

Child Study Center
Upper School
Parent Handbook
2019/2020



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Accredited and Licensed by:

- AdvancEd
- Southern Association of Colleges and Schools (SACS)
- Council on Accreditation and School Improvement (CASI)
- Texas Association of Non-Public Schools (TANS)

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Welcome

Welcome to Child Study Center Upper School, a community of families and teachers who are committed to helping individuals become capable scholars, responsible citizens, and loyal friends.

Mission

The CSC Upper School, in partnership with families and the community, fosters the knowledge and life skills necessary for our students to achieve productive and meaningful lives while respecting and embracing the individuality of each child. To achieve this mission, the CSC Upper School responds to the changing needs of our students and their families with compassion and educational excellence.

Vision

It is the vision of CSC Upper School to foster independence in our students so that they may participate as productive members of their community and achieve a meaningful adult life.

Collaboration

Child Study Center houses several departments, three of which may be particularly relevant to Upper School families: ***The Behavior Disorders Clinic (BDC), The Psychology Department, and The Developmental Pediatric Department.*** Students enrolled in the Upper School do not automatically see a developmental pediatrician, a BDC behavior analyst, or a psychologist. If, however, the Headmaster determines that the student may benefit from additional services, she may refer to one or multiple departments. All departments maintain a waitlist and a referral from the Upper School may not decrease the length of time until the first appointment. See below for more information about each department.

The Behavior Disorders Clinic

The Behavior Disorders Clinic provides training to parents of children with autism who display problem behaviors such as noncompliance, tantrums, property destruction, self-injury, food refusal, and aggression. Please make an appointment with the Headmaster if you are interested in learning more about the services offered by the Behavior Disorders Clinic.

The Developmental Pediatric Department

The Developmental Pediatric Department is staffed by neurologists, developmental behavioral pediatricians, general pediatricians specializing in developmental disabilities, and nurse practitioners who see children with the full range of developmental disabilities and associated disorders. The focus of the program is on diagnosing and treating children with developmental and behavioral disorders. The diagnostic process involves physical examination, observation, and sometimes developmental or medical testing. Ongoing developmental pediatric care may involve repeated evaluation or testing, prescribing medication, and supervision of the plan of care. Please make an appointment with the Headmaster of JJS if you are interested in learning more about the services offered by the Developmental Pediatric Department. Please note, CSC medical staff will review your child's application and determine which specialist you will see.

The Psychology Department

Psychologists at Child Study Center provide comprehensive testing for children with developmental disabilities. Testing provides information on a child's current functioning in the areas of intelligence, academics, behavior, and emotions. Test results are useful in making a diagnosis as well as to assist doctors, parents, and teachers in making a treatment plan for their child. Although the department's primary emphasis is on conducting evaluations, individual therapy and parent training may also be available. Services are available dependent upon clinician's schedules and scope of practices. Please make an appointment with the Headmaster if you are interested in learning more about the services offered by the Psychology Department.

Pediatric Rounds

The Headmaster accompanies the Medical Director on pediatric rounds in the school every other week. The function of pediatric rounds is to provide a mechanism by which the medical director may observe how well students are functioning in the classroom. The pediatric rounds are particularly helpful for coordinating treatment for students who are also current patients in the Developmental Pediatric Department.

Instructional Space

The CSC Upper School houses the Middle School and High School. I am pleased to announce that for the 2019/2020 school year, both classrooms will be located on the first floor on the south side of the building. Students and parents will enter through the main lobby of the Child Study Center to access the classroom entrance located next to the reception desk.

Middle School Classroom. The Middle School enrolls students in grades 6-9. It is supervised and taught by a lead certified teacher and an assistant teacher. The Middle School is also supported by a Board Certified Behavior Analyst and a Job Coach. For the 2019/2020 school year, the Middle School will maintain a 1:5 teacher-to-student ratio.

High School Classroom. The High School enrolls students in grades 9-12 up through the age of 21. It is supervised and taught by a lead certified teacher and an assistant teacher. The High School is also supported by a Board Certified Behavior Analyst and a Job Coach. For the 2019/2020 school year, the High School will maintain a 1:7 teacher-to-student ratio.

Mock Apartment. The mock apartment is a learning environment located next to the classrooms designed to function like a small apartment. It has a kitchenette, small living room space, bedroom, and bathroom. Students will spend supervised time in the mock apartment working on independent living and vocational skills.

Vocational Office. The vocational space will be housed in the former High School classroom on the 2nd floor for the 2019/2020 school year. This flexible space is designed to address the vocational needs of our students and will include areas to practice common office job tasks. When construction is completed, the vocational office will move to the Upper School space on the first floor.

