each other and create a stronger community

In Summary

Parents, teachers and staff must always remember that we are united in our concerns for the children. The children are what bring us together. While our various responsibilities and areas of expertise will sometimes cause us to have different views on what is the right course of action, we must strive to work together with honesty, respect and sincerity. We look forward to working with you.

II. Academic Program

The academic program at CAIS emphasizes the mastery of skills in all major subjects, including literature, mathematics, sciences, history, geography, art, music and physical education. For detailed information see the school website (www.cais.org/en/academics) or refer to the Curriculum Guide available on request. **For additional information check with the Division Director or the Assistant Head for Academics.**

From Pre-K through 5th grade, the complete curriculum is taught in both English and Mandarin Chinese. Starting in 6th grade, 65% of the instruction in core subjects is in English and 35% is in Chinese.

Advisory Program

The Middle School Student Advisory Program provides a safe, supportive, small group environment where topics of importance can be discussed with the guidance of a teacher.

a. Homework

Why is homework valuable?

Homework is a valuable aid to help students make the most of their school experience. Homework strengthens academic skills, reinforces concepts students learn in class, helps students learn responsibility and develop good study habits, and helps parents stay aware of their child's work.

What is homework?

Homework is an individual or group activity, to be accomplished outside of the school day and without teacher assistance, to reinforce concepts learned in class. Some homework may require parental help.

Unfinished class work or work missed due to absences may be required to be done at home in addition to assigned homework.

How much homework is appropriate?

Teachers will assign homework based on the maturity and ability level of the students in a given class. The following chart suggests average amounts of homework students should have in addition to nightly pleasure reading. While individual assignments may vary, parents may use this schedule as a guide to monitor student time devoted to homework. If a child regularly spends significantly less or more time on homework than is indicated in the table, parents are encouraged to discuss the situation with the teacher.

Pre-K and K	K Chinese Program provides periodic vocal tapes. Otherwise no homework.
Grade 1	Approximately 15 minutes in each language every school night; no homework on weekends.

Grade 2	Approximately 20 minutes in each language every school night; no homework on weekends.
Grade 3	Approximately 25 minutes in each language every school night; no homework on weekends unless the student is working on a long-term or special project.
Grade 4	Approximately 40 minutes in each language daily, including weekends.
Grade 5	Approximately 50 minutes in each language daily, including weekends.
Grade 6-8	Approximately two hours per day.

Homework During Vacations and Holidays

While it is important for students to keep up with what they have been learning in school during vacations and long breaks, it is also important that students, like adults, have opportunities to relax and enjoy family activities during those times.

For three and four-day weekends, students should expect homework assignments in line with the general guidelines listed above. During days when there are no classes but school is technically in session, such as parent-teacher conferences and professional development days, students should also expect assignment in line with the general guidelines listed above.

During extended vacations of one week or more, students should expect assignments that will help enrich their language skills in both English and Chinese but will still allow them to travel or otherwise participate in family activities. These assignments may include reading and writing journals in both languages.

What are students' responsibilities?

Students are responsible for noting and understanding the homework assignment, completing it, and returning it to school on the required day. Students should be aware that teachers may use homework assignments to help determine their grade.

Middle school students with overdue assignments have a mandatory Homework Club. Students are required to attend this session from 3:30 - 4:30 p.m., once a week. Parents will be notified prior to the day if their child is required to attend the Homework Club. The Homework Club takes precedence over other school activities. In the case of lower school students, incomplete homework assignments will be addressed by the teachers.

All assignments submitted, including both drafts and final products, are to reflect the student's own work within the guidelines established for the assignment.

What are parents' responsibilities?

Parents are responsible for setting specific times and places for their children to do homework and to verify that the homework is complete. Please ensure your child has a quiet, regular place to work with necessary materials and without interruption. While parents are asked to support their children in doing their homework, it is important that the work be done by the student. Any concerns about the homework policies, difficulties with homework, or requests for additional or more advanced assignments, should be communicated with the teachers.

What are the teachers' responsibilities?

Teachers are responsible for assigning homework to students and for providing the explanation and directions required to ensure that students can accomplish the work with reasonable success. Teachers are also responsible for checking students' homework and notifying parents if students have recurring problems with homework assignments.

Each teacher may set specific homework guidelines depending on the students' needs and abilities. Guidelines may differ from class to class and, in some cases, from student to student. Teachers may assign advanced homework assignments to certain students, as an opportunity for enrichment. Teachers will share their homework guidelines and procedures at parent orientation sessions such as Back-to-School Night.

What if the parents feel they cannot effectively support their children in Chinese or English?

All parents, regardless of language level in Chinese or English, can support their child's learning. Perhaps the most important factor is for parents to be interested in what the child is studying and to be encouraging. For example, invite your child to read to you or speak to you in both languages, even if you do not fully understand. For specific suggestions, parents may talk with the student's teachers.

There is a daily structured Study Hall for students staying for Extended Day. Chinese-language teachers or assistants are available to help students with Chinese homework. Students from English speaking households are advised to complete all Chinese homework before beginning the English homework. Chinese Language Support (CLS) and English Language Support (ELS) are also available when appropriate. Parents should contact the Division Director if they think CLS or ELS is necessary. Requests for in-school tutors should be made directly to Division Directors. Parents are also encouraged to discuss with the Division Director any outside tutoring that is being considering.

What about reading, TV and movies?

We strongly recommend "reading for pleasure" as a regular activity in the home. One of the best ways to expand vocabulary, improve writing and broaden knowledge is to incorporate reading as a regular part of life. We recommend decreasing English TV time and replacing some of it with reading. Watching Chinese TV programs or movies may be useful for students with no Chinese language support at home. Chinese movies are available in the school and public libraries as well as in commercial outlets. Watching movies without subtitles may be very helpful in developing language skills.

b. Assessment

Teachers are continuously assessing student progress. In addition to teacher-created tests, each teacher uses class observations, projects, reports, and homework to measure how a student is doing. Many of our teachers use portfolios as a place to collect and reflect on student progress throughout the year.

The school also administers the CTP4 tests provided by the Educational Reference Bureau (ERB) for 3rd through 8th grades. At selected grades students also take Chinese proficiency tests such as STAMP, NOELLA, and OPI.

These tests serve two purposes:

- **Student Needs** — The results are used by teachers to gain additional insight to the needs of individual students. The information will be used along with the results of teacher developed assessment tools to identify the needs of individual students.
- **Program Evaluation** — The results are also used to help us evaluate the overall quality of our program. Information gained is used in determining where adjustments in the program would be beneficial for the students.

c. Libraries

Students have access to the CAIS collection of over 15,000 volumes of books, magazines and multimedia and French American International School collection of 20,000 volumes in two libraries. In addition to 20,000 English volumes shared between CAIS and French American International School, students have access to the largest elementary school collection of Chinese books and films in the United States; a total of 2,800 Chinese volumes.

