

**THE LEARNER-CENTERED SCHOOL, INC.**

**ANTIOCH CHARTER ACADEMY**  
**Family Handbook**

2009/2010

**A CALIFORNIA PUBLIC CHARTER SCHOOL**

**OUR VISION**

To provide a learning environment where students embrace education, exhibit compassion, and accept personal responsibility.

**OUR MISSION**

To facilitate educational and personal growth, to nurture and support a partnership of students, teachers, families and the community based on mutual respect and appreciation, to build on the philosophies of multi-age grouping, Montessori, multiple intelligences, and bodybrain compatibility, to encourage critical thinking, develop individual strengths, and recognize diverse learning styles.

3325 Hacienda Way    Antioch CA 94509    (925) 755-7311

\*Please sign and return to Classroom Teacher\*

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I have read and understand the Antioch Charter Academy  
Family Handbook.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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ANTIOCH CHARTER ACADEMY  
THE LEARNER-CENTERED SCHOOL, INC.

OUR ADDRESS: 3325 Hacienda Way  
ANTIOCH CA 94509

OUR PHONE NUMBER: (925) 755-7311

OFFICE HOURS: 8:00am TO 4:00pm (M-F)

ATTENDANCE HOURS: 8:15am TO 3:00pm

2:00PM EARLY DISMISSAL  
WEDNESDAYS ONLY

Kindergarten

AM: 8:15 – 12:00

PM: 11:15 – 3:00

OUR WEB PAGE: [AntiochCharterAcademy.org](http://AntiochCharterAcademy.org)



## All About Montessori

Each Montessori class, from toddlers through high school, operates on the principle of **freedom within limits**. Every program has its set of ground rules which differs from age to age, but is always based on core Montessori beliefs – **respect for each other and the environment**.

Children are free to work at their own pace with materials they have chosen, either alone or with others. The teacher relies on his or her observations of the children to determine which new activities and materials to introduce to an individual child or to a small or large group. The aim is to encourage active, self-directed learning and to strike a balance of individual mastery with small group collaboration within the whole group community.

The three year span in each class provides a family-like grouping where learning can take place naturally. More experienced children share what they have learned while reinforcing their own learning. Because this peer group learning is intrinsic to Montessori, there is often more conversation – language experiences – in the Montessori classroom than in conventional early education settings.

# Brain Compatibility

**1. Absence of Threat** - Students need to be comfortable and not be under the pressure of the threat of a low grade or punishment. The brain thinks best when alert and relaxed. When the brain is threatened, the fight or flight response is evoked and the thinking part of the brain shuts down for immediate action.

**2. Meaningful Content** - The things we learn should have meaning and be useful. In fact, our brains will not store information for very long if it is not used or useful to us. Our brains are pattern-seeking devices, also. We do not necessarily need to be learning things in a particular order. The brain will make sense and order of the bits of information that come to us throughout our lives. We make connections and create meaning for ourselves. This is the ongoing, automatic job of the brain.

**3. Choices** - We all know that if we are given a choice and we have some say in what we are to learn or do, it gives us a feeling of power. We are also likely to choose things that motivate us and thus, will learn more.

**4. Adequate Time** - Each person works at their own pace. We all remember being given timed tests. For some people, this element makes it even more difficult to think, and we do not perform to our best ability. Adequate time does not imply infinite time, but an optimum amount of time for us individually.

**5. Enriched Environment** - The brain functions best with plenty of resources, hands-on activities and objects that stimulate our natural curiosity. We do not want a cluttered environment, but a stimulating, orderly environment.

**6. Collaboration** - People need to work together. Some people prefer working alone, and that is fine. In order to work effectively in most work places, people need to be able to collaborate effectively. Many scientific discoveries, wonderful literature, etc. have been collaborations. The old adage, "two heads are better than one" illustrates this component.

