



community handbook

2011-2012

minds wide open

contents

| | | | |
|---|---|--|----|
| contact information | 1 | dress code | 4 |
| administration and faculty | 1 | policies and procedures | 4 |
| general contact information | 1 | ahb meetings | 4 |
| mission and philosophy | 2 | absences, arrival, and dismissal | 5 |
| mission | 2 | birthdays | 5 |
| philosophy | 2 | classroom projections and registration process | 5 |
| academic information | 2 | eco-friendly efforts | 5 |
| school hours | 2 | field trips | 5 |
| curriculum | 2 | food policies | 5 |
| homework | 2 | fundraising | 6 |
| student assessment | 3 | medical considerations | 6 |
| quarterly assessment reports | 3 | personal property | 6 |
| weekly planners | 3 | restroom | 7 |
| communication | 3 | school cancellation | 7 |
| communication/responsibility chart | 3 | volunteering | 7 |
| open, honest, & direct | 3 | <i>appendix a</i> – communication tips | 8 |
| keeping the teachers well informed | 3 | <i>appendix b</i> – student promises | 9 |
| privacy | 3 | <i>appendix c</i> – recess/lunch policies and procedures | 10 |
| avoid conversations during or immediately before/after school | 3 | <i>appendix d</i> – ahb lice policy and procedures | 11 |
| response time | 3 | <i>appendix e</i> – table of medical conditions | 12 |
| directories | 3 | <i>appendix f</i> – communication/responsibility chart | 13 |
| forms of communication | 3 | <i>appendix g</i> – ingredient card | 14 |
| anonymity | 4 | <i>appendix h</i> – general volunteer policies and jobs | 15 |
| conferences | 4 | <i>appendix i</i> – ahb parent promises | 17 |
| conduct | 4 | | |
| conduct and discipline | 4 | | |



contact information

administration and faculty

| | |
|------------------|--|
| Ali Ronder | Executive Director Ali@ahbcs.org |
| Candace Hutchens | Business Administrator Candace@ahbcs.org Language Arts Coordinator @ahbcs.org |
| Kirsten Coleman | Math Coordinator Kirsten@ahbcs.org |
| Leslie Bryant | Penta Alpha teacher leslie@ahbcs.org |
| Eliza Waugh | Alpha Co-Teacher Eliza@ahbcs.org |
| Anneke Swanson | Alpha Co-Teacher Anneke@ahbcs.org |
| Annie Gunn | Beta Co-Teacher Annie@ahbcs.org |
| Valerie | Beta Co-Teacher valerie@ahbcs.org |
| Vincent | Gamma Co-Teacher vincent@ahbcs.org |
| Kirsten Coleman | Gamma Co-Teacher Kirsten@ahbcs.org |
| Pascal Simon | Afternoon Community Classes Pascal@ahbcs.org |
| Jenifer Jackson | Recess/Lunch Supervisor Jenifer@ahbcs.org |
| Kaya Kirks | Afternoon Community Classes Kaya@ahbcs.org |

general contact information

| | |
|-----------------------------|--------------------------|
| School Office | 512-299-5487 |
| Physical Address | 4001 Speedway Ave. 78751 |
| Mailing Address | PO Box 300456, 78703 |
| Admissions Inquiries | Admissions@ahbcs.org |
| General Information | Info@ahbcs.org |
| Inquiries Regarding Website | Webmaster@ahbcs.org |
| Website | AHBCommunitySchool.org |



mission and philosophy

mission

To offer our community a creative and collaborative educational alternative that cultivates authentic, balanced critical thinkers who are prepared for a life of learning and community engagement

philosophy

Education is the pursuit of knowledge. It is a pursuit that occurs as much outside of the classroom as it does inside. Holding classes on only three core days per week leaves ample time for children to attain the knowledge, seek the adventure, and develop the relationships that lie beyond the four walls of a classroom.

We endeavor to teach children to be inquirers, thinkers, communicators, and risk-takers by creating a supportive, nurturing environment that surrounds a creative, open-ended academic program.

We give children a chance to pursue countless other interests and spend valuable time with family, as well as to just “be children.” Despite the fact that AHB Community School students spend approximately half as much time in school compared to traditional school students, our low student-teacher ratio allows us to meet each child’s needs in a hands-on, project-based way that promotes a love of learning.

AHB Community School is committed to

- a maximum student-to-teacher ratio of 9:1;
- only three core days per week in school;
- hands-on, project-based learning drawing from a variety of resources;
- passionate, engaging teachers;
- high standards while combining a nurturing yet motivating environment;
- family and community involvement.

academic information

school hours

Alpha-Beta: T-W-Th 9:30—2:30

Gamma: T-W-Th 9:30—2:30 (recommended Monday camp)

curriculum

AHB’s language arts curriculum is creatively based on current best practices. Specific resources include: Fountas and Pinnell’s Guided Reading, The Daily Five, and the work of Regie Routman, Stephanie Harvey and Debbie Miller.

Students are monitored through four key aspects: a holistic developmental continuum, classroom based assessments, student portfolios and reading diagnostic tests from The Consortium of Reading Excellence.

AHB’s math curriculum is based on current best practices and implemented via two key curriculum legs: the Math Mammoth & Math Pentathlon (www.mathpentath.org) programs. NCTM based materials supplement both programs as applicable to the thematic projects in each quarter. Students are monitored via classroom-based assessments, a NCTM based developmental continuum and student portfolios.

Thematic units rotate through a two year cycle of social studies and science components, based on the TEKS standards as well as the CORE Knowledge Curriculum. Thematic units permeate all aspects of classroom curriculum and provide a focal point and a source of inspiration.

homework

Teachers are expected to

- strive to assign homework that is relevant, meaningful, and appropriate for each child’s age and ability;
- communicate to parents during Classroom Orientation the format in which homework will be assigned and how homework completion notification will be handled.