The Li Sumin and Yih Aichu Chinese Library—Third Floor (Third grade and up)

This library, located on the third floor, is open to students in third grade to eighth grade. The library is shared with the students, parents, faculty and staff of Chinese American International School and French American International School. The library also provides online databases and subscribes to 50 periodicals in French, English, Spanish and Mandarin. Computers are available to access the card catalog, research on the Internet or use a CD-ROM program. Students, parents, faculty and staff are invited to use the Library for research and to check out books, or to just read during library hours. Librarians from both schools are always ready to answer questions and help locate information.

The Herbst Foundation Lower School Library—Basement (K – second grade)

The Herbst Foundation Lower School Library is located on the basement level and serves Kindergarten through second grade students. This library is designed to serve the younger students who are restricted from using the third floor library due to code restrictions (San Francisco Building Code).

Library Hours

Third Floor Library: Monday through Friday, 7:30 a.m. - 5 p.m.

Lower Library: Monday, Thursday and Friday, 8 -9 a.m. and 3 -5 p.m.

Library Rules

- No backpacks are permitted in the library. They may be left in the corridor outside the library.
- No cards, gum, candy, food, or drinks are permitted in the library.
- When finished with a book, or leaving the library, students should place books on a library cart.
- Damaging or removing materials or disturbing others in the library will result in removal from the library or revocation of privileges.

Circulation Policy

- Students and parents may borrow up to six items. Books and periodicals are loaned for two-week periods. They may be renewed twice if no other requests exist for the items.
- The borrower named on the loan record is responsible for the return of the material by the date due. Students with overdue items will be required to bring their library accounts up to date before renewing or checking out additional items.
- The borrower is responsible for paying to replace any items lost or returned to the library damaged.
- Videos may be checked out on Thursday or Fridays and are due the following Monday.
- Circulating encyclopedia volumes are loaned on an overnight basis. These are the only reference materials that may be checked out.
- All library materials must be returned by the end of the year or families will be billed. In addition, students will not receive their yearbook until all outstanding books and materials have been returned or paid for (this includes library and text books and PE materials).

Use of Computers in the Library

- Internet workstations are available for use during regular library hours but the student and his or her parents must sign the *Information Technology and Internet Use Student Contract* to use them. Copies are available from the computer teacher or CAIS librarian.
- The Internet may only be used for educational and/or school projects. Games, game sites, and online chatting are forbidden.
- Only middle school and high school students are allowed to access email from school computers for school-related subjects.

Copy Machine and Printer

The copy machine and printer may be used for making copies that do not infringe upon the Copyright Act.

d. Information Technology at Home

As students get older, they will do more work on the computer in both English and Chinese. It can be very helpful if students have access to computers outside of school

that are compatible with school computers in both English and Chinese. The following are helpful guidelines for home computers intended to support schoolwork.

- **Basic hardware suggestions for CAIS student home computer**

Computer Type	PC or IBM compatible
Processor	Processor speed about 1.0 GHz
Memory (RAM)	256MB or higher
Hard Disk	20GB or bigger
USB Port	
CD-ROM	25X or higher
Network (for business)	Ethernet connection to support TCP/IP, or wireless
Modem	Dial up or DSL support at home
Monitor	Not older than 3 years from its purchase date. Since bad or unusable monitors are hazard waste, CAIS has to pay to dispose of them. Please be cautious with monitors.
Keyboard	Standard
Mouse	Standard

- **Basic Software required to support Chinese Language**

Operating System	Windows XP or Windows 2000
Editor Software	Microsoft Word

- **Enable IME on each computer to support Chinese**

For instructions on how to enable IME so your computer can support Chinese characters, please contact the IT office via email at itrequests@cais.org

e. Field Trips

Field trips enhance classroom instruction and are an integral part of a well-rounded curriculum. Field trips are designed to link school learning with the real world and provide experiential learning opportunities for CAIS students.

As part of the Back-to-School packet, you signed a form providing blanket permission for your child to participate in field trips or activities off the CAIS campus. Nonetheless, individual permission slips detailing all pertinent information are sent home prior to each event to keep you informed of your child's school activities. This additional form must be returned with your signature in order for your child to participate in the field trip.

Parent drivers volunteering for field trips are required to submit the Driver Information Form sent with the Back-to-School packet along with proof of insurance. All children traveling in a parent's car must have a seat belt. Pre-K, K, and lower school students are not allowed to sit in the front seat of cars equipped with airbags. Toddlers (age 1 to 4 and 40 pounds) require forward-facing seats in the back seat; pre-k (up to age 6 and 60 pounds) require booster seats in the back seat and children (at least 6 years old or at least 60 pounds) require safety belts.

On overnight field trips, parents may be requested to accompany teachers to assist in supervising the children. Parent participation is essential to all these activities and is greatly appreciated.

f. Exchange and Study Tours in China

CAIS offers a wonderful opportunity for students to apply their language skills and their understanding of Chinese culture during the exchange and study program offered for fifth, seventh or eighth grade students. These programs include a two week visit to the cooperating schools in the spring. The students at the cooperating also schools visit CAIS. During the exchanges, both groups of students have home stays with their host families. More information on exchanges and summer study tours is available through the CAIS Institute.

g. Community Service

The main goal of the CAIS Community Service program is to establish a tradition of giving back to one's community. The program is facilitated through advisory classes and curriculum projects in middle school. Students are encouraged to initiate their own community service activities as well.

h. Outdoor Education

All sixth through eighth grade students participate in annual, multi-day outdoor education experiences. The sessions take place at a camp designed for hands-on activities that focus on community building.

III. Student Services

The Student Services Department supports students in academic and/or emotional areas. Any teacher or administrator can request a meeting of the Students Services Team for any student. Student Services personnel will meet with teachers and the student's advisor (in the middle school) as well as academic leaders to design a plan to for individual students.

Parents concerned with their child's progress should first consult with the teacher. If concerns persist, parents may consult with the learning specialist or the Division Director.

The Student Services Team works with each division consisting of the director and specialists as well as the teachers and parents specific to each child. Students requiring special accommodations to the regular program will have a Student Services Plan to ensure that the child receives consistent support from his/her teachers and parents.

Teachers work closely with the Student Services Department to provide curricular enhancement opportunities for advanced students.