**7. Immediate Feedback** - We learn best, when we can get someone to tell us how we did right away. It is so discouraging to wait days or weeks for a teacher to correct something. By that time, we are on to other things and have probably even forgotten about the past assignment. Having two teachers, and collaborating classmates really helps with giving immediate feedback.

**8. Mastery** - We all need to be given the opportunity to master a skill before we are forced to move on to another skill. Most things we learn need to be repeated many times before it becomes a part of us. We also need to be able to teach or explain what we learn in order to demonstrate that we have mastered what we have learned.

## Multiple Intelligences

<b>TYPE</b>	<b>LIKES TO</b>	<b>IS GOOD AT</b>	<b>LEARNS BEST BY</b>
LINGUISTIC LEARNER <i>"The Word Player"</i>	Read Write Tell Stories	Memorizing names, places, dates and trivia	Saying, hearing and seeing words
LOGICAL & MATHEMATICAL LEARNER <i>"The Questioner"</i>	Do experiments; figure things out; work with numbers; ask questions; explore patterns and relationships	Math, reasoning, logic and problem solving	Categorizing, classifying, working with abstract patterns and relationships
SPATIAL LEARNER <i>"The Visualizer"</i>	Draw, build, design and create things; daydream; look at pictures/slides; watch movies; play with machines	Imagining things; sensing changes; mazes & puzzles; reading maps and charts	Visualizing; dreaming; using the Mind's eye; working with colors & pictures
MUSICAL LEARNER <i>"The Music Lover"</i>	Sing, hum tunes; listen to music; play an instrument; respond to music	Picking up sounds; remembering melodies; noticing pitches & rhythms; keeping time	Rhythm, melody and music
BODILY/KINESTHETIC LEARNER <i>"The Mover"</i>	Move around; touch and talk; use body language	Physical activities (sports, dancing, acting); crafts	Touching; moving; interacting with space; processing knowledge through bodily sensations
INTERPERSONAL LEARNER <i>"The Socializer"</i>	Have lots of friends; talk to people; join groups	Understanding people; leading others; organizing; communicating; manipulating; mediating others	Sharing; comparing; relating; cooperating; interviewing
INTRAPERSONAL LEARNER <i>"The individual"</i>	Work alone: pursue own interests	Understanding self; focusing inward on feelings & dreams; following instincts; pursuing interests/goals; being original	Working alone; individualized projects; self-paced instruction; having own space

## Suggestions for Positive Communication Between Parents, Teachers and Staff

Teachers and administrators want to maintain a positive home/school relationship. A good relationship is especially important to sustain when problems arise at school. Below are questions frequently asked by parents and suggested approaches to resolve potential problems.

### Where do I start when my child has a problem at school?

The best place to begin is with your child's teacher, who is likely to have the most information about the problem. Starting with the teacher also demonstrates your respect. If you fail to find satisfaction at this level, you should go to the principal.

### When a problem arises, should I call the school, or go there in person?

Minor issues can generally be addressed successfully over the phone or by email. Talking directly with school personnel is probably better when a major problem arises. **Be sure to make an appointment.** Appearing unannounced means that you may have to wait until the person you wish to see is available.

### When a problem comes up, how should I deal with the school?

Teachers and administrators understand that their actions are often met with initial responses of anger and frustration by parents. Parents must keep in mind that such responses lead to confrontation rather than problem solving. Try to keep an open mind, get the facts, and write them down. You will then be in a better position to clearly discuss what you see as the issue to be resolved.

### When I want to report a problem, should I use my name?

Parents often express concern that their child will suffer retribution at school if his or her name is associated with a complaint. On the contrary, teachers and administrators appreciate it when you present your concerns in a way that shows you are willing to solve problems and they can assure you that retribution is not tolerated. Giving your name gives credibility to your complaint and allows for follow-up to ensure that the complaint has been investigated and resolved.

### Who should I believe when told about an incident at school?

Often the conflict and emotions that arise from an incident cloud the retelling. You should look for the facts and suspend judgment until you have heard and thought about all sides of the story.