School Store. The school store will also be located on the second floor in the former Middle School classroom for the 2019-2020 school year. The space is designed to function like a

small retail store, with training space in the store proper and in the back storage room. Students will work on vocational skills in this space related to retail sales, customer service, point-of-sale, and inventory. When construction is completed, the school store will also move to the Upper School space on the first floor.

Classroom Schedule

A typical day begins with the morning arrival period when students arrive at the classroom door. The students are welcomed into the classroom and are provided with a variety of leisure activities to keep them productively occupied while the teacher finishes welcoming the remainder of the class. Immediately after, the students transition to morning meeting, during which teachers practice targeted social skills and review the schedule for the day. After morning meeting, the schedule varies by classroom:

Middle School. Middle school students then begin individualized instruction according to their personal plans. Students will rotate between receiving individually tailored lessons and participating in social and leisure skills throughout the morning. They will rejoin their high school classmates for lunch and Physical Education and return to individualized lessons in the afternoon. They will also participate in some daily living and pre-vocational skill instruction during this time.

High School. Following morning meeting, High School students will start the day in individualized and small group instruction focused on their diploma course schedule. This schedule will be sent home the week before school and shared during Orientation. High School students join Middle School students for lunch and PE, and return to the classroom for their afternoon electives (Daily Living Skills or Job Preparation). Throughout the day, high school students will be scheduled to spend time in our ancillary instructional spaces (vocational office, mock apartment, school store), completing their classroom jobs, and participating in community based instruction.

Teachers

Child Study Center Upper School employs teachers, assistant teachers, a job coach, and a Board Certified Behavior Analyst specially trained in the techniques of classroom management, principles of learning, curriculum development, and data-based decision making. All staff members operate from the perspective that learning is personal and that instruction must be individualized. Additionally, Upper School teachers receive training on topics related to adolescence and young adulthood.

Curriculum

All CSC Upper School students will experience a shift away from a traditional academic curriculum and toward a program that emphasizes functional academics, daily living skills, vocational skills, and social skills. The composition of a student's curriculum will be determined through assessment of their academic repertoire, and how quickly that shift begins will be individualized for each student. This re-alignment of focus will be determined during the first year of enrollment, and be evaluated annually during transition meetings (see section below on transition planning). The below schematic illustrates our age-based planning approach

CSC Upper School Age-Based Planning

Age	Academic	Non-academic
12-14	<p>Middle School years. Teaching focuses on traditional academic core curriculum and functional academics.</p> <p>Goal is to continue on in academic areas that will benefit student and to teach functional academic skills necessary for employment and independent living. Transition planning begins.</p>	<p>Teaching social and other pre-employment skills and basic daily living skills. Assess student strengths and preferences.</p>
15-17	<p>Early High School years. Teaching focuses on functional academic skills and completion of diploma course requirements.</p> <p>Goal is to teach functional academic skills necessary for employment and independent living.</p>	<p>Teaching vocational and daily living skills. Assign internal jobs to students and possibly secure volunteer work.</p> <p>Goals are to expose students to different jobs within CSC and the community and to prepare student for some level of independent living.</p>
18-21	<p>Late High School years. Apply academic skills to situations outside of classroom setting. Goal is to maintain and generalize skills to functional settings.</p>	<p>Teaching focuses on supervision of job skills in a work setting, either at CSC or in the community, and independent living skills.</p> <p>Goals are to secure paid or volunteer-based employment, to identify and work toward adult career goals, and to secure independent living arrangement.</p>

Middle School. Middle School students will spend most of their day receiving individualized instruction. Most middle school students will receive instruction primarily in academic and functional academic areas, with a smaller period of time allocated to daily living and pre-vocational skill instruction. Delivering individualized instruction begins with a repertoire assessment designed to reveal skill competencies as well as skill deficiencies, and the results are used to pinpoint proper curriculum placement. Teaching then begins with an emphasis on errorless learning, which has been shown to be generally superior to trial-and-error learning. Progress with respect to each learning objective in each curriculum area is monitored, documented, and communicated to parents on a daily basis via each student's personal plan. As a student's repertoire becomes more skillful, teachers make adjustments to the personal plan through a process of data-based decision making.

Personal Plan. The device that enables truly individualized instruction in the Middle School is the personal plan—the one-page form that describes a student's current objectives in every curriculum area and serves as a record of every lesson that occurs during each week. This is the form that allows one teacher to explain to another what and how a student was taught and how well the lesson went. Anyone who can read the plan and knows the curriculum can see what a student did every day.

The personal plan is also a record for parents. As soon as you can read the plan, you too will know all the details of your child's day.