The goal of Student Services is to help students no longer need this additional support.

a. Learning Specialist

When concerns regarding a child's progress are identified, the learning specialist assesses the child to determine that child's specific needs. The specialist communicates with parents and teachers concerning assessments, findings and recommendations. This ensures that everyone working with the child has the same information and agrees on one plan of action. When necessary, the learning specialist will also recommend further outside testing. The learning specialist also provides training for teachers to enhance their expertise.

b. English Language Support (ELS)

The ELS teacher works with lower school students who need extra support in English. Children referred to English Language Support are assessed to identify the most effective approach to assist the child. Possible outcomes may include: special in-class accommodations, one-on-one sessions or work in small groups.

c. Chinese Language Support (CLS)

The CLS teacher works with lower school students who need extra support in Chinese. Children referred to Chinese Language Support are assessed to identify the most effective approach to assist the child. Possible outcomes may include: special in-class accommodations, one-on-one sessions or work in small groups.

d. Counseling Services

CAIS has one full-time counselor who provides brief, solution-focused, problem-solving counseling to all students. The counselor may work with students individually, in small groups and in the classroom to assist students in addressing personal and social issues that arise from growth changes as well as individual circumstances. After assessing the child's needs, the counselor may recommend to the parents additional outside referrals in order to best support the child. The counselor meets with students based on self, teacher, or parent referral. The counselor is also available for parents on information

regarding parenting skills and family issues. All referrals are confidential except in cases of child abuse. (See section VII d.)

e. Peer Conflict Manager Program

The CAIS Peer Conflict Manager Program trains volunteer 5th grade.

f. Tutoring from CAIS Teachers

Teachers are available to provide short-term assistance outside of class time. If tutoring appears to be necessary, parents must contact the division director for options that are available. Please do not ask teachers to provide extra tutoring services for pay. CAIS teachers may not tutor or teach CAIS students except as authorized by the School. Please check with the Division Directors for more details on the extra assistance that is available.

g. Tutoring or Educational Enrichment Classes Outside of CAIS

If you are considering outside tutoring or educational enrichment classes for your child, it is important to coordinate with your child's division director to insure that the tutoring is necessary, enriches or supports the CAIS program and that it is not in conflict with the program.

NOTE: For insurance and liability reasons, only CAIS employees may tutor on campus. Outside tutoring must take place off campus. **In addition, once a student leaves campus for tutoring, he or she may not return to campus.**

IV. Auxiliary Programs

a. Extended Day

The Extended Day Program is designed to meet the needs of parents and their children. The program provides a safe and nurturing environment for the students while simultaneously providing students with opportunities to work on homework assignments and participate in both structured and non-structured activities.

Study Hall Rules

1. Students must bring all homework materials and a recreational reading book to Study Hall.
2. Students will sit at assigned tables.
3. There will be absolute silence in Study Hall.
4. Students will raise their hands for teacher's help/attention.
5. Students will remain in their seats until given permission to leave.
6. Students' failure to comply with any of these rules will result in a behavior slip being sent home for a parent signature.
7. Repeated violation of these rules will result in a meeting with the student's parents and temporary suspension from the Extended Day Program without a refund.

b. Enrichment

Chinese American International School offers an extensive after-school Enrichment Program. The after-school courses are designed to be fun and educational. Many of our courses are taught by talented artists and educators from CAIS and the greater community. Each course is designed to help students develop a love of learning and exploration of new and different experiences. These courses are offered jointly to CAIS and non-CAIS students.

c. Summer Programs

CAIS offers three different summer programs. The first, Exploration Camp, is designed to be academically challenging and intellectually stimulating by combining academic classroom time with fun weekly educational field trips. Math, English, science and computer courses are offered in Exploration Camp. These classes are complemented by a physical education program in the afternoon.

The second, Mandarin Immersion Camp, gives students opportunities to use and learn Mandarin in an activity-based environment with our experienced teachers. Singing, Chinese painting/calligraphy, Chinese dance, arts and crafts, drama, and cooking are just some of the activities each participant will have the opportunity to experience. These two camps are open to the public as well.

The third program is the CAIS Summer School. Attendance at Summer School is based on teacher recommendations and is offered in both Chinese and English. The Summer School offers individualized attention and small classes.

V. Student Behavioral Expectations

a. General

Treat everyone with respect! Children are encouraged to play, share and include others in their games.

Rules are specific to each classroom and common area, and the consequences for breaking them are clearly posted throughout the School. Some additional school rules are provided below. The school Bullying and Teasing Policy is provided as Appendix E.

Procedures appropriate to the needs of students at differing grade levels have been established to address those times when students do not meet the behavior expectations of the school. Additional information is provided through the Division Directors and is included as appendices to this handbook.

b. Maintaining a Safe Environment

As part of maintaining a safe environment, students are expected to listen and follow instructions from teachers and all adult staff members. In addition, students are not to bring items on campus that can jeopardize the safety of other students or adults. These include, but are not limited to items such as weapons, devices that are intended to be used as weapons and drugs or drug related materials. Students found with or using those types of items face disciplinary action that can result in serious consequences up to and including dismissal from school.

c. Cellular Phones, Computers and Other Electronic Devices:

We discourage cellular phones and other entertainment electronic devices (including but not limited to iPod and game devices) for students on campus. If students do bring them on campus there are two important rules for students to understand:

1. The devices cannot be used in a way that interferes with learning or the atmosphere of the School. Phone usage during school hours is not permitted except in the case of an emergency. Electronic games are not permitted during school. Earphones also interfere with the learning process because they isolate students and reduce their ability to participate fully in the educational process. Therefore, earphones are not permitted except when authorized by the teacher. Devices used in the above-mentioned ways or in any way determined as interfering with school activities can be confiscated and given to the Division Directors or the Head of School. These devices will only be returned to a parent.
2. The School assumes no responsibility for the devices. These items are valuable and students should not leave them unattended at any time.

Educational electronic devices such as PDAs, laptop computers and electronic dictionaries may be used in school to enhance learning. Students are responsible for these valuable tools and the school cannot assume responsibility for them. Students should not leave them unattended at any time.

d. Toys

Students are not to bring toys of any kind with them to school. This includes cards and balls. We provide students with community games and equipment for recess and physical education periods.

e. Leaving Campus

Students may not leave campus during the school day. A permission slip signed by a parent or an email is required to release a student before the end of school. Students must remain on campus for lunch.

At the end of the day, students who leave campus may not return unless accompanied by an authorized adult.

f. Lockers

Students should keep their lockers clean at all time. The school administration may need to access student lockers when necessary. Teachers are to be given duplicate keys or combinations. If access is required, the school administration may, as it feels necessary, use the combination, the key, or cut the lock.

VI. General Policies and Procedures

a. Attendance

Attendance in class is mandatory except for emergencies or other absolute necessities.