Parents are expected to

- engage in the homework assignments with their child;
- model the importance of homework to their child’s academic growth by helping the child plan out study time throughout the week in order to allow adequate time for reflection and completion;
- ensure that their child is meeting student homework expectations (listed below).

Students are expected to

- read (or listen to audio books/read-alouds) and write on a regular basis (as defined during Classroom Orientation);
- practice math skills on a regular basis (as defined during Classroom Orientation);
- submit homework that is on time, complete, in pencil, and legible.

Homework assignments

Homework is assigned weekly. On average, students should be able to complete their homework within:

| | |
|-------|-----------|
| Alpha | 2—3 hours |
| Beta | 3—4 hours |
| Gamma | 4—5 hours |

This homework allotment is in addition to any on-going weekly reading and journaling. Parents are asked to communicate with the appropriate teacher if their child consistently requires more time than this to complete the homework or if they have any other questions or concerns about the amount and/or quality of assignments.

Late/missing homework

As students grow, homework and accountability become increasingly crucial to academic and social development. Policies regarding late/missing homework will be explained during Classroom Orientation.

Homework content

Students are expected to do their own homework unless specifically instructed to do otherwise by the teacher. Parents are often asked to support their child's homework efforts and collaborate with them. Homework is considered part of valuable information for the the Assessment Report.

Plagiarism

Intentional plagiarism is a serious infraction at AHB. If a student submits intentionally plagiarized work, he/she is subject to disciplinary measures at the discretion of AHB administration.

student assessment

Teachers are expected to administer and evaluate written and/or oral assessments (diagnostic tools) approximately once monthly in math and language arts.

If a check-in indicates that the child is struggling with an academic concept or subject, parents will be notified in a timely manner.

quarterly assessment reports

Parents receive Assessment Reports electronically twice per year. A signed hard copy of the final report can be provided at the end of the year.

Each report will also include a Parent Response Sheet (PRS) on which parents are required to give feedback and acknowledge receipt.

Twice yearly parent-teacher conferences are required.

weekly planners

Students will use weekly planners in order to keep track of homework assignments and upcoming events. At the beginning of the year, teachers will instruct their families on how to use the planners effectively. When, why, and how the planner is to be used will be communicated to parents during Classroom Orientation.

communication

communication/responsibility chart

Please refer to the Communication/Responsibility Chart (see appendix f) for information regarding which person should be contacted under which circumstances.

open, honest, & direct

AHB encourages and expects open, honest, and direct communication and feedback, even when the communication is uncomfortable or difficult (see Communication Tips, appendix a).

keeping the teachers well informed

Please keep in mind that teachers and parents must work as a team and that all members of the team must be kept well informed, especially when there are issues of concern.

privacy

Please discuss sensitive issues/concerns (with other parents, teachers, or administrators) privately—not in the hallway or on the playground. “Catching someone” in the hall to discuss private/sensitive matters may put that person in an awkward position. One can always call, email, or set up a conference.

avoid conversations during or immediately before/after school

Teachers are advised not to initiate or address in-depth questions or concerns (about homework, absences, behavior, etc.) during school hours or immediately before or after school (as these times are extremely busy). We ask that parents follow this guideline as well. For these longer conversations, teachers and parents are encouraged to discuss the issue via email or set up a conference.

response time

In general, staff members will respond to parents within 48 hours (at least to acknowledge their receipt of communication).

directories

AHB Directories will be posted in the files section of the school-wide AHB Yahoo group.

forms of communication

AHB uses a variety of methods to communicate:

- **YAHOO GROUPS:** School-wide and class-specific Yahoo groups, used for requests/questions/announcements.
- **AHB WEEKLY WHITEBOARD EMAIL:** Email sent to parents every weekend with school-wide updates & reminders for the upcoming week.
- **WEEKLY EMAIL UPDATES:** Class-specific updates will be sent on Fridays with information about and requests for the coming week.
- **ON-SITE COMMUNICATION:**
 - ♦ **FAMILY MAILBOXES:** Fliers, etc. put in the Family Mailboxes
 - ♦ **WHITEBOARD:** A copy of the information from the Weekly Whiteboard email is written on a whiteboard in the front entry.
 - ♦ **COMMUNITY BOARD:** AHB encourages families to support each other's businesses and events. Families may advertise by posting a flyer on the AHB Community Board located in the front entry.
- **EMAIL/PHONE CALLS:** When communicating with staff, parents are asked to email whenever possible; when phone calls are necessary, please call between 10 AM and 8 PM. We ask that



AHB families and staff members avoid calling or emailing after 6 PM each Saturday or anytime on Sunday. Calls made to the school on school days by AHB parents will be returned within 48 hours.

anonymity

Though we encourage teachers and parents to feel comfortable communicating their concerns directly, we understand that there are times/situations in which people feel strongly that their feedback be anonymous.

Throughout the year, parents are given anonymous school-wide & class-specific feedback opportunities to give open and honest written feedback on a variety of areas. These surveys are used to help assess how things are going in each class and school-wide.

conferences

The two scheduled conference periods are in October and March (see school calendar). In addition, teachers are accessible to parents and available for a conference anytime during the year by written request.

conduct

conduct and discipline

AHB's Essential Rule

"Give Respect and Take Responsibility!"

A primary goal at AHB is to set a positive, supportive, safe culture. As part of this effort, the Essential Rule and the Student Promises (appendix b) will be discussed at the beginning of the school year and children and teachers will have the opportunity to express what it all means to them. Ongoing classroom meetings will take place throughout the year to reinforce expectations and to teach positive strategies for resolving common conflict scenarios.