At the beginning of each week, a new personal plan is constructed based on the experience of the previous week. The current personal plan, along with all prior plans for the current quarter, is kept in the student's folder. That folder also contains the student's curriculum sheets as well as a graph that displays their progress in every curriculum area during the current school year. All of these records are meant to be shared with you. If an entry does not make sense, please ask. The better you understand everything in the folder, the better we can collaborate in creating the best possible educational program for your child.

Middle School students will also experience small-group instruction. Incorporating periods of small-group instruction is important because it will provide students opportunities to acquire independent study skills and increase endurance. Further, small- and large-group instruction are the primary methods in traditional school and workplace settings; thus, it is important that students are able to learn this way. See below for a list of curriculum areas offered in the Middle School:

English Language Arts

Reading

Literacy Skills
Demonstrating Comprehension
Edmark
Programmed Reading
Headsprout
Sight Word Programs
Reading For Concepts
New Practice Readers
SRA Reading Laboratories
ReadWorks
Functional Reading Program

Writing/Spelling

Typing
Spelling Most Common Words
Writing Sentences
Spelling 2100
Functional Writing Program

Speaking and Listening/Language Comprehension

Functional Listener and Speaker Skills
Language for Learning

Mathematics

Math Facts
Programmed Math

Learning Basic Mathematics
 Successmaker Math
 Functional Math Program

Science
 Reading About Science
 IXL Science

Social Studies
 Exploring Maps
 Functional Social Studies Program

Ancillary Programs
 Social and Leisure Skills
 Activities of Daily Living
 Vocational Skills
 Physical Education

High School. High School students will receive individualized and small group instruction in a series of courses designed to meet the state requirements for graduation in Texas. Students entering the 9th grade will begin coursework to meet the criteria for a high school diploma. Progress with respect to each learning objective in each curriculum area is monitored, documented, and communicated to parents on a daily basis via each student's personal plan (see section above). Obtaining a diploma will be a goal on each student's transition plan as long as one of two criteria are met:

- The student is enrolled in the High School for at least 4 years (adequate time to meet state requirements for a diploma), or
- A student is enrolled less than 4 years, but has earned credits from another accredited high school and is able to complete graduation requirements before his or her 22nd birthday. *The student's transition team will use guidelines set forth by AdvancED to determine whether the credits earned can apply towards the graduation requirements and whether the student will be able to earn the remaining credits before his or her 22nd birthday.*

During each student's 9th grade year, the transition team will draft a graduation plan outlining the path to securing the required credits for obtaining a diploma. In general, students must earn at least 22 credits to complete the Texas Foundation High School Program in the areas listed below:

- English Language Arts (4 credits)
- Mathematics (3 credits)
- Science (3 credits)
- Social Studies (3 credits)
- Language other than English (2 credits)

- Physical Education (1 credit)
- Fine Arts (1 credit)
- Elective Courses (5 credits)

The transition team is responsible for determining appropriate accommodations and modifications for each course. The transition team may modify what is being taught, how it is being taught and assessed, and all materials used during instruction. **It is likely that all courses in all areas will be significantly modified for all students.** If a student is able to be successful without significant course and instructional modifications, the transition team will recommend placement in a more traditional educational setting.

CSC High School students will not be eligible to earn endorsements, performance acknowledgements, or distinguished level of achievements.

CSC High School students will not sit for the STAAR exam, but will be administered a standardized academic assessment after completing course requirements. This standardized academic assessment is a required component of the Texas Foundation High School Diploma.

Please see the Graduation Handbook for a more comprehensive description of graduation requirements and course descriptions.

Transition Planning

Transition planning is a collaborative, required component of the Upper School and will begin between the ages of 12 and 14 for every student. Transition plans will be reviewed annually, or when changes are necessary to ensure students are working toward meaningful goals that align with their vision of the future.

Transition planning is an ongoing process of collecting information on individual student's needs, preferences, and interests as they relate to the demands of current and future work, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the individualized education program. In sum, the transition plan identifies how to get from where a student is currently performing to where he or she needs to be to meet their goals. Upper School Transition Plans include 5 components:

- *Academic instruction*: describes the student's current instructional level across core academic domains and identifies goals for the following 12-month period. For Middle School students, transition planning in this domain will identify how much time should be allocated to traditional academic instruction and how much time should be allocated to functional academic instruction. For High School students, the transition team will identify the coursework modifications necessary for the student to be successful.
- *Community-based instruction*: describes the student's preferences and goals for acquiring community-based skills. Assessment in this component will include various surveys and questionnaires for students and parents asking how they would like to (or how they would

like their child to) participate in the community. Further assessment will identify deficits and strengths with respect to accessing transportation, communicating with community members, and participating in community activities and events.