### What's the best way to contact a teacher about a problem?

Let the teacher know by phone or in person that you have a problem you wish to discuss. It's a good idea to have prepared notes. Listen without interruption to the teacher's response. If you are dissatisfied with the outcome of the discussion, tell the teacher that you plan to bring the matter to the next level.

### What's the best strategy for contacting the principal about a problem?

Again, you must first decide whether to speak with the principal by phone or in person. Whichever you choose, be sure to let the principal know whether or not you have spoken with the teacher. If there was no discussion, be prepared to explain why the teacher was bypassed and to share whatever information you have. The principal will not address your problem until he or she has spoken with the teacher- who may be invited to sit in on the discussion- and examined all available resources.

### How do I develop a good relationship with my child's teacher?

Call or introduce yourself personally to teachers early in the school year. Share information about your child and your family, including interests and activities. Building relationships with teachers early may help prevent problems later.

# Antioch Charter Academy Respect Policy

Students and adults will show respect to each other at all times. We are striving for a community of mutual respect at ACA. Students and adults will discuss the respect policy and will have clear guidelines as to what is respectful and disrespectful behavior.

The respect policy will be included in the school handbook.

Referrals will be used for any disrespectful behavior. Student referrals are given to the classroom teachers. When a student receives the first referral, teachers will conference with the student and make sure he or she understands how their behavior was disrespectful. The teacher and student will then come up with a solution.

If a student receives a second referral, the referring adult will meet with the student as soon as possible and will submit a written account of what occurred and the student's account of what occurred to the classroom teacher. Appropriate consequences/solutions will be decided upon. The referring adult may request that the teacher be present at the conference.

If a student receives a third referral, the parent may be called and the student may need to be picked up immediately. In any case, a parent conference will be set regarding the three referrals.

If numerous conferences have been held with the parents and the student with no improvement in behavior, suspensions may result or even removal from the school.

We hope that this policy will result in our students being happier, more respectful citizens. We all need to learn to function respectfully in the world. It is easy to become lax in enforcing these kinds of behaviors, but we think it is worth teachers', parents', and students' efforts to create the desired culture and atmosphere at Antioch Charter Academy.

**THE LEARNER-CENTERED SCHOOL  
STUDENT-PARENT(S)-SCHOOL AGREEMENT**

The following is an agreement entered into among the applicant for admission (STUDENT), parent(s) or guardian(s) (PARENT(S), and the Learner-Centered School (SCHOOL). This agreement is established for the sole purpose of creating a partnership to support the education of the STUDENT.

**Student** The STUDENT agrees to follow all the rules of The Learner-Centered School.

**Trust** The STUDENT will uphold the TLCS oath (below) at all times:  
I, \_\_\_\_\_, promise to commit myself to give respect to all, to support my fellow students, to learn and practice the Lifelong Guidelines and LIFESKILLS, and remain true to my own pursuit of learning.

**Learning** The STUDENT will dedicate the necessary time and effort, as determined by the SCHOOL, to the completion of work and the pursuit of knowledge.

**Caring** The STUDENT will show kindness and good manners toward all students and adults at TLCS. If the STUDENT feels treated with disrespect, the STUDENT will use the classroom or community agenda, and/or speak directly with a teacher, rather than retaliating in kind.

**Support** The STUDENT will not only follow the principles of TLCS personally but will help others to remember our policies and will do so in a caring way.

**Parent(s)** The PARENT(S) agree(s) to support the STUDENT and the SCHOOL in the process of educating the STUDENT by participating in the TLCS Parent Network. Parents agree to attend monthly meetings and devote required time to Network activities or provide equivalent service in cooperation with the TLCS Parent Network. *New* PARENT(S) agree to attend *all* parent orientation meetings set up by the classroom teachers.