Behaviors that will not be tolerated include

- physical misbehavior such as hitting, shoving, roughhousing, etc.
- verbal misbehavior such as name-calling, teasing, cursing, back-talking, discussing anything sexual in nature, etc. (unless related to an academic subject);
- oppositional behavior;
- disrespectful attitude/body language (eye-rolling, tone of voice, excessive sarcasm);
- covert aggression – defined as actions/behaviors which disguise aggressive intent in order to avoid detection, retaliation and/or consequences;
- social aggression – actions intended to damage self-esteem and/or social status (i.e. gossiping, spreading rumors, exclusion, etc.)
- harassment (sexual or verbal);
- bullying behavior – bullying is defined as someone using his/her power by consistently and repeatedly mistreating another human being, and can include any of the behaviors listed above;

- use, possession, sale, or transfer of illegal drugs on or off campus;
- academic dishonesty (i.e. intentional plagiarism, turning in work completed by parents/friends, etc.)
- defacement/destruction of property/materials/grounds

Consequences, depending on the circumstances, may include

- natural or logical consequences
- parent-teacher conferences
- academic/behavioral probation
- suspension
- expulsion

The intent at AHB is to support students in working through issues whenever possible. However, there are times (i.e. when student safety/security is at risk) when suspension/expulsion may be the appropriate solution.

Lunch/Recess Rules

See appendix c for specific lunch/recess rules.

dress code

AHB Community School respects everyone's right to express their individuality through dress. We enjoy the variety of choices our staff and students make in terms of dress, hair color, jewelry, etc. However, the following items are prohibited:

- inflammatory, suggestive, discriminatory or other inappropriate writing, advertisement, or artwork
- any words/designs that include blood, violent images, sex, tobacco products, drugs, or alcohol
- bare feet (except inside the classrooms)

At the discretion of the AHB staff, a student may be asked to change clothing before entering class.

policies and procedures

ahb meetings

Parent/Classroom Orientation

Parent Orientation will be held prior to the beginning of the school year for all AHB parents, with a portion of the meeting reserved for Classroom Orientation. This meeting will provide an opportunity for the teachers and parents to meet each other and for the parents to review important policies and procedures (including information from the Community Handbook and class-specific handbooks).

Annual Meeting

All families with a child or children enrolled at AHB are Members of the AHB Community School Corporation and are entitled to one vote per family. Each fall, an Annual Meeting of the Membership is held during which:

- the Board President presents an overview of Board activities;
- Board members introduce themselves to the parents;



- Board member candidates introduce themselves;
- parents vote for new Board members (either in person or by proxy).

absences, arrival, and dismissal

- Students should arrive between 9:00 and 9:25 AM.
- Students who arrive after 9:25 AM are considered late. While we understand that unavoidable circumstances sometimes arise, late arrivals are a disruption and we ask that every effort is made to arrive on-time. Teachers are asked to communicate directly with parents when late drop-off becomes an issue.
- In cases where a child will be absent or will arrive after 9:25, parents are asked to call the office as soon as possible. If parents know ahead, they are asked to email the teachers with as much advance notice as possible.
- Parents are asked to sign their children in and out of the classroom when dropping off and picking up.
- Parents must pick children up by 2:30. Students not picked up by 2:35 will be enrolled in an after-school class and the daily after-school drop in fee (\$10) will apply (see After-School Class addendum distributed during Parent Orientation for details on after-school classes/program).
- All students are to remain under the supervision of their teacher(s) until they are released to the appropriate adult. If the adult picking up is not recognized, teachers will verify the Emergency Info/Student Pick-Up form and/or get verbal approval from parent before releasing the child.
- At 3:30, parents will be charged a \$1 per minute fee, paid to teacher on duty in cash, upon pick up.

birthdays

- Children's birthdays will be celebrated at school with a birthday pencil, a teacher-made birthday card signed by the class, and the birthday song.
- Parents are asked not to have an organized celebration for their child's birthday at school. However, they are welcome (as always) to join their child for lunch.
- Invitations to birthday parties must be mailed, unless the entire class is invited; in the latter case, invitations may be passed out at school.

classroom projections and registration process

- Current teachers complete an Intent to return meeting in January to disclose their intentions for the following school year. Families are given information about any staffing changes indicated by these forms at that time. Please note that final decisions are not made until more solid projections are made in March.
- Registration forms and Tuition Deposits for the following school year are due in February.
- Final projections for the following school year (class breakdowns and staffing) are made in March whenever possible. Please note that these projections are subject to change.

eco-friendly efforts

Toxin/fragrance-free

We believe that student performance can be adversely affected by environmental toxins, even in children without diagnosed environmental sensitivities. Therefore, AHB is working to reduce the amount of toxic chemicals through utilization of natural, ecologically safe, hypoallergenic, and non-toxic cleaning products.

In order to avoid chemical sensitivities, we request that parents, students, and staff minimize use of fragranced lotions, perfumes, colognes, body sprays and other scented products on the AHB campus.

Waste-free

In an effort to reduce our carbon footprint, we request that staff and families make an effort to pack lunches that minimize trash. Suggestions include: reusable containers, cloth napkins, reusable drink containers and lunch boxes, stainless-steel forks/spoons, fresh or bulk items (not pre-packaged). Finally, all compostable items should be placed in the compost collection bin, which will be emptied daily in to the AHB compost bin.

field trips

Non-School Day Field Trips

- All field trips occur on non-school days and are optional.
- Unless otherwise specified, students attending suggested field trips need to be accompanied by an adult (either a parent or a friend with whom the parent has arranged supervision).
- AHB liability insurance does not extend to activities held off-campus on non-school days.

Off-campus Excursions

- Defined as any time a class walks somewhere off-campus.
- All students must have permission indicated on the Parent/Guardian Consent form in order to participate in off-campus excursions.

food policies

Nutrition Guidelines

To support healthy children and highly functioning classrooms, we request that lunches and snacks are made from wholesome foods. These items are prohibited on campus: soda, candy, high fructose corn syrup, caffeine, hydrogenated oils, artificial coloring, and monosodium glutamate.