- *Vocational skills instruction*: describes the student's preferences and goals for securing meaningful employment. Assessment in this component is similar to assessment described in *community-based instruction* above.
- *Daily living skills and independent living*: describes the student's preferences and goals for day-to-day adult life, including housing, transportation, and completion of daily living tasks like grocery shopping. Assessment in this component is also similar to assessment described in *community-based instruction* above.
- *Related services*: describes agencies and programs that may be available to your child now and once they graduate and/or reach adulthood.

Transition Team

The transition team is a group of individuals who work together to ensure a successful transition from school to adult life. The transition team oversees each student's transition plan and graduation plan. The following individuals *must* serve on a student's transition team:

Student
 Student's parent(s)/guardian(s)
 Student's teacher(s)
 Child Study Center Board Certified Behavior Analyst
 Upper School Job Coach

Additional members *may* include:

School Headmaster
 Child Study Center Psychologist
 Outside professional(s)
 Additional family members

The role of the parent(s) or legal guardian(s) in his process is critical. The transition meeting serves as a meaningful opportunity for family members to be involved in their child's life. Further, family support and involvement increase the likelihood that students will be able to identify and meet their goals. We understand that planning for the future can bring parents mixed emotions, especially when considering the barriers and challenges their children will likely face, but we hope transition planning can mitigate these feelings of uncertainty and replace them with feelings of excitement and optimism.

Community-based Learning Opportunities

Community-based learning opportunities occur at least twice a month and may include field trips

to museums or community events, library trips, going off-campus for lunch, and off-campus leisure opportunities (e.g., bowling or going to the movie theatre). Community-based learning opportunities offer a chance for students to learn and practice skills outside of the classroom setting, and will teach them how to access available community resources.

Upper School teachers will send home a schedule at the beginning of each month. To participate in these opportunities, you must sign a transportation release and a permission slip for each outing. Some outings will require a small fee, but should rarely exceed \$10 per student.

Only students in good standing will be able to participate in community-based instruction. Students who engage in problem behavior during the school day or during a community outing will not be eligible to participate in the next scheduled opportunity.

Work Crews

Students who have gained experience working within the center and meet our criteria for off-site placement will serve on work crews. Work crews are small groups of students who travel to various businesses and complete volunteer work on a regular schedule. For the 2018/2019 school year, we have partnered with Tarrant Area Food Bank (TAFB) to volunteer in their Quality Control department. You will receive more information about work crews when your child is selected to participate.

Transportation

Child Study Center was the fortunate recipient of a 15-passenger van from a generous Cook Children's donor. This will be the primary mode of transportation to all community outings and off-site job placements. The van will be driven by an approved staff member at all times. Students are expected to be good friends and citizens on the van. Students who engage in dangerous behavior on the van will not be able to participate in off-site opportunities until the problem behavior has been resolved.

We may also continue to use UBER and/or LYFT on occasion. It is our policy that a staff member must accompany a student or group of students in the vehicle at all times.

Each Upper School student must have a signed transportation release on file by the first day of school.

Assessment

CSC Upper School teachers conduct individualized testing as a means to assess student progress during the school year. Depending on the child's age and abilities, they may receive one or more of the following assessments: the Woodcock-Johnson Tests of Achievement, the Vineland Adaptive Behavior Scales, the Assessment of Functional Living Skills, the Essentials for Living, or the Adaptive Behavior Assessment System. The Adaptive Behavior Assessment System will also be administered to parents in a structured interview format. You will receive more information about this at the beginning of the school year.

All new students will receive a pre-test using one or more of these instruments during the second week of school. The pre-testing results will be shared with parents during the 1st round of parent conferences in November. In general, returning students will not receive a pre-test. Instead, the end-of-year achievement testing from the previous school year will serve as the pre-test for returning students. All students will receive post-testing. Post-testing occurs near the end of the school year, and the results will be shared with parents during the 4th round of parent conferences in May.

IQ Testing

The CSC Upper School, in conjunction with the Psychology Department of Child Study Center, conducts IQ testing for students who are new to the program and for those preparing to transition to another school. The results of the tests provide an estimate of a child's ability level relative to national norms. Those estimates help with proper curriculum placements.

Psycho-Educational Evaluations

Psychoeducational evaluations are often recommended at transition points in a student's academic career. They typically involve testing students in order to understand their current intellectual, academic, and behavioral functioning. That is, testing of their cognitive skills ("IQ"), academic progress in reading, math, and writing, and their actual daily behaviors (adaptive functioning) can be helpful in order to more accurately plan for areas that need additional support as well as to document areas that are on-level. We recommend that all students receive an evaluation between the ages of 12-14.

Psychoeducational evaluations should be performed by a licensed psychologist (PhD or PsyD) who has training in and experience conducting these types of specialized evaluations. As such, they are not offered by CSC Upper School or Jane Justin School staff. Please see the Headmaster for a list of professionals that offer this service in the DFW area.