**School** The SCHOOL agrees to make use of all available and manageable resources to educate, embrace, and nurture the STUDENT. The welfare of the STUDENT is the first priority of the SCHOOL. The SCHOOL also agrees to communicate frequently and openly with the PARENT(S) and the STUDENT regarding the development and progress of the STUDENT.

In the event of disciplinary action, the SCHOOL will, at its discretion, transfer custody of the STUDENT to the PARENT(S) , whether at home or at the work place. (See Respect Policy). All parties agree that any violation of this agreement by STUDENT or PARENT(S) constitutes grounds for the STUDENT’S dismissal from The Learner-Centered School.

I have read, and I understand the Respect Policy of TLCS.

\_\_\_\_\_   
initial

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
DATE

## **ABOUT THE SCHOOL**

### **ABSENCES**

If a child is going to be absent or late to school, parents are requested to either call or email the school 755-7311 by 8:15am and send a note of verification when the child returns. (State of California requires verification of all school absences). If a child does not arrive at school, we want to be sure he/she is safe with you. When you know that your student will be absent due to illness, **please call and leave a message to request an independent study contract.**

If a family vacation is planned during the School year, please contact your child's Teacher to arrange for an Independent Study Contract. Otherwise the absence is unexcused.

### **ACTIVITIES**

Any activity (fundraisers, special lunches, etc.) sponsored by a teacher, student, or parent must be approved by the staff at faculty meeting. A form is available in the office.

### **ATTENDANCE**

The importance of regular attendance cannot be overemphasized. A child should be in school every day that he/she is physically able. If your child is at school for any portion of the school day he/she will be counted present. This attendance enables Antioch Charter Academy to receive ADA (our allotted operating funds) for that day. It is extremely important for children to be present even if for only a portion of the day.

If a student is repeatedly absent or tardy without proper cause, a district employed Child Welfare and Attendance officer, (CWA), will be notified.

### **ASSESSMENTS**

The Antioch Charter Academy is on a trimester evaluation calendar. At the close of the 1<sup>st</sup> trimester your child's teacher will

schedule a formal conference to review your student's assessment with both of you. The 2<sup>nd</sup> and 3<sup>rd</sup> trimester assessments will be reviewed with your student, and then sent home to you. However, formats and procedures may vary by grade level or teacher.

You, your student or your child's teacher may request a formal assessment conference at the 2<sup>nd</sup> or 3<sup>rd</sup> trimester by personally scheduling a mutually convenient meeting time.

### **BEFORE SCHOOL**

Students may not arrive before 8:00am since there is no supervision until that time. Please carpool or arrange childcare so children will not be dropped off or arrive before that 8:00am. Students and/or parents are not allowed to wait in the classroom areas. We appreciate parents' help in reinforcing these procedures.

### **BICYCLES**

Parking may be available for students who ride bicycles to school. However, the school is not responsible for damaged or stolen bicycles. To prevent bicycle thefts, parents should make sure that children have and use safety locks.

Please discuss safety with your child before he/she is allowed to ride to school. **Bicycle riders are required to wear a helmet by state law and school policy.** Your student may be asked to secure an alternate way home if they do not have and wear a helmet.

Students should walk their bikes on campus. Riding bicycles, roller blades, skateboards and scooters is not allowed inside the front gate of the school. .

### **CHARTER COUNCIL**

The Charter Council is the governing board of Antioch Charter Academy. Its purpose is to uphold the Vision and Mission of our school by considering the procedures and possible outcomes of curriculum, policies and activities for the school and the impact on our budget.

The board has 5 voting members with two parents and three community members elected for either a one or two year term to provide continuity and change. The Charter Council meets every month, at school at 4:00pm. All families are encouraged to attend the meetings.

### **CLEANING AND UPKEEP**

Overall maintenance is contracted. However, daily cleanup and upkeep is the responsibility of the students, staff and volunteers.

### **CLOSED CAMPUS**

Once on the campus, students are expected to remain until dismissal.