Food Allergies/Dietary Considerations

- Students are not allowed to trade lunch items.
- Approved shared food items (snacks and pot-luck) must be labeled using an Ingredient Card (located in the files section of the school-wide Yahoo group, see appendix g).
- Parents will be given advance notice of food items that will be made available to the whole class. This gives parents the

opportunity to provide an alternate option for their student if there are any allergy-related or dietary concerns.

Food Allergies—Family’s Responsibilities

- Notify the school of student’s allergies.
- Work with student’s teachers and AHB administration to develop a plan that accommodates the student’s needs throughout the school including in the classroom, in the lunchroom, in after-school classes, and during school-sponsored activities.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide (www.foodallergy.org/downloads/FAAP.pdf).
- Provide properly labeled medications and replace medications after use or upon expiration.
- Educate student in the self-management of their food allergy including safe/unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, how and when to tell an adult they may be having an allergy-related problem, and how to read food labels (age appropriate).
- Review policies/procedures with AHB staff, student’s physician, and student after a reaction has occurred.
- Provide current emergency contact information.

Food Allergies—School’s Responsibilities

- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students will not be excluded from school activities based on their food allergy.
- Work with families to establish a prevention/action plan.
- Assure that all staff members who interact with the student on a regular basis understand the student’s action plan for prevention and in the case of a reaction.
- Ensure the proper storage and accessibility of medications.
- Ensure that staff members are prepared to handle a reaction and are able to administer emergency medications during school hours.
- Review policies/procedures with families and the student’s physician after a reaction has occurred.
- Have policies in place to minimize risk to food-allergic students (i.e. ingredient cards, no trading food policy, and parent notification of food in classroom).

Food Allergies—Student Responsibilities

- Refrain from trading food with other students.
- Refrain from eating anything with unknown ingredients or ingredients known to contain any allergen.
- Be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic, or if they feel as though they are having allergy-related symptoms.

fundraising

General

Typically, AHB’s tuition provides 100% of the funds required to meet operating expenses. In order to keep tuition rates reasonable, AHB relies on fundraising for specific projects such as play ground development, scholarship program and technology purchases. There are four opportunities during the year to support these initiatives: Brew Fest, Winter Faire, Skate Party, Spring Fling, as well as online donations anytime.

Participation

In order to fully realize the vision of the school, it is vital for us all to participate in the fundraising initiatives. Our goal is 100% participation of all parents, staff, administration, and board for:

- cash donations at a level that is personally meaningful;
- in-kind donations;
- attendance at school-wide meetings, education nights, and events (like Orientation, the Annual Meeting, Around the World, Spring Fling, etc.)

Not only does high participation create a thriving, close-knit community, but it also makes the school much more attractive to outside funding sources.

medical considerations

Administration of Medicine

AHB prefers that medication be administered at home. However, when necessary, it may be administered by a parent or administrator. Medicines brought to school must be clearly labeled and turned in to the Business Administrator for safekeeping.

Emergency Medical Policy

- Assess the situation and strive to keep the child calm.
- If it is a true emergency, call 911 or request that an administrator take the child immediately to the hospital.
- If the emergency is less severe, administer first aid on site.
- When appropriate, call the child’s parent as soon as possible.
- Follow any procedures outlined in the child’s Emergency Contact form (if applicable).
- Complete an accident report if injury is serious in nature.

Illness

Please see the “Table of Medical Conditions and Policies” (appendix e)

personal property

- Toys, games, and electronics should be left at home, unless allowed for a specific occasion.
- Cell phones must be kept in school bags or purses during school hours and require permission before use.
- Show-and-Tell items should be stored except during the child’s presentation.

restroom

- Students may visit the restrooms individually as necessary.
- Students will be discouraged from visiting the restroom during direct teaching but will be allowed to go at ANY time if it is urgent.
- If a child needs to go to the restroom during recess, he/she will use the buddy system.

school cancellation

- AHB will follow AISD closures in cases of inclement weather. AISD closings are always broadcast on TV and radio news. This, along with a message to the school-wide Yahoo group, will serve as notification for AHB families.
- If AHB must close on a day when AISD is not experiencing closures, parents will be notified via email or phone.

volunteering

General Volunteer Policies

- Parents are always welcome on our campus (with a Criminal History Background Check on file), and teachers are expected to make them feel welcome and useful during their visits. See enrollment paperwork and/or files section of the school-wide Yahoo group for specific volunteer requirements and job descriptions.
- Every AHB family (not on staff) must volunteer for at least 20 hours per year.
- 15 of each family's 20-hour volunteer requirement should come from a pre-designated job.
- The remaining 5 hours of a family's volunteer hours may come from volunteer duties requested by AHB teachers, administrators, or the Volunteer Coordinator throughout the school year.
- If you are unable to complete your assigned volunteer job during the year, you must "buy out" your time or find a viable substitute. The cash value of your 20 hours is \$400 for the year.
- Refer to appendix h on page 17 for more details.