Homework

Homework may be assigned daily in the CSC Upper School. Completing homework assignments should not be an arduous task for students, nor should it be too lengthy. Each child's unique repertoire dictates the type of material that is assigned and the approximate amount of time required to accomplish it. Again, this is the essence of individualized instruction.

As students progress through our age-based planning model, they will be assigned tasks to complete at home or in the community that should be recorded by the parent and sent back to the teacher via FlipGrid. For example, a student enrolled in a functional math program might have recently mastered how to take money out of an ATM machine. To ensure that the learning students experience in the Upper School extends to the community, we may ask a parent to record their child using a different ATM machine outside of school hours. This same procedure may be extended to hundreds of skills, including cooking, cleaning, self-care, shopping, accessing leisure activities, etc. More information will be provided on how to use apps like FlipGrid when your child is ready to participate in this kind of homework.

Cell Phones and Devices

We require all students to bring their cell phones and personal electronic devices to school each day. Part of daily living and vocational skills training will require students to use these devices.

Students will also be asked to download a variety of applications on their phone. Most, if not all, of these apps will be free. We will inform parents when these apps are downloaded.

Award Ceremonies

Because acknowledging student achievement is important for building self-confidence and self-esteem, the Upper School conducts quarterly classroom award ceremonies. The ceremonies are held every 9 weeks at the end of the school day (2:30 PM to 3:00 PM). During the ceremonies, the teachers assemble the students, confer award certificates, and celebrate success. It is a wonderful social opportunity for everyone involved, and parents are encouraged to attend.

Classroom Parties

Middle and High School classrooms will celebrate holidays and special events with classroom parties. To promote independence, these parties will be for the students only (note this is a departure from our procedure in Jane Justin School).

Parent Conferences

Upper School parents are required to attend one parent conference – the transition meeting – each year. Parents are welcome to schedule additional conferences as necessary. Please do so by contacting your child's teacher.

Enrollment

The enrollment process begins with a full day visit to either the Middle School or High School classroom during which a repertoire assessment is conducted. The results of that repertoire assessment are then presented before the school's admissions committee. The admissions committee members include the Headmaster, the Board Certified Behavior Analyst, the administrative assistant, the faculty, and a psychologist from Child Study Center's Psychology Department.

It is the collective responsibility of the admissions committee to determine whether the resources of the Upper School are adequate to make the kind of goals a child's parents are looking for. In making this determination, several factors are considered. Those factors include the degree of developmental delay and behavior patterns that may limit the child's ability to benefit from classroom instruction, such as high levels of stereotypy, aggression, or self-injury. These factors are then considered in the context of the educational needs of the students already enrolled in the classroom. In the end, the members of the admissions committee ask the following question: "Will the Upper School be able to meet the child's educational needs without compromising the

success rates of the existing students?” If the answer to that question is “No,” referrals are made to put the child in contact with services better matched to his or her unique educational needs. When the answer is “Yes,” and space is available, enrollment is offered and continues on a year-to-year basis.

Registration and Re-enrollment

Registration and re-enrollment begins in January. A \$500 non-refundable registration fee must be paid to secure a student’s placement for the fall semester. The \$500 non-refundable registration fee will be applied toward the total tuition. The deadline for payment of the fee is posted on the school calendar. Failure to pay the registration fee by the due date will result in the student’s placement being forfeited.

Tuition and Fees

The 2019/2020 regular school year tuition (i.e., summer school is not included) for the Upper School is \$17,000.

Financial Assistance

Child Study Center has an internal financial assistance program to provide a limited number of partial scholarships on the basis of financial need. Occasionally, external scholarships become available from other community organizations. Applications for these scholarships may be obtained in the school office.

During January, the scholarship application process begins for summer school and the following school year. See the school calendar for information regarding deadlines to submit paperwork.

Scholarship applications that meet the stated deadlines will be considered if funds are available.

To apply for financial assistance, the responsible party must complete the appropriate forms and submit them according to accompanying instructions and timelines. A copy of the most recently completed and signed income tax return (including the 1040 form, all schedules, and W-2s) must also be provided. Families receiving financial assistance must comply with the Upper School rules, policies, and financial obligations to maintain receipt of the scholarship funds. All Child Study Center accounts must be current before families will be permitted to apply for financial assistance and/or receive a scholarship.

In addition to financial need, the Scholarship Committee will also consider the number of unexcused days a child was absent from school, the number of unexcused days a child was tardy to school, and the number of unexcused days a child left school early. Moreover, the committee will also consider the level of parental involvement in the Upper School community by examining participation in the PTO and serving in other volunteer capacities.