If a student is absent from school, parents may request homework or other assignments via email or phone request. Although every effort will be made to provide information in a timely manner, teachers have duties throughout the day and may not be able to provide information any earlier.

Students who are chronically absent or late to school, even if excused, are not able to participate fully in the educational program at CAIS. At the school's discretion, students who are chronically absent or late may not be invited to re-enroll the following year.

Students must be in attendance during the day to participate in after-school activities.

b. Withdrawal from School

Parents withdrawing students from school must provide written notification to the Head of School. Written requests for transfer of student records should be given to the Registrar's office. If a student withdraws or is asked to leave the School, all financial obligations must be met. Full payment is due before any transcript or records will be sent to another school.

No reduction, allowance, or refund to tuition will be made for early withdrawal, dismissal, suspension, or absence.

c. Admission

CAIS' admission policy is to identify and select students who can succeed in our academically challenging immersion program. Students may enter the program at pre-kindergarten or Kindergarten without any prior knowledge of Chinese. Admission in grades 1-8 depends on an assessment of the student's ability to integrate into the CAIS program. We welcome students of any race, religion, sexual orientation and national and ethnic origin.

d. Tuition Assistance

Tuition assistance is available for qualified students based on financial need. The amount determined is for that specific school year. Awards are given for only one year. Extensions are contingent upon continued financial need and student performance. Applications may be picked up in the business office or online. See the CAIS website for a link to SSS online or contact the business office.

CAIS uses School and Student Services (SSS), an independent evaluation service to assist in making tuition assistance decisions. Please check with the school business office for SSS application deadline.

e. Returning Students

Re-enrollment contracts are sent out during January. Completed contracts and a non-refundable deposit are required by the date specified to reserve a space for the following year. Various payment plans describing frequency and amounts of each installment are included in the re-enrollment information packet.

f. Class Placement

Each year, in order to create balanced classes for the following year, teachers, specialists and administrators consider many variables including gender, academic strength, primary language and learning style. We will not accept requests for specific teachers. Parents may share with CAIS information about their children that they believe will be helpful in determining a child's placement.

Parent input in the form of a written request will be considered within the context of aforementioned variables. Parents are required to submit their written requests by a deadline in May announced in the *Thursday Flash* e-newsletter or the school calendar. The administration will make final decisions regarding a child's class placement.

g. Gifts Guideline

We realize and appreciate that some parents may wish to take this opportunity to thank teachers or staff through gifts. Parents are welcome to express their appreciation for individual teachers or staff through gestures such as cards or low-cost items such as fruit baskets, cookies, etc. However, personal, high-cost items are prohibited. Parents who want to participate in broader gestures of appreciation for faculty and staff are encouraged to contact the Parent Association with suggestions or offer to work on PA activities that recognize teachers and staff, including the Teacher Appreciation Lunch.

h. Arrival and Dismissal

Please follow the procedures described below as well as directions of security and support personnel during drop-off and pick-up. Because the School is in a mixed-use neighborhood, it is imperative that we be considerate of our neighbors.

Drop-off Procedures

Developing an effective school schedule for each grade takes time, effort and input. Factors taken into consideration include the health and safety of our students, drop-off and pick-up access in coordination with the French American International School and staff and space availability.

The school building opens at 7:30 a.m. when security personnel begin their duties and are available to monitor access into the building. Please do not drop off your child prior to 7:30 a.m. since no one is available to assure the safety of your child. Extended Day care is provided free of charge from 7:30 a.m. until your child's class begins.

When dropping off your child on Hickory Street, please follow the instructions given by the security personnel. Their job is to facilitate the flow of traffic in an orderly and efficient manner while safeguarding the loading and unloading of students and monitoring pedestrians on the sidewalks. Your patience and cooperation goes a long way in making these procedures safe and effective as possible. To assure an orderly process, class starting and dismissal times are staggered.

Dismissal Procedures

CAIS students are not allowed to leave school grounds at any time without written permission, and will only be released to parents or designated individuals. Older siblings and other CAIS parents may pick up younger siblings only with written permission from parents.

A Student Release Form or a letter authorizing individuals to pick up your child from school must be in your student's file kept at the reception desk. These forms are included in your back-to-school package and you may update them at any time at the reception desk. Signed permission slips may be faxed to reception (fax 865-6006) any time. If someone other than designated individuals with prior permission is picking up your child, a phone call should accompany the fax.

Students leaving school at times other than dismissal must do so at the reception area. Under no circumstances will students be permitted to wait for parents in the parking lot or outside the front door. Parents are asked to notify the school if children will be picked up early.

To make the dismissal procedure more efficient, we have assigned every student in grades K-8 a pick-up placard. Please place the card in full view on your visor on the passenger side of your car when picking up your child.

1. Procedure for Pre-Kindergarten

Please refer to the Pre-Kindergarten Supplement to the Family Handbook.

2. Procedures for Kindergarten

Please refer to the Kindergarten Supplement to the Family Handbook.

3. First Grade

Arrival

Starting at 7:30 a.m., free morning Extended Day Care is available in the 1st floor multipurpose room (MPR). Pull into the right lane on Hickory Street and stop by the curb. Please drive your car forward following the traffic monitor's instructions. To keep traffic flowing, remind your child to be ready for a quick exit. Please keep conversation with staff to a minimum.

After 7:45 a.m., your child will either go to the Oak Street playground or to the 1st floor MPR, depending on weather conditions.

After 8 a.m., drop your child off on Hickory Street in front of the main door. Remind your student to pick up a tardy slip at the reception desk and to give it to the teacher when entering the classroom.

Dismissal is held at 3 p.m.

Teachers will escort the students to the sidewalk on Hickory Street at 3 p.m. Please place your student's pick-up placard on the visor on the passenger side of the car. Remain in a single lane and follow the directions from the traffic monitors. Your child's teacher will recognize your car according to the pick-up placard and will walk your child to your car once you have pulled to the side and made a complete stop. Please keep conversation to a minimum to keep the flow of traffic moving smoothly and try not to

stop to load backpacks and other belongings in the trunk. Pull away as soon as possible after your child is safely in the car.

4. Second – Fifth Grades

Arrival

Between 7:30 a.m. and 7:55 a.m., students may be dropped off on Hickory Street (see drop off procedures for 1st grade). Students will have supervised free play on the Hickory Street playground until 7:55 a.m. when they will be escorted into the building to go to their classes. On rainy days they will report to the 2nd floor multipurpose room (MPR2).

After 7:55 a.m. drop off your student at the Hickory Street entrance. Remind your child to stop at the reception desk for a tardy slip to give to the teacher when entering the classroom.

Dismissal 3 p.m.