appendix a – communication tips

- **OPEN, HONEST, & DIRECT:** As mentioned in the Communication section, AHB encourages and expects open, honest, and direct communication and feedback.
- **TALK DIRECTLY TO THE STAFF MEMBER MOST INVOLVED:** When you have a question or concern, we request that you first talk directly with the employee most involved with the area of your concern (except in a case in which this would not be appropriate).
- **TIME/SPACE:** If you are feeling “emotional” about an issue, you may want to take a little bit of time and space before discussing the issue with the staff member. Likewise, after the initial issue/concern is stated, the recipient may need some time/space to process the feedback before being ready to respond.
- **SOUNDING BOARD AS OPPOSED TO GOSSIP:** With tricky or emotional situations, it is often helpful to talk through your concerns before bringing them to another party. However, in order to avoid what may be thought of as gossip, it is important that the following policies be followed:
 - ♦ Your “sounding board” should be a single trusted friend/spouse versus a group of people.
 - ♦ The parent-board liaison is not a sounding board.
 - ♦ The intent of the conversation should be to:
 - Get objective feedback on the situation.
 - Help brainstorm potential solutions.
 - Help brainstorm ways in which you can approach the staff member with whom you have a concern.
- **TIMING:** If you need to discuss an important conflict/concern, be sure to schedule an appropriate time to talk, instead of “catching” him/her before/after school, etc.
- **STATE THE FACTS:** When you are ready to bring your concern to the person most directly involved, be as objective as possible. Remember to use “I Statements” when appropriate & to state the facts.
- **LISTEN OPEN-MINDEDLY:** Listen objectively as the person with whom you have a concern responds.
- **IDENTIFY NEEDS & BRAINSTORM SOLUTIONS:** Together, you and the employee with whom you have a concern are expected to identify needs, brainstorm solutions, and decide upon an action plan. As mentioned earlier, sometimes a person needs time and/or space before he/she is able to work productively towards a solution.
- **PLAN B:** If you feel that your concern has not been adequately addressed/resolved or if your concern involves school-wide policies, procedures, or requests, please speak with the administration. They will work with you and/or the person with whom you have a concern to brainstorm a solution and put a plan of action into place.
- **BOARD INVOLVEMENT:** If the problem is still not addressed to your satisfaction, feel free to submit your conflict to the Parent-

Board Liaison at parentliaison@ahbcs.org. This liaison will investigate your grievance and promptly respond.

appendix b – student promises

“give respect and take responsibility”

give respect

give respect to myself

- I realize that I am unique and that I do not have to look or be like “everyone else” to fit in.
- I make choices based on what is “right” instead of what would make others think I am funny or cool.
- I do not criticize myself or “allow” others to criticize me.
- I know my capabilities and I do my best work.

give respect to my teachers

- I listen when my teacher is speaking. (I do not talk, play with things, etc. when he/she is teaching/talking).
- I do not interrupt my teacher.
- I follow the directions that my teacher gives.
- I think before speaking, knowing that it is inappropriate to whine or interject sarcastic or off-topic remarks.

give respect to my peers

- I treat my peers as I would hope to be treated.
- I listen to my peers when it is their turn to speak.
- I encourage and support my peers; I do not mock them, gossip about them, or put them down.
- I make a conscious effort to make my peers feel welcome and included.
- I do not distract my classmates from learning.

give respect to others

- I use kind words and courteous manners when communicating with others (including my parents) at school.
- When others greet me, I always respond politely – even if I am tired or shy.
- If someone I know or recognize is walking past me, I acknowledge him/her – with either a greeting or a smile.
- When I come to a door, I open it for the person behind me. If someone has opened a door for me, I am sure to thank him/her.
- When I ask for something, I say “please.” When something is given to me or done for me, I say “Thank you.”
- I am courteous to those around me and respect the rules that AHB has set. I do not run or make loud noises that may negatively impact others.

take responsibility

take responsibility for my actions

- I am honest with myself and others when I have made a mistake.

- I do not blame others for mistakes I have made.
- I do what I can to “right” my wrongs, which may include a simple apology or an action to make up for what I have done.

take responsibility for my education

- When I do not understand something, I ask for help.
- I work to my greatest potential.
- I realize that my teachers strive to assign meaningful and relevant class work and homework. Though I may not enjoy each assignment, I maintain a positive attitude and complete the assignment without procrastination or argument.
- If I have suggestions for ways to make what I am learning more interesting or educational, I talk with my teacher in private by sending an email or setting up a conference outside of class.
- I work steadily in class and turn in homework assignments on time that are “on-time, complete, in pencil, and neat.”
- I make choices (about where to sit, what to do, etc.) based on that which will most help me to be attentive and involved in the learning process.
- I do my own work, understanding the seriousness of plagiarism.

take responsibility for my experience

- I have a positive outlook.
- Even on days when I would much rather be at home hanging out with friends, I am a positive part of the here and now.
- If I see a problem, I work to resolve it.
- If there is something that I truly want in my life, I work to make it happen.

take responsibility for my environment

- I help set a positive, fun, friendly “tone” in my classroom.
- I keep my workspace clean and pick up after myself.
- I help to keep my environment clean, even if it means picking up a gum wrapper that I didn’t drop or helping a classmate pick up a handful of markers that accidentally fell to the floor.
- I take care of and keep track of my books and materials.
- I make certain not to damage the property of others.

take responsibility for my personal growth

- I am grateful for my strengths and continually evaluate areas in which I can improve.
- I do whatever it takes to improve myself. I ask for help from parents or teachers when there are areas that I am unsure how to improve.
- I make choices about eating, sleeping, etc. that I feel will contribute to my success at school.

appendix c – recess/lunch policies and procedures

recess before lunch

AHB has adopted a “recess before lunch” policy. Students who go to recess after lunch are often thinking ahead to recess and rush to finish their lunch rather than taking the time to eat a well-balanced meal. Studies show that students who have recess before lunch have improved behavior on the playground; waste less food; make better food choices; and are calmer in the lunch room; and are more settled and ready to learn upon returning to the classroom.