Payment Options

1. Payment in full prior to July 1st – With this option, families get a \$125 discount.
2. Monthly Payment Plan through Tuition Management Systems – With this option, tuition is payable in 10 monthly installments beginning July 1st. This plan requires that the financially responsible party complete the financial enrollment form and pay the \$40 enrollment fee to Tuition Management Systems (TMS).

Note: If you are seeking financial assistance, the enrollment form for the tuition payment plan cannot be completed until the Scholarship Committee has reviewed your child's scholarship application.

Enrollment Requirements

To maintain enrollment in the Upper School, the following requirements must be met:

- Making adequate progress within the Upper School (determined by the school's admissions committee).
- Completion and compliance with the Parent Agreement Form that indicates a willingness to work collaboratively and productively with the Upper School staff.
- An annual physical examination by your child's regular pediatrician (not a CSC pediatrician).
- A completed and current immunization record that has a physician's signature.
- All school information forms and releases completed and signed by the dates indicated.
- Active and collaborative participation in your child's transition process (i.e., attending annual transition meetings, thoughtful completion of surveys and questionnaires related to future planning, and open and respectful communication with members of transition team).

Refunds

No refund or reduction in tuition or fees will be made for withdrawal, absence, or dismissal.

Payments on Account

Families are expected to comply with the terms of their tuition payment agreements. Families selecting the monthly payment option through TMS must comply with the terms and conditions of the agreement that they have signed with TMS.

In the event that TMS notifies Child Study Center that they are dismissing a family from the monthly payment program due to a poor payment history, the family will be required to submit payment in full for the remaining tuition balance to Child Study Center Finance Department. Failure to do so will result in dismissal from the school.

Delinquent Accounts

Families experiencing financial hardship during the school year are encouraged to discuss the situation with Child Study Center Finance Department in a timely manner.

All tuition payments are due on the first day of the month. If a student's account becomes 30 days delinquent, the student will not be permitted to attend school until all delinquent tuition and late fees have been paid.

If a student is dismissed due to a delinquent account, no school records will be provided or released until the account is settled.

Enrollment for the following year will not be offered until all financial obligations have been fulfilled.

Unsettled accounts with an outstanding balance will be turned over to an outside collection agency that will submit a report to a credit-reporting bureau.

Parking and Drive-Through

It is our collective responsibility to make the morning arrival and afternoon departure a safe and expeditious experience. There are 3 entrances on the east side of the building. Upper School students may use any of them, but the most practical is the main lobby. You are encouraged to enter through the main Jane Justin entrance once a week or so to stay closely connected with the school community and to check in with the PTO bulletin board.

When you arrive in the morning, please notice that the drive-through contains speed bumps and that there is no parking on the left side. Use of the drive-through is for student loading and unloading only. To accommodate visits longer than 10 minutes, parking is available on the street or in the north parking lot.

Please also notice that the drive-through and stretch of Collier Street outside of the school is designated as a school zone. As such, cell phone use is illegal in the school zone area.

Finally, no child may be left unaccompanied in a car at any time. We understand that it is tempting to let your sleeping toddler stay buckled in his car seat when you run in quickly to drop off your student. This practice, however, is not safe. You must bring all children into the school with you each and every time you enter it.

Arrival

You have two choices during school arrival. You may park in the circle drive or on the street and walk your child to class each day, or you may drop him or her off in the main lobby entrance. Upper School students have reached the age and maturity level to be able to walk from the entrance to the classroom safely. We encourage you to consider dropping off as it will help your child practice independence.

Parent Access Cards

The entrance doors to the main lobby are not locked, but the other two sets of entrance doors are. In addition, the doors to access the Upper School classrooms and instructional spaces are also locked. All families with children enrolled in Upper School will be issued up to four access cards or four key fobs with a unique activation code. To use a card, simply hold it up to the card reader located on the door jamb. This process will unlock the door and permit you to enter the building.

Because Child Study Center serves children with a wide variety of behavior problems including elopement (i.e., running away), the doors have been equipped with an alarm that will sound if a door is opened from the inside without the prior swiping of an access card. Thus, this alarm will alert us if a child attempts to run away so that we may take immediate action to ensure safety. This arrangement also means that you will be required to scan your card when exiting the building to avoid setting off the alarm. If you accidentally set off the door alarm, please stay by the door until a Child Study Center staff member shows up. This would allow us to rule out a child has run out of the area.

Families may request additional access cards if more than one family member or family friend comes to the school for drop-off and pick-up. Extra and replacement cards are available for a \$5.

Upon disenrollment all access cards issued to the family will be deactivated. They should be returned to the school office; however, refunds for returned cards will not be provided.