If a student must leave campus, parents and students are required to sign out in the office when leaving, and sign in upon returning.

### **DRESS CODE**

1. It is the policy of the Board of Education that all students shall attend school dressed in a manner, which is clean, and in no way hazardous to the safety or health of themselves or others.
2. Students shall be permitted to attend school dressed in a manner that does not disrupt teaching and/or learning.
3. Footwear appropriate for school activities shall be worn at all times. Closed toed shoes are required.
4. Students who fail to maintain these standards may be withheld from instruction and shall be required to correct the condition found to be hazardous to safety or health, or disruptive to teaching and/or learning.

The following types of clothing are considered inappropriate for school and not considered acceptable attire for a school/work atmosphere:

- Bare midriff apparel
- Tube tops, halter tops
- “See through” clothing
- Short shorts (others are permissible)
- Cutoffs with ragged hem
- High heels and strapless sandals
- Sagging pants and/or exposed underwear

We acknowledge that modesty is a matter of perspective, and ask that students and parents consider “appropriate attire” as workplace attire, as school is the student’s workplace.

### **ELECTIVES PROGRAM**

Antioch Charter Academy offers a wide variety of electives to students in grades 4 and above.

Classes include music classes, arts, crafts, sports, and others. Some electives require a nominal fee.

### **EMERGENCY CARDS**

The main purpose of this card is to help us locate the parent in the event of an illness or an emergency involving your child. It is very important that we are able to locate you at any time. Please list phone numbers or neighbors and/or day care providers who may pick up your child when he/she feels ill and you are not at home. In special cases, you may wish to call and give the school secretary a number where you may be reached for the day.

Please list on the card any allergies or serious medical problems of which the school should be apprised. Also, list any special arrangements you may have for another person to pick up your child regularly.

### **EMERGENCY CARD UPDATE**

When a change of residence, telephone number, work number, or location of day care provider occurs, please notify the school office as soon as possible.

### **EMERGENCY PLAN**

During the 1997-1997 school year, the AUSD developed an Emergency Response Plan for elementary schools with the recommended procedures for emergencies. Antioch Charter Academy incorporates the recommendations into specific emergency procedures designed for our school.

### **FAMILY NETWORK**

The Antioch Charter Academy Family

Network is an organization of parents, guardians and staff that provides support by coordinating volunteers, raising funds and promoting whole school activities. Each family and staff member of Antioch Charter Academy is a member of the Family Network. The organization's bylaws are published separately from this handbook.

### **FIELD TRIPS- Administrative Policy 6460**

A field trip is considered to be a trip designed to provide or enhance students' learning opportunities not otherwise available at the school. The purpose includes stimulation of interest, culmination of a unit of study, gathering data, and providing an additional/supplemental learning activity, as an integral part of the curriculum experience and an extended opportunity for factual and ethical learning and interpersonal skills. Students are required to have written permission from a parent or guardian. It is necessary to fill out all emergency information on each permission slip.

### **HARASSMENT POLICY**

ACA maintains a strict policy prohibiting harassment and differentiated treatment of students because of sex, race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, age, or any other basis protected by law. Students who harass other students will be disciplined according to ACA policy and school practice, up to and including formal expulsion from the District. Parents are advised to warn their children about the serious consequences of harassment or unwanted attention directed toward other students in the areas cited above.

### **HEALTH SERVICES**

We do not have a school nurse. The school office handles any medical problems that arise. If your child has a temperature or other problem requiring attention, the school office will notify you or other persons listed on the emergency card immediately.

If it is necessary for your child to take medication during school hours, the following steps must be followed:

1. Medication prescription and over the counter drugs may only be dispensed with the written permission of parents/guardians and a **signed** physician statement. Forms are available in the school office for both parental permission and physician instructions.

2. All medication, prescription and over-the-counter drugs will be dispensed in the office.

All medication must be in the original prescription container in the students name.