recess

- At 11:30, teachers take students to the play scape where each class lines up for a head count. Then they are free to play on the play scape or to form a line to go over to the SAFE ZONE for an organized activity.
- There will be at least 4 teachers/adults chaperoning the students at all times during recess. Two adults supervise the play scape area, while two adults supervise our SAFE ZONE on the black top across the street. Students will walk to and from the Safe Zone in a straight line lead and followed by an adult.
- Students must ask an adult to go to the bathroom and must use the buddy system during this time.
- Recess Rules for students: **Respect the Triple O’s.**
- Recess Rules for parent volunteers and staff to enforce:
 - ◆ REMEMBER RESPECT & RESPONSIBILITY (i.e. no arguing with the ref, talking back to an adult who asks you to stop doing something, etc.)
 - ◆ REMAIN VISIBLE: Kids should remain visible to the supervising adult(s) at all times (not behind the playhouse or shed, inside the shed, in the carport, etc.)
 - ◆ KIDS W/IN FENCED AREAS: A ball or other item that goes into the street/alley will be retrieved by a supervising adult.
 - ◆ SHOES ON: Shoes must be worn at all times when playing outside.
 - ◆ INCLUSION IS THE NAME OF THE GAME: Everyone is allowed to play the game, join the conversation, etc. Exclusion is not cool at AHB.
 - ◆ NO ROUGH-HOUSING: hands & feet to yourself, please.
 - ◆ NO CLIMBING ON: picnic tables, benches, trees, top of the playscape, etc.
 - ◆ NO BALL PLAY in the fenced playscape area at recess.
 - ◆ NO TOYS/ELECTRONICS FROM HOME except on designated ‘Bring Toy from Home’ day announced in the weekly white board monthly.
 - ◆ NO THROWING OR RUNNING W/ STICKS, ROCKS, ETC. (& branches/leaves on the tree must stay on the tree)
 - ◆ TRASH GOES IN THE TRASH CAN
 - ◆ TOYS SHOULD BE USED FOR THEIR INTENDED PURPOSE (i.e. ropes for jumping, slides for sliding, hula hoops for hula-hooping, etc.)

- ◆ RETURN TOYS AFTER PLAYING (to sandbox or toy bin)!
- At the end of recess:
 - ◆ At 11:55, the adult supervisor will lead clean up of playscape area and then escort the students inside to wash hands, then will proceed with them to where the students will prepare the tables for lunch.
 - ◆ The supervisor will sanitize tables, get the compost and recyclables bin from the kitchen during this time.

lunch

- Once students choose a place to sit, they are asked to stay there until released to teachers.
- Lunch Rules for students: **Wash hand, Eat Healthily, Clean Up** after yourself.
- Lunch Rules for parent volunteers and staff to enforce:
 - ◆ REMEMBER RESPECT & RESPONSIBILITY (i.e. no negative comments about other’s lunches, talking back to an adult who asks you to stop doing something, etc.)
 - ◆ REMAIN SEATED until the lunch supervisor says that it’s time to line up (or unless you ask to go to the bathroom, etc., in which case you need to be walking – not running)
 - ◆ EAT SOMETHING We are counting on YOU to self-monitor and to eat enough so that your body & brain stay fueled! What/how much you eat affects the rest of your day.
 - ◆ INSIDE VOICES: No need to yell or to talk to people at other tables.
 - ◆ INCLUSION IS THE NAME OF THE GAME: There’s no “seat-saving” & everyone is allowed to sit where they want, join the conversation, etc. Exclusion isn’t cool at AHB.
 - ◆ NO ROUGH-HOUSING (hands to yourself) during lunch, line-up, etc. (Actually – rough-housing is ALWAYS OFF-LIMITS at AHB)
 - ◆ CLEAN UP AFTER YOURSELF: Put things in the compost bowl, recycling bowl, or trash. If you’ve spilled something on the table or floor, clean it up.
- Students are asked to clean up their space at their table using supplies provided in the cleaning caddies on each table.
- Each class is assigned a job and is responsible for that job for a two week rotation.
- The supervising adult will check tables and release students by table to their teacher.
- Teachers are asked to ensure that their students have participated in cleaning up their area.
- Teachers will collect their students by 12:25.

appendix d – ahb lice policy and procedures

general

- In order to avoid lice, jackets are placed (separately) into extra-large Ziploc bags (provided by AHB) labeled with student names.
- Whenever a child has lice, treatment of choice must begin and he/she will need to be “nit-picked” DAILY at home for the next week. ALL lice/nits need to be removed before coming to school.
- AHB does not require that the child come to the office for inspection, but parents are asked to come by or call each morning for a week after the last occurrence to let administration know that the child has been thoroughly checked (that morning) and is lice/nit-free before the child returns to the classroom.
- AHB requires that all parents check their child’s hair for the 10 days after a case of lice has been discovered at school.
- The best way to get rid of lice is to go through every strand of hair daily and remove nits manually. About 15 minutes per infected person in the household, daily. The sooner detection occurs, the easier it is to manage.
- Whether the choice of treatment is over the counter (Nix) or herbal (Lice Be Gone from the Herb Bar), parents must return to the office to check in, before their child returns to class, during the treatment cycle (7-10 days).

recommendations

- Keep a “Robi Comb” (www.lice-guard.com/robicomb, can be found at Walgreens) and/or a Nit-Free Terminator Comb (www.nit-free-comb.com) on-hand. If a student in your child’s class has lice, you can use one/both of these combs for the next couple of weeks just to make sure that your child is lice-free (without hours of “combing” with a traditional lice comb).
- According to research, the best way to get rid of lice/nits is manual removal and all the procedures such as daily sheet-washing, vacuuming, etc. Please be thorough in your treatment when lice is found at your home. Natural products that have been highly recommended are Licex (www.licex.vigorgen.biz), Lice MD (www.licemd.com), Robicomb, Lice Ice and the Nit-Free Terminator.