Student Access Cards and Keys

Upper School students will also apply for a badge and a key card through the school office. Once students are participating in internal vocational opportunities (e.g., working in the school office), they will use their key cards to navigate through the building independently.

Security Cameras

Child Study Center is monitored with security camera in the hallways, on the playground, and in the parking lot.

Attendance

It is essential that your child attend school on a regular basis to maximize the benefits of education. The attendance policy in the Upper School is based upon the compulsory school

attendance laws in the State of Texas. Chronic absenteeism and /or tardiness are grounds for dismissal and the denial of enrollment for the next academic school year.

Below is a table that shows how differing amounts of time out of school on a daily basis is multiplied over weeks, months, and years. As you can see, regularly missing just 5 minutes a day translates into missing a substantial amount of school over the course of a year. Because students enrolled in the Upper School have skill deficits, it is imperative that their time in school be maximized.

Day		Week		Month		Year
5 minutes per day	=	25 minutes per week	=	1 hour, 40 minutes per month	=	2 days, 1 hour, 35 minutes per year
10 minutes per day	=	50 minutes per week	=	3 hours, 20 minutes per month	=	4 days, 3 hours, 10 minutes per year
15 minutes per day	=	1 hour, 15 minutes per week	=	5 hours, 0 minutes per month	=	1 week, 1 day, 4 hours, 45 minutes per year
20 minutes per day	=	1 hour, 40 minutes per week	=	1 day, 0 hours, 10 minutes per month	=	1 week, 3 days, 6 hours, 20 minutes per year
25 minutes per day	=	2 hours, 5 minutes per week	=	1 day, 1 hour, 50 minutes per month	=	2 weeks, 1 day, 1 hour, 25 minutes per year
30 minutes per day	=	2 hours, 30 minutes per week	=	1 day, 3 hours, 30 minutes per month	=	2 weeks, 3 days, 3 hours, 0 minutes per year

The calculations in the column above are based on a 5 day school week.

The calculations in the column above are based on a 20 day school month.

The calculations in the column above are based upon a 180 day school year.

The calculations in the table above are based on a 6.5 hour school day.

The actual number of hours in each school day and the number of school days in each school week, month, and year varies based upon special events such as holiday parties, awards ceremonies, parent teacher conferences, etc.

Dismissal

Upper School teachers are trained to make the most of every possible moment for educating students. As such, students are dismissed at 3:00 PM. Picking up a child before 3:00 PM should be minimized because it is disruptive to the classroom and compromises the learning opportunities of other students. In the rare event that a student must be picked up early from class, the classroom teacher should be notified in the morning.

Students will only be released to parents/guardians and individuals listed on the approved pick-up list. If a person on the approved pick-up list other than the student's parent/guardian attempts to pick up a student, a staff member will check that person's driver's license to verify his/her identity. Parents/guardians and individuals listed on the approved pick-up list must sign their child out of school each day using the attendance binder located inside the classroom.

Late Pick-up

School ends at 3:00 pm. Parents have until 3:10 to pick up their child from either the High School or Middle School classroom. Timely pick-up is important because our teachers have meetings and planning time scheduled every day of the week beginning promptly at 3:15. If you are late to pick up your child, you will be billed for extended care services according to the

following schedule:

- \$10 flat fee for being late. This will be charged automatically for all pick-ups after 3:10
- After 3:15, \$1.00 for every minute late

A few examples: If you arrive at 3:12 to pick your child up, you will be billed the flat fee of \$10.00. If you arrive at 3:25 to pick your child up, you will be billed \$20 (the flat fee plus an additional \$1 for every minute after 3:15). Late pick-ups will be billed through the finance department.

Please understand that late pick-up should not be used as child-care. That is, you may not choose to pay \$25/day just to pick your child up at 3:30.

Calendar

It is the responsibility of parents to consult the Upper School calendar on a regular basis to stay informed about scheduled events. Although reminders will be provided via email, postings, and the blue communication folders, it is best to frequently review the calendar. New calendars are distributed in May of each school year. Copies of the calendar are posted outside each classroom and on the general bulletin boards. Copies are also placed in the blue communication folders. Additional hard copies are available from the school's office at any time and electronic copies are available on Child Study Center's website (www.childstudycenter.org). The CSC website also features an interactive Google calendar of events that may be browsed online or downloaded to MS Outlook and most smart phones.

Inclement Weather Days

In the event of severe weather conditions, the Upper School will follow the decision of Child Study Center regarding closings and delayed openings. Decisions to close or delay the opening of Child Study Center will be called into Channel 5 by 6:30 AM. Channel 5 will then announce on TV and their website that "Child Study Center" rather than the "Upper School" will be closed or delayed. A text will also be sent to your mobile phone if you choose to sign up for this service. For those who leave early in the morning and travel a long distance to come to Child Study Center, please know that there is often a lag between the time we call Channel 5 and the time the information is posted. Although school may not close during some hazardous driving conditions, it is understood that some children will be unable to attend due to the travel distance involved. In such cases, please notify the school by phone if your child will not be attending school on a particular day due to inclement weather.