Teachers will escort the students to the sidewalk on Hickory Street at 3 p.m. Please place your student's pick-up placard on the visor on the passenger side of the car. Remain in a single lane and follow the directions from the traffic monitors. Your child's teacher will recognize your car according to the pick-up placard and will walk your child to your car once you have pulled to the side and made a complete stop. Please keep conversation to a minimum to keep the flow of traffic moving smoothly and try not to stop to load backpacks and other belongings in the trunk. Pull away as soon as possible after your child is safely in the car.

5. Middle School

Arrival

Between 7:30 and 8 a.m., students may be dropped off on Hickory Street (see drop-off procedures for 1st grade). Students are to take the stairs to the 4th floor and prepare for class. Adults will be on the 4th floor to supervise.

After 8 a.m., drop off your student at the Hickory Street entrance. Remind your child to stop at the reception desk for a tardy slip before entering the classroom.

Dismissal

At 3:30 p.m. all middle school students must sign in with the Extended Day staff at announced locations if they remain on campus. Otherwise all students will be dismissed for self-transport (parental permission must be on file) or picked up on Hickory Street. All middle school students who are on campus after 3:45 p.m. must report to Extended Day. Students may not return after leaving campus.

i. Miscellaneous Procedures

1. Lost and Found

All children's clothing and possessions should be clearly labeled. Every effort will be made to return a labeled item to its owner. The school is not responsible for lost items.

Lost items will be stored in the shed in the Oak Street playground. The key for the lock on the shed can be obtained at the receptionist desk. Unclaimed articles are donated to a charitable organization monthly. Parent volunteers coordinated through the Parent Association organize the lost and found.

2. Lunch and Snacks

CAIS does not provide a lunch service. The Parent Association organizes a hot lunch program for a fee. Students can bring their lunch, or buy lunch through the Hot Lunch Program or various independent vendors. Several lunch plans are available. Information on the Hot Lunch Program is provided at the beginning of each term and information is available at the reception desk. Children bringing their own lunches should be provided with a well-balanced lunch that is packed in a container clearly labeled with the child's name. Due to allergies and illness, children are encouraged not to share.

Snacks are provided for the children in Pre-K and Kindergarten. Older children may bring their own healthy snacks to enjoy during recess and break. (See Pre-K and K Supplement for specific Pre-K and K information.) Parents are asked not to include gum, candy, or other unhealthy items in lunches or snack packs. Any food or snack that interferes with learning or causes litter may be confiscated by teachers.

Lunch orders will not be taken at the reception desk and should not be called in by parents. Please call the vendor directly to order lunch and have it delivered for your child.

3. Books and Supplies

CAIS provides textbooks, workbooks and instructional materials but students are responsible for keeping them in good condition. Families will be billed to replace lost or damaged materials.

4. Use of School Facilities

Requests to use space may be arranged for school-related events by calling the Head's office at (865-6088). The building security station maintains a master calendar and will coordinate reservations. At certain times or for certain types of events, fees may be charged for security, janitorial services, room set-up and take down, etc. A staff person must be present any time school facilities are used.

VII. Safety and Security

The top priority for CAIS Administration and Security staff is the safety of students, staff and parents. Cooperation with security policies and procedures is crucial to maintain a safe and secure environment for your children.

During the school year, access into the building in the morning is not permitted until 7:30 a.m. Security personnel walk through the building and must be in place at the Hickory and Oak Street entrances to monitor all who enter. Throughout the day, security guards control access to the School. All parents and visitors must sign in at either the Oak Street or Hickory Street desk, receive and wear a name badge and sign out when leaving the building.

Crossing guards are posted on Hickory Street and Oak Street to assist children and parents crossing these busy streets. By respecting and following their instructions and using the marked crosswalk areas, parents set a good example for all students.

No open flames are permitted on campus. This includes food warmers and sterno lamps for warming food. The only exception is in specially designated science labs for educational purposes.

a. Harassment

School policy, federal and state law prohibits unlawful harassment by any employee, parent, or student of the School as well as by any person doing business with or for the School.

Every member of the community needs to recognize certain guidelines for appropriate behavior so that we can provide an environment of mutual respect, tolerance and sensitivity. Behavior, either verbal or physical, that disregards the rights of others is unacceptable. This includes unwelcome physical advances, derogatory statements or discriminatory comments occurring between two individuals or between groups of individuals. Any form of harassment will not be tolerated, whether it be between children, adults, or children and adults.

b. Emergency Policies and Procedures

Medical Emergency Form

An updated medical emergency form including appropriate information on how to reach you or other designated adults in case of illness or emergency must be on file at CAIS at the start of the school year. In an extreme emergency, should it be impossible to reach you, your family doctor, or your designated emergency contact, a staff member will accompany your child to the emergency room of the nearest hospital as authorized on the emergency form.

Please inform the school immediately if there are any changes in this information.

The receptionist can assist you by providing you with a new form, making changes on the existing one or assisting you with online updating.

Accidents and Injuries

All accidents that require notable medical attention will be documented and parents will be notified immediately.

Earthquake

In the event of a major earthquake (defined as one that would prevent normal transportation to and from school, cause disruption of telephone communications and varying degrees of damage to homes and buildings) the following procedures have been established:

1. All students will be kept at school where everything possible will be done to care for and comfort them. CAIS faculty and staff have been trained on earthquake procedures and are knowledgeable about the location of supplies and plans to handle this type of emergency.
2. Students will only be released to those identified on the Earthquake Release Form. **Be sure to keep this form current.**

Building Evacuation Procedures

CAIS has developed evacuation procedures in the event of a fire or other reasons that require us to evacuate the building. Signs are posted near the doorway of each classroom indicating the proper route for leaving the building. Each class has an alternate route to evacuate the building in case the primary route is blocked. Students are trained in these procedures and fire drills are held frequently to ensure the safety of the students. For this reason, Pre-K children do not remove their shoes during nap time.

The signal for evacuation is the repeated ringing of the fire alarm bells. Students are instructed and reminded to remain orderly, keep moving quickly and quietly, and be prepared to follow any additional instructions given by teachers during exit. Each class will move to a pre-assigned position where they will be out of danger and will not interfere with fire fighting or emergency vehicles and personnel.

Individuals unable to use the stairs, including those with crutches, should go to the nearest stairwell and wait for NCIS assistance.

Attendance will be taken to make sure that all children are safely out of the building. Fire and emergency medical personnel will be immediately notified if any child is not accounted for.

Students will return to their classes when the signal has been given. If the building is damaged and unsafe for their return, staff will care for them until parents or designated family members or friends come to pick them up. Students will only be released to individuals on the written release form.

Lockdown Procedures

CAIS has developed lockdown procedures in the event of an intruder or other reasons that require us to secure students in the building because an intruder is attempting to enter the school or has entered the school.