additional resources

You may find these resources helpful in learning how to most effectively treat your household

about prevention techniques

- http://pediatrics.about.com/od/headlice/ht/08_prevent_lice.htm?once=true&

in home detection

- http://www.robicomb.com/?gclid=CL_yx5vsxZ4CFQmbnAodyzeKpw

a very comprehensive site about treatments

- <http://www.cdc.gov/lice/head/treatment.html>
- http://www.cdc.gov/lice/head/faqs_treat.html

appendix e – table of medical conditions

| | |
|---|--|
| Temperature of 100 degrees or above | Child must be picked up immediately. Child may return after 8 hours of normal temperature without medication. (i.e. Children’s Tylenol, etc.) |
| Untreated eye infection (pink eye) | Child may return the next day with medicine. |
| Rashes | Unidentified rashes need a doctor’s written confirmation that it is not contagious. If treatment is needed, child may return after 12 hours. |
| Scabies/Lice (See appendix a for details) | Child may return after treatment and when they are free from all lice and nits (lice), or with doctor’s confirmation that the condition is no longer contagious. |
| Pinworms | Child may return to school after taking the first dose of medicine, bathing, and trimming and scrubbing nails. |
| Diarrhea | Child may return after 24 hour without incident, or with doctor’s confirmation that the condition is not contagious. |
| Vomiting | Child may return after 24 hours without incident. |
| Chicken pox, measles, mumps, roseola, etc.) | Child may return after sores have scabbed over, or with doctor’s confirmation that the condition is no longer contagious. |
| Strep throat/Tonsillitis | Child may return after 24 hours of treatment with medication. |
| Sick child without distinct symptoms | Parent will be notified and possibly asked to pick child up. |

NOTE: If your child has a highly contagious condition (such as lice, a stomach bug, the flu, etc.), please notify the Business Administrator so that appropriate steps may be taken.

appendix f – communication/responsibility chart

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Classroom issues, comments, suggestions, etc. Classroom volunteering | <p>Teacher Teacher'sFirstName@ahbcs.org See directory for phone numbers</p> | <p>Email: almost anytime Call: weekdays 10–8 Conference – by appt.</p> |
| <ul style="list-style-type: none"> Paperwork Admissions referrals/information Reimbursements/Payments Financial issues, questions, etc. | <p>Business Administrator Candace@ahbcs.org 299-5487</p> | <p>Email: almost anytime Call: during school hours</p> |
| <ul style="list-style-type: none"> Unresolved classroom issues General school issues, comments, and suggestions, etc. | <p>Ali Ali@ahbcs.org AHB: 299-5487</p> | <p>Email: almost anytime Call: weekdays 10–8 Conference – by appt.</p> |
| <ul style="list-style-type: none"> Board issues, comments, suggestions, etc. | <p>Board-Parent Liaison ParentLiaison@ahbcs.org</p> | <p>Email: almost anytime</p> |
| <ul style="list-style-type: none"> Afternoon Community Classes program | <p>After-School Coordinator Pascal@ahbcs.org.</p> | <p>As directed by teacher</p> |

* Please remember that we are asking all AHB families/staff members not to call/email AHB staff members on Saturdays after 6 PM or anytime on Sundays.

Ingredient Card

Recipe Name: _____

Made/Provided By: _____

Contains:

Meat Dairy

Eggs Soy

Nuts (What kind? _____)

Ingredient Card

Recipe Name: _____

Made/Provided By: _____

Contains:

Meat Dairy

Eggs Soy

Nuts (What kind? _____)

Ingredient Card

Recipe Name: _____

Made/Provided By: _____

Contains:

Meat Dairy

Eggs Soy

Nuts (What kind? _____)

Ingredient Card

Recipe Name: _____

Made/Provided By: _____

Contains:

Meat Dairy

Eggs Soy

Nuts (What kind? _____)

appendix h – general volunteer policies and jobs

required volunteer hours

- are jobs that are necessary for the smooth function of the school
- are often tasks that families can do in lieu of teachers so our teachers can focus quality time on curriculum, classroom and student needs
- are part of the enrollment contract signed by parents
- help keep our tuition at its lowest possible level by utilizing our families instead of hiring outside help
- provide a greater sense of community by providing a way to meet and befriend other families, staff, and people in the community
- are separate from expected duties of all families i.e., help with Around the World, Spring Fling, general pitching in
- must be chosen from the list of approved jobs or approved by Director or Volunteer Coordinator
- are not required of AHB staff who have kids enrolled here. Our staff more than fulfill these hours.
- If you have more than one child at AHB, it would be great if you could donate more hours – it helps keep your tuition low for all your kids.
- If you find that you cannot complete your required volunteer duty you may: find a substitute OR pay the school an additional \$400 (\$20 per hour for 20 hours). AHB will then hire an employee to complete your volunteer obligation for you.

20-hour jobs

- Board Member
- (9 needed)
- Be elected on the Board of our school to help with all governing matters. This volunteer requirement does exceed the 20 hours, but is absolutely essential for our school to be a community school.

• Lunch & Recess Monitors

(18 needed)

Please come assist an AHB employee monitor both lunchroom and recess one day a week for one semester! Choose Tuesdays, Wednesdays, or Thursdays from 11:25 AM - 12:35 PM for just one semester.

Semester 1: August-December

3 parents needed every Tuesday

3 parents needed every Wednesday

3 parents needed every Thursday

Semester 2: January-May

3 parents needed every Tuesday

3 parents needed every Wednesday

3 parents needed every Thursday

• Volunteer Coordinator

(1 needed)

Enter volunteer job titles into database; keep a current list of volunteer job descriptions and roster of parents assigned to the jobs; help parents sign up for jobs; monitor volunteer participation.

• Staff Appreciation Coordinator

(1 needed)

Organize two staff luncheons per year; At end of year, organize bead collection from students and make and distribute necklaces (with assistance of room parent) to teachers on last day of school.