See **ACA notification** section: Notice of Medication Form (**Ed Code 49480**)

### **HEADLICE/COMMUNICABLE DISEASES**

Children with head lice and other communicable diseases must remain at home until all evidence of the disease is gone and/or a doctor's statement is presented to the school office. With head lice, the child must be nit-free to be admitted.

### **HOMEWORK**

Working at home may be a part of a student's routine. At Antioch Charter Academy many of the projects a student is responsible to complete could require work and research outside the classroom.

### **IMMUNIZATIONS and VACCINATIONS**

State Law requires that every child who is admitted to public school must have evidence of 1 vaccinations as required by State Law.

**NEW- All 7<sup>th</sup> grade students must have completed the series of 3 doses of Hepatitis B vaccine. Students who have not started the series or are overdue for the next dose must be excluded from school.**

Exemption available upon request.

### **INDEPENDENT STUDY**

If your child must miss school due to vacation, family emergency or extended illness, please let the teacher know in advance. With this advance

notice, a teacher can design an Independent Study Program that will enhance your child's education during this time. (see Absences)

### **INSURANCE**

ACA may make available and distribute applications for student insurance, but shall not be involved in collection of premiums or in the filing of claims. School insurance is available to all students. A **Form** will be available to each student on the first day of classes. Purchase of this program is optional.

### **LIBRARY**

The Antioch Charter Academy Library is located in the Library Portable. Students may check out books for classroom and home use.

Please consider celebrating birthdays by purchasing a book in their child's honor to put in the library. This is a wonderful opportunity to share with your child the joy of giving and the love of books. Please see your teacher for suggestions.

### **LOST AND FOUND**

All lost and found articles are kept in the office. We urge students and parents to check this area frequently for missing items. Unclaimed items will be sent to charity.

### **LUNCH**

Lunch will be available through AUSD for \$2.50 per lunch, or \$40.00 for 20 lunches. Applications for free and reduced lunches are available in the office.

### **NEWSLETTER**

The Antioch Charter Academy newsletter **NETWORKings**, will be distributed weekly. Please look for the newsletter each Monday. The newsletter is our means of communication regarding school happenings, dates, activities, reminders, meeting information, announcements, and district information.

**NETWORKings** is set up for email distribution. Paper copies will be sent home with the youngest student of your family when email is not available

### **PARENTS' RIGHTS TO STUDENT RECORDS**

Parents are assured access to their child's school records. They can also be confident that school employees respect the privacy of student records. School officials recognize that only pertinent and factual information should be contained in the permanent records of the students. Antioch's policies on student records comply with the Family Education Rights and Privacy Act of 1974 and California statutes. Procedures for reviewing student records are available in the office.

### **PARENT-TEACHER CONFERENCES**

Parent-Teacher conferences are scheduled at the end of the first grading period for the parent/guardian of each student. Second semester conferences will be scheduled as needed. It may also be necessary for parents to be present at meetings regarding discipline, attendance or academic work. Parents are encouraged to make appointments for additional conferences whenever they feel they are needed and may request their child's attendance.

### **POSITIVE DISCIPLINE**

Positive discipline is a driving philosophy of Antioch Charter Academy. Teachers and staff are committed to incorporating all of the concepts found in this philosophy. The philosophy has these basic concepts:

- Students are part of the decision making process. Together we decide on rules for our mutual benefit. We decide on solutions that are helpful to all concerned when problems arise, and if teachers must use their own judgment without student input they use firmness with kindness, dignity, and respect.
- Mutual respect and cooperation are used and followed.
- Students learn self-discipline and responsibility.
  
- It incorporates the setting of a warm school climate where students are seen as individuals and wherein teachers show a sincere interest in

student's personal goals, problems, and achievements.

- Together students learn social interest, which is having concern for others and a sincere desire to make a contribution in society.
- Together we develop clear procedures, rules and consequences. This process creates a sense of ownership and belonging.
- Classroom meetings are used to accomplish many of these goals.