In the event we are preventing an intruder, security personnel will secure the doors to the building while the Head's office notifies all personnel via radio and voice to keep students in the room with the doors locked. Student not in rooms will be directed to report to their rooms immediately. Security personnel will direct students in outside

areas to either remain in location or move immediately into the building, depending on the situation that develops.

In the event an intruder has entered the building, security personnel will notify administrators via radio who will in turn notify teachers via radio and voice to have all students remain in the room away from the locked doors.

Teachers in both scenarios will ensure hand radios are turned on. Lockdown will only end when cleared by security personnel.

The staff at CAIS is dedicated to providing the safest possible conditions at all times.

c. Health and Illness

For the healthy well being of our students and staff, we ask that students do not come to school if they are showing signs of illness. Students who are not feeling well cannot concentrate in class and can potentially spread illness to other students and staff. In accordance with school policies and Federal and State regulations, below is some important information that you need to know:

Immunizations

The State of California requires that the School have an Immunization Record for each child on file. Please check with your physician to see if your child’s immunizations are current. If the School’s records show an immunization history that is not current with their age, parents will be notified immediately. You are given ten days to rectify the situation and provide documentation. If this is not done within this time frame the student will not be allowed to attend school until immunizations are current. Exemptions to this rule may be made only by the Registrar. Call 865-6093 for information about exemptions.

Medications

If your child requires medication during the school day, you must send a signed note giving the school permission to administer medication. A health aide is available on campus to administer medication and provide first aid. Prescription medication must be in the prescription bottle, with instructions from the doctor as to the dosage required. This bottle should be given to the health aide, who will be responsible for seeing that the child takes the prescribed dosage during the day. Over-the-counter medication must be handled in the same way. Under no circumstances may a student self-administer medication at school.

Infectious Diseases

To minimize the spread of infectious disease among our students, parents are required to inform the school health aide if their child has any of the following diseases:

DISEASE	MAY RETURN TO SCHOOL
Fever	24 hours after temperature returns to normal
Streptococcal Infections	24 hours after treatment is started and symptoms have subsided
Chicken Pox	When all scabs on face and arms have dried
Measles,	When all rash is gone

German Measles, Rubella	
Scarlet Fever	On recommendation of physician
Infectious Hepatitis A	On recommendation of physician
Bacterial Meningitis	On recommendation of physician
Conjunctivitis(Pink Eye)	24 hours after treatment is started
Impetigo, Ringworm, Scabies	24-48 hours after treatment begins
Head Lice	When the school's health aide determines that all lice and nits have been removed from the student's hair

Notices informing parents of possible exposure to an infectious disease will be sent home with students as necessary. The note will indicate the grade and class of those exposed and will include a brief description of symptoms common to the disease. The school is required to inform the San Francisco Department of Epidemiology and Center for Disease Control of any instance of measles, German measles, rubella, tuberculosis, or whooping cough.

Head Lice Policy

If your child has head lice, you are required to notify the school's health aide as soon as possible. To limit the spread of head lice among our students, those who have been infected must be treated at home and then examined by the health aide to determine that the student is free of all lice and nits before the student may re-enter the classroom. Information about various methods of treatment for the removal of head lice and nits can be obtained from the health aide.

d. Child Abuse

Section 11166 of the California Penal Code requires teachers, administrative officers and pupil personnel employees of any public or private school to report all suspected incidents of child abuse to the appropriate child protection agency as soon as possible.

Form 11166PC (*Suspected Child Abuse Report*) must be completed and submitted by the reporting party within 36 hours of receiving the information. Child abuse includes physical abuse (hitting or spanking), physical neglect, sexual abuse and emotional maltreatment (verbal assault, continued threats, humiliating remarks). This is a very sensitive subject that is always handled with utmost confidentiality.

All personnel are responsible for notifying administration and the school counselor of any suspicion or proof of child abuse. The situation will be reviewed immediately by the school counselor and the reporting party will contact Child Protection Services. (CPS)

Individuals who are required to report such suspected child abuse cases have absolute immunity, both civil and criminal, for making such reports.

Depending on the recommendation by CPS, school official may notify parents, informing them of any such action taken. This communication will occur when the school is confident that such knowledge will not jeopardize the safety of the child. It is our belief that supporting the whole family during times of stress can best support the child.

Additional information may be obtained by requesting a copy of *Child Abuse: Educators' Responsibilities* from:

Crime Prevention Center
Office of the Attorney General
PO Box 944255
Sacramento, CA 94244-2550

VIII. Communication

Open, frequent and clear communication between school and home is the cornerstone of success in providing the best possible educational experiences for your child. It is as important that the family knows and understands what is happening at school, as it is that the School knows and understands what is happening in the home. Young children are especially sensitive to changes at home such as the arrival of a new sibling or a change in the working schedule of the parents. Please keep the teacher and school informed of such changes. Please inform CAIS reception at 865-6000 of any changes with your family contact information.

CAIS provides many opportunities for open communications between the school and home, including the following:

The school website, www.cais.org, is an excellent source for up-to-date information. We have already set up user accounts for current parents. If you have not received your user account and temporary password via email, please visit cais.org and use the contact us form to request your information.

a. Back-to-School Packets

One Back-to-School packet is sent to each student's parent to help prepare for the new school year. Included in these packets are important forms to be filled out for each students, class schedules and first day school procedures.

b. Thursday Envelopes

Students in Pre-K through fifth grade will bring home a large tan envelope each Thursday containing important school information. Middle school students receive notices. Please read the information, and return the envelopes to the teacher on Friday.

c. Family Folder

The Family Folders are located in front of the reception desk. They are used by Parent Association Council, faculty, staff and parents. Please avoid leaving any valuable items in the folders.

d. Thursday Flash

Every week families will receive *Thursday Flash* via email. This school newsletter contains information about upcoming classroom and school-wide events. It is also available online at www.cais.org. Hard copies are also available at the receptionist desk. In addition, some teachers may elect to send home a monthly curriculum overview to keep you informed.

e. Email

Faculty and staff check email daily and will respond by the close of the next business day. Parents can use email to express concerns about specific issues, questions, compliments, to their teachers or any other relevant issues. Periodically the school will send out group emails about issues relevant to the entire community.

f. Voice Mail

Teachers have limited access to phones during the school day. To leave a message on the school's voicemail system, call CAIS' main line at 865-6000. Each staff member will

check voicemail daily after school dismissal. For an emergency message, please contact the receptionist.