• Party Boat & Spring Fling Assistant

(1 needed)

Assist Executive Director prepare for the Party Boat and the Spring Fling events

• Leadership Council Coordinator

(1 needed)

Meet weekly at lunch/after school with student volunteers to plan Hope Food Pantry volunteer days, work with the compassion committee and plan the Spring Fling event.

• AHB Librarian

(1 needed)

We need help getting books and teacher resources sorted and shelved in our school library. Also, pick up and return books from public libraries outside of AHB as requested by the teacher(s). Also, assist the Language Arts coordinator with the Dr. Seuss Day and Book People Author's chair.

• AHB Historian / Slideshow Maker

(2 needed)

Attend and photograph important classroom and school-wide events. Send out reminders throughout the year to each class to ask for & gather photos that other parents/teachers have taken; make CDs at end of year with pictures; create slideshow for end of year celebrations at AHB!

• Around the World Coordinator

(1 needed)

Serve as a resource to ATW "host families" by helping them find necessary resources, find recipes, activities, etc; provide pot luck sign-up sheet and food label/ingredient cards to parents; help host family set up and clean up event.

• Around the World Hosts

(1 alpha, 1 beta, 1 gamma)



under the guidance of the ATW coordinators, research a country; print and distribute recipes; present information about the country and/or find a guest speaker/performer; coordinate (and purchase the supplies needed for) a craft and activity; help set up and clean up the event.

• **World Math Day Organizer**

(1 needed)

Set up necessary items for, and clean up after, World Math Day in March. Confer with AHB vertical math coordinator.

• **World Spelling Day Organizer**

(1 needed)

Set up necessary items for, and clean up after, World Spelling Day in March. Confer with AHB vertical Language Arts coordinator.

• **Thursday Afternoon School Wide Helper**

(2 needed)

Help tidy up the AHB school at the end of our school week, clean dishes, close windows, collect recycling from all classrooms, etc.

• **Compassion Committee Organizer**

(1 needed) organize parents when there is a family in crisis or need on campus. Duties might include: food tree, gift card collection, child care organizing, etc. Additional duties might be to organize assistance for new parents to the school or parents with new additions to their families.

• **Handyperson/Big Job Coordinator/Storage Organizer**

(3 needed) make small repairs as needed; supervise and assign repair; get estimates when needed. Craigslist/haul to Goodwill unwanted items (which will be marked by an administrator), coordinate with staff to sort and move materials into general categories/areas, determine additional shelving/container needs, complete organization once admin. approves improvements.

• **Family Yoga Program**

(3 needed)

Provide yoga for students and parents. Help bring our community together through breathwork, movement, and fun!

• **Room Parents**

(1 alpha-pente, 2 alpha, 2 beta, 2 gamma)

Assist teachers with weekly duties (pencil sharpening, making copies, laminating, etc.) Collect money for holiday teacher gift cards; assist Staff Appreciation Coordinator with teacher appreciation lunches; at top of phone tree; help locate / purchase supplies in a pinch (keep receipts and complete expense form - turn in to the office for

reimbursement). Help clean up classrooms and/or general areas on Thursday. Talk to teacher and find out how to help!

• **Science Fair Coordinator**

(1 needed)

Organize our student participation in either Science Olympiad, Odyssey of the Mind or Destination Imagination events.

Sign-up

Sign up is first made available to parents at the Orientation Event before the first day of school. This is a first come first served sign up process. No early sign ups are made available. To sign up for your family's job(s) on the school-wide Yahoo Group:

- go to: <http://groups.yahoo.com/group/AHBSchoolWide>
- click on "Database"
- click on "Family Volunteer List"
- Find the job that you would like. The jobs should be numbered just as they are on this sheet.
- If there is a family name beside the job that you want, that means that the job has been taken & you must choose another.
- If there is not a name beside the job, click on "edit" beside the job that you want.
- Add your last name (& the last name of your child if it is different) where it says: "Name of Family Taking This Job."
- Click "Save Record"

**appendix i –
parent promises**

ahb

AHB Community School requires parents to support their child’s education by agreeing to commit and adhere to the AHB Parent Promises.

My family (or a family representative) agrees to:

- class-specific commitments:
 - ♦ make every effort to drop off and pick up my child on time;
 - ♦ keep updated on class-specific information by regularly checking the class Yahoo group;
 - ♦ maintain regular contact with my child’s teachers and attend all scheduled parent conferences;
 - ♦ establish a home-study environment, follow-through with academic support requests, and oversee the completion of homework;
 - ♦ reinforce with my child the importance of respect for the teacher and learning environment;
 - ♦ replace or pay for any lost or damaged books or materials assigned or loaned to my child and for any intentional damage to facilities caused by my child;
 - ♦ fill out and return class-specific feedback forms and Parent Response Sheets in order to help my child’s teachers provide the best educational environment for my child.
- school-wide commitments:
 - ♦ help AHB achieve its goal of 100% participation of all parents, staff, administration, and Board members for:
 - cash donations at a level that is personally meaningful;
 - in-kind donations;
 - attendance at school-wide meetings, education nights, and events (like Orientation, the Annual Meeting, Around the World, Spring Fling, etc.)
 - ♦ keep updated with AHB information by checking the AHB whiteboard in the front entry, the school-wide Yahoo group, the AHB newsletter, and my family mailbox (also in the front entry);
 - ♦ fulfill my financial responsibility to AHB Community School;
 - ♦ volunteer a minimum of 20 hours supporting AHB and my child’s teachers;
 - ♦ fill out and return school-wide feedback forms in order to help AHB continue to improve and grow;
 - ♦ take any grievances directly to the person with whom I have an issue.

I have read the Community Handbook and will adhere to, and support my child in adhering to, the requirements and responsibilities of this handbook.

Parent/Legal Guardian Signature

Date

Parent/Legal Guardian Signature

Date