Research has been done to support this type of discipline model. It can be found in many resources. Here are a few:

[Positive Discipline](#) by Jane Nelson

[Positive Discipline in the Classroom](#) by Jane Nelson

Internet sites:

<http://www.nwrel.org/scpd/sirs/5cu9/.html>

<http://www.nwrel.org/index.html>

The staff uses the philosophy throughout the school day and into their staff meetings and with some parent meetings. The meeting format (classroom meeting) procedures are followed. The format for these meetings can be found in the above resources.

### **TAKING STUDENTS OUT DURING THE SCHOOL DAY**

For your child's safety, ACA policy requires that you call or send a note to school in advance if your child must leave school early. Children are not allowed to leave the classrooms early without clearance from the school office. Adults picking up children during the day must come to the office and sign the child out. Only adults that are listed on the emergency card may pick up children. Please keep these cards updated both in the office and with the teacher. No adult is to go directly to the classroom. As a school we discourage parents from picking up their student the last half hour of school. Early pickup is extremely disruptive to your student as well as his fellow classmates and the teacher.

### **TARDINESS**

Students who are late to school, will report directly to the office and have their parent sign them in

### **TRAFFIC FLOW**

Please enter the North Driveway and drive through the Drop-off / Pick-up zone to drop off or pick up students

### **TRANSFER/WITHDRAWALS**

If you plan to transfer your child out of Antioch Charter Academy, please notify the office in advance. All library materials and textbooks need to be returned before the last day of school.

### **VISITORS**

All visitors are required to report to the school office upon arriving at campus. Parent volunteers should sign in the volunteer log in the office.

### **WEDNESDAY PROGRAM**

Wednesdays at Antioch Charter Academy are different than any other day. Students (grades 1-8) rotate through four one-hour sessions of PE, Music, Safety Awareness, and Art. Lunch is earlier in the day, and it is also early dismissal day (2:00). There will be one whole-school field trips during the year related to Wednesday activities.

### **PETS ON CAMPUS**

Pets are not allowed on campus, except for occasional **PRE-ARRANGED** School Assembly. During that time, all pets must have clearance from the office and be in the company of an adult caretaker.

*We are the  
best! (snap,  
snap)  
TLCS!  
(snap, snap)  
We are the  
best! TLCS!*

*The Cougars  
are fantastic,  
And we're  
enthusiastic,  
We try to be  
elastic,  
And stretch  
our minds to  
learn.*

*We are the  
best! (snap,  
snap)  
TLCS!  
(snap, snap)*

*We are the  
best! TLCS!  
Best in the  
West! (snap,  
snap)*

*Our projects  
are artistic,  
Our science  
naturalistic,  
Our goals  
are realistic,  
ANTIOCH  
CHARTER  
ACADEMY!*

*We are the  
best! (snap,  
snap)  
TLCS!  
(snap, snap)  
We are the  
best! TLCS!  
!*

Dear Parents:

The California State Legislature has added the following sections to the Education Code.

“49480. The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child’s physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section.”

“49423. Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and times schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician’s statement.”

**Please note:** This District does not have school nurses.

Medicine must be sent to school in the original prescription bottle or bottle purchased across the counter.

**Notice of Medication to be Given at School  
(Including Over-The-Counter)  
With a note from the physician and parent, a student  
may possess an asthma  
breather and self-administer.**

Student Name \_\_\_\_\_  
School \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
Name of Medication          Dosage          Time to  
be Given                          Start Date

Reason Medication Given  
\_\_\_\_\_

Name of Physician \_\_\_\_\_ Telephone \_\_\_\_\_

Signature of Physician \_\_\_\_\_ Date \_\_\_\_\_

I request that the designated school personnel assist in the administering of my child’s medication as prescribed above.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Change in medication requires new form signed by physician.**