g. Notes to Staff

Your child's teacher should be your first contact if a problem arises concerning classroom situations. It is important that you communicate your feelings of both commendation and concern in all honesty and in a timely fashion. To contact a teacher, send a note with your child, email, or call any time and leave a message on the teacher's voicemail. You will receive a reply within 24 hours unless a weekend or holiday intervenes. Some teachers in the Lower School may request that you communicate with them through notes in their assignment books. Either approach may be used. If a satisfactory solution is not achieved and further action is needed, the division director is the next person who should be contacted.

h. Emergency Notification

CAIS uses an emergency notification service that will inform all parents and staff of situations that may require parents to pick up children as a result of school evacuation or other local emergencies. It is imperative that parents keep emergency notification information current.

j. Board of Trustees

i. Annual Report

The Annual Report is published each fall. The report provides a summary of the activities of the previous year including major sources of funding and expenditures. This report is included in most funding requests and is available to all parents.

ii. Periodic reports

The Board will periodically distribute reports on various topics to the school community.

k. Coffee & Questions

These informal meetings with the Head of School and the Assistant Head for Academics are usually offered on the first Thursday morning of each month. Please check *Thursday Flash* for confirmation. These meetings provide an opportunity for parents to raise questions or issues of interest. Division Directors will also be present to address division- related questions.

l. Back-to-School Meetings

These meetings provide an opportunity to meet your child's teachers and learn about the instructional materials, classroom management and highlights of field trips and projects. It is also a wonderful opportunity to meet other class parents and Room Liaisons. This event is a general informational exchange and is not to be used to communicate issues about individual children. Those issues should be addressed in separate meetings with the faculty members.

m. Scheduled Parent-Teacher Conferences

Twice each year, individual conferences are scheduled to discuss your child’s progress. To assure your child’s success at school, it is imperative that parents and teachers meet in person at these conferences. In situations of shared custody, it is important that both parents attend conferences together.

n. Unscheduled Parent-Teacher Conferences

Throughout the year, parents and teachers are encouraged to discuss any matters of concern as soon as they arise. You may email or call the teacher’s voicemail to schedule an appointment. Spontaneous meetings in the hallway are usually unsatisfactory tools for discussing a child’s progress.

o. Progress Reports

Pre-K and Kindergarten

Pre-Kindergarten and Kindergarten students receive written progress reports at each of the two conferences and at the end of the school year.

First through Fifth Grade

First through fifth grade progress reports are sent out two times during the school year. The first report is given at the end of the first semester. The final report is mailed at the end of the school year in June. Additional reports may be distributed at parent-teacher conferences.

Middle School

Middle School progress reports are distributed at the end of each trimester.

p. Parent Meetings and Workshops

Administrative Personnel, Student Services faculty, and the Parent Association organize meetings and educational opportunities during the year.

q. Translation and Interpretation Services

The School will provide translation services for written reports and school documents and interpretation services for conferences and meetings with teachers. Please contact Assistant to the Head of School at 865-6088 for scheduling information.

IX. Development and Fundraising

Independent schools have always relied upon the loyalty and generosity of parents, past parents, grandparents, alumni and community friends to advance the institution and assist the school in fulfilling its mission. The School has an active fundraising effort that is planned and coordinated through the Development Office. It is important that these efforts be carefully integrated. In order to ensure this careful integration is achieved, all fundraising activities on behalf of the School must be approved through the Development Office.

Major CAIS fundraising activities are carried out through the following ongoing activities. They are:

a. Annual Fund

CAIS holds an Annual Fund Campaign that helps to fill the gap between what tuition covers and the actual cost of running the school. Independent schools generally expect contributions equaling 10% of their tuition. Your support of the Annual Fund ensures that your children continue to receive the premier Mandarin-English bilingual modified immersion education in the nation.

b. Capital Campaign

CAIS is constantly working at improving and expanding the physical plant. These efforts are funded through the Building Fund and separate Capital Campaigns that are held periodically for major projects. Parents of former students funded the building that your children now enjoy. Correspondingly, it is up to the new generation of parents to make certain we continue to provide the facilities needed to ensure that our current and future students' needs are met. This benefits you, your child, and our community. Contributions to the Building Fund and Capital Campaigns are separate from the Annual Fund.

c. Events

The school and Parent Association plan various fundraising events throughout the year including our annual gala event ShowCAIS. These activities provide opportunities for "friend-raising" as well as fundraising. Parent support of those events through attendance as well as volunteering is a big part of being a CAIS parent.

The Development Office will provide periodic updates on fundraising efforts in the School throughout the year. In the fall of each year the communications office will publish the Annual Report, which summarizes the fundraising efforts and provides information on expenditures for the previous school year.

d. Bake Sales

Bake sales must be authorized by the Division Director and coordinated through the Head's office.

X. CAIS Institute

The CAIS Institute provides students and educators from all backgrounds with comprehensive approaches to acquiring, enhancing and teaching Chinese language and cultural literacy. Our programs, conferences and workshops, program development and online resources provide ongoing, innovative responses to the challenges of linking English speakers with as many as 1.3 billion Chinese (Mandarin) speakers in China and around the globe.

The Mandarin Resource Center for Educators, Students and Community Organizations

Teaching Chinese effectively requires cultural enrichment as well as language training. The CAIS Institute, affiliated with the Chinese American International School, plays a key role in advancing both Chinese language and culture.

We have become the premier resource for:

- Providing professional development for North American Chinese-language teachers
- Training overseas Chinese-language teachers and helping them adapt to North American educational methods
- Helping schools to establish and nurture Chinese-language programs
- Developing specialized curricula and materials

A Mission and Vision Encompassing an Interconnected Future

The CAIS Institute is dedicated to advancing the teaching and learning of Chinese language and culture. We will create and expand methods and resources to prepare children and young adults to become engaged stakeholders and future leaders in an increasingly integrated globe.

The Institute seeks to expand its role as:

- A premiere resource for the teaching and learning of Mandarin Chinese
- The entry point for educators integrating Chinese language and cultural programs into their school curriculum
- The epicenter for successful teaching methodologies, best practices and meaningful innovations
- A leader in providing opportunities for students to discover Chinese language and culture

XI. Parent Association

One of the key ingredients contributing to CAIS' success in delivering a unique, quality education is its very active and strong Parent Association (PA). All parents are automatically members of the CAIS PA.

Each year, CAIS parents are expected to:

- Contribute a minimum of 40 volunteer hours per family (about an hour a week) on various PA committees and projects which support the School
- Participate in the Annual Fund and Building Fund

Whether a parent chooses to serve as a Classroom Liaison, coach a Firedragons soccer team, co-chair a committee, head a project, assemble children's costumes, make phone calls, or stuff envelopes at home, there are many ways to support the school. Each parent's assistance enhances the CAIS community spirit and their time and volunteerism is always greatly appreciated.

There are various modes of regular two-way communication between the Parent Association and the parent body. Information from the PA may be found in Thursday Envelopes, family folders, bulletin boards, flyers, *Thursday Flash*, email and on the CAIS website. If curbside pick-up and drop-off are your general methods of transporting your children and you rarely enter the building, please ask your child to check the family folders weekly and collect any mail. Any member may attend the regularly scheduled PA Council meetings (day and meeting places to be announced). Parents may contact Parent Association Council members via the Family Directory, published and distributed at the beginning of the school year, as well as by filling out a Parent Association form located in the Parent Association section of cais.org.

XII. Appendices

- a. Bullying and Teasing Policy***
- b. Questions and Quick Reference***

a. CAIS Bullying and Teasing Policy

Guidance, Education, Counseling and Consequences

CAIS faculty recognizes that parents are the first and primary teachers. Faculty members work as partners with parents guiding each child's development. CAIS is committed to providing a safe environment as a necessary condition for students to learn and prosper. Relationships between students are an important aspect of such an environment. One area of special concern in student relationships is bullying and teasing. Bullying is repeated, threatening behavior which is done with the intent to frighten and/or harm. Bullying can be either physical or verbal abuse. Teasing is verbal harassment with the intent to upset. Because of the wide age range present on campus and the different developmental levels reflected in those ranges, a behavioral concern cannot be addressed in the same way at all levels. For example, although four year olds may exhibit behavior that upsets other students, they are still egocentric and unable to fully appreciate the impact of their behavior on others. For that reason, this "Bullying and Teasing Policy" is based on programs and interventions appropriate to the developmental level of the students.

Pre-Kindergarten and Kindergarten

Teachers strive to instill in children a respect for the environment, for each other and for all living things. Beginning with the Montessori exercises of "Grace and Courtesy," teachers model and nurture pro-social behaviors ranging from covering one's mouth when sneezing, to comforting a friend who is upset. Teachers actively support a climate of kindness, caring and respectful behavior toward peers and adults in the learning community.

Teachers believe in the positive potential of all children, and understand that children are in a sensitive period for learning to solve social problems and for learning to express emotions in acceptable ways. Teachers also understand that individual personalities, temperaments and socio-cultural backgrounds influence children's behavior. Teachers offer lessons to help children successfully navigate the social scene. These lessons may include showing, and giving children the words needed, to ask for a turn with a favorite toy, or showing children the polite way to express to a friend one's desire to work alone.

When problems arise in the classroom, teachers intervene in firm and respectful ways. Teachers may redirect children or guide them to solve problems with acceptable solutions. Teachers understand that as in learning numbers or learning to read, learning social skills takes practice and repetition.

Clear limits and appropriate consequences are in place for harmful or dangerous behaviors. For example, if a child is repeatedly unable to work peacefully with friends, the child will be removed from the group for a period of time. Classroom teachers, teaching assistants, specialists, the school counselor, the Pre-K-K Director and parents work together as necessary to develop strategies for helping children in special cases.

The *guidance* work of parents and faculty in the Pre-K-K years is crucial in helping children learn important social skills. These skills will help children stand up for themselves when they are treated unfairly, and will also help them avoid choosing bullying and teasing behaviors in the future.

Lower School and Middle School

Our objective is to ensure that all of our students attain academic excellence as well as the ability to work cooperatively in the greater community. In order to meet the latter goal, we expect that teachers, administrators, staff and parents will model courteous interactions. As a faculty, we also give our students direct instruction in how to effectively and non-violently solve social conflicts. One component of this teaching is how and why to avoid bullying and teasing.

We have a three pronged approach to bullying and teasing. The first part of our approach is prevention through *education*. In collaboration with the teachers, division directors and counselors visit student classrooms and discuss, in developmentally appropriate ways, why the children should not tease or bully. Through role play and discussion we also give the children tools for when they encounter a bully. Small group sessions also may be held with the counselor and division director to address topics such as gossip or exclusion. Through meetings, workshops and written communication, we educate the teachers and parents in our community to give consistent, effective support to students around these topics.

The second part of our bullying and teasing policy is *counseling*. If children are found to repeatedly tease or bully other students, the school counselor will be asked to intervene. In collaboration with the child's parents and teachers, the counselor will assess the child's needs, focusing on the reasons behind the bullying in addition to why such behavior is not acceptable. The school counselor may meet with the child one-on-one her/himself, suggest a small group workshop series for the child and/or make recommendations for the classroom or home. In some cases the school counselor may refer the child or the family to outside counseling and support services.

The final part of our bullying and teasing policy is *consequences*. While our goal is to proactively educate children about how to avoid bullying and teasing, we will take such acts very seriously and act immediately, if they occur. Depending on how severe the incident is and whether or not it is the child's first offense, we will take appropriate measures. Children will often miss free time and be required to complete a piece of reflective writing. This writing will address how the child will behave differently in the future and will be signed by his/her parents. These reflective pieces will be kept on file in the director's office. Other consequences include after school detentions (during which time students complete acts of service for the school community), in-house and at-home suspension. After repeated interventions, if students demonstrate through their behavior that they are not able to follow CAIS community norms, they may be expelled.

f. Questions?

During the academic year questions will arise. We wish to keep you fully informed about the policies and procedures of our school. The following list should help you determine what number to call for various questions.

IF YOU ARE ASKING ABOUT:

- Attendance, Absence from School, Illness
- Bills or Tuition Assistance
- Curriculum
- Disciplinary Action
- Extended Day and Enrichment Programs
- Health Concerns
- Homework or Class Assignments
- Message to Your Child (*emergencies only please*)
- Teacher Conference
- Parent Association Activities
- Transcripts

CONTACT:

- Reception/865-6000
- Business Office/861-7866
- Division Directors
- Division Directors
- Auxiliary Programs Director/865-6010
- Health Office/865-2003
- Child’s Teacher/865-6000
- Reception/865-6000
- Child’s Teacher
- council@caispa.org
- Registrar/865-6093

Addresses

Pre-K Campus
42/52 Waller Street
San Francisco, CA 94102

Main Campus
150 Oak St.
San Francisco, CA 94102

Website

www.cais.org

Quick Reference

Phone Numbers

- Admission 865-6084
- Business Office 861-7866
- School Counselor 865-6013
- Development Office 861-5338
- Extended Day 865-6010
- Head of School 865-6088
- Health Office 865-2003
- Front Desk 865-6000

Fax Numbers

- Front Desk 865-6006
- Admission 865-6087
- Extended Day 865-6006
- Head’s Office 865-6089
- Business Office 861-0266



ONE COMMUNITY

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Main Campus
150 Oak Street
San Francisco, CA 94102

Pre-Kindergarten Campus
42/52 Waller Street
San Francisco, CA 94102