Because of the low probability of closing Child Study Center due to inclement weather, the Upper School does not schedule make-up days. Please note that a child's tuition will not be adjusted due to an inclement weather day.

Communication Folders

Good communication between parents and staff is essential for student progress. One of the ways

the Upper School communicates with parents is through the use of communication folders. When information is scheduled to be sent home, it will be delivered through a communication folder placed in your child's backpack. It is the responsibility of the parent to check their child's backpack every day to see if the communication folder has been sent home. When the folder has been sent home, it is important to carefully read all the information it contains and promptly complete any required action (e.g., signing paperwork and sending it back to school). The school maintains a record of all (non-clinical) communication sent home in the "History of Communication" folder which is located outside the school office. Parents are welcome to review the contents of this folder whenever they wish to do so.

Email

The Upper School frequently communicates non-clinical information to parents via email. If you have extended family members who would like to be included in the Upper School email distribution list, please have them contact the school office by phone (682-303-9287).

The Upper School will communicate clinical information via secured email to parents who have signed the proper consent forms. These forms are available in the school office.

Classroom Observations

Because Child Study Center is a medical facility, all children who consume its services are technically considered patients. As such, students and their families are legally entitled to special confidentiality assurances. To comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and to protect the privacy rights of the students, requests to observe in the school must be scheduled through the office so that appropriate provisions may be arranged.

Lunch

Upper School students are responsible for bringing a well-balanced lunch including a drink, appropriate utensils, and a napkin each day. Students may bring food that needs to be heated in a microwave, provided that it requires no more than 2 minutes of heating.

The Upper School is a nut-free zone. Please avoid sending meals that contain nut-based products (e.g., peanut butter, Chick-fil-A*), as some of the children we serve have severe nut allergies. There are a number of alternatives to these products. If you need suggestions for substitutions please let us know. Our goal is to ensure that all of our students remain safe, happy, and healthy.
* We cannot have Chick-fil-A products in the school because Chick-fil-A uses peanut oil.

Dress Code and School Uniform

The complete Upper School uniform must be worn each day unless otherwise specified. Your child's uniform should be clean and neat in appearance. The following guidelines have been established to promote safety and to minimize distractions.

- Leather shoes or athletic footwear may be worn with the school uniform.

- Sandals, open-toed shoes, platform shoes, or “roller” shoes are not permitted.
- Pants must be hemmed or cuffed, fitted by length and size with no cuts, holes, or tears.
- Field Day / Trailblazer T-shirts are not part of the uniform. These shirts may be worn on casual dress days. Please see below for more information.
- Belt

Currently, there is one option for the purchase of new Upper School uniforms. You may purchase garments from a vendor of your choosing (e.g., Old Navy, Target, Academy) and have the CSC logo applied by Superior Image Sportswear (SIS) for \$5 per garment. SIS is the only company that is permitted to use Child Study Center trademarked logo. Other manufacturers are not permitted to use our logo or a likeness of it in their garments. When purchasing garments, please follow these guidelines:

- Polo shirts in navy, forest green, or gray
- Oxford shirts in white
- Dresses in khaki or navy
- Pants, shorts, skirts, and skorts in khaki, navy, or black

SIS is located at the address listed below:

3625 W. Vickery Blvd.
Fort Worth, TX 76109
Office: 817-927-4606
nick@sispromos.com
www.sispromos.com

Physical Education

There will be periods of time during which your child is expected to dress out for PE. This information will be shared by your child’s teacher during Orientation each year. When that time comes, the appropriate uniform is listed below:

- A solid color classic t-shirt that is either navy blue, forest green, or gray (no logo needed)
- Black athletic shorts
- White socks
- Tennis shoes
- Support bra for female students

Because a clean uniform is required each day, please purchase several shirts and pairs of shorts. In addition, this will be a time for students to practice maintaining good hygiene, so they should come each day with a brush or comb, deodorant, wash cloth, and soap.

Health Policy

The Upper School is committed to wellness.

You will be notified if your child becomes ill at school. It will then be your responsibility to contact your private physician if treatment is needed. It is important for the health of the other children that your child does not come to school when he/she is ill. If your child is ill, please let us know if the illness is contagious so we may notify the other parents. The notification will occur via a letter and will not reveal your child's name. According to school policies, a child must not attend school with fever, vomiting, diarrhea, or any contagious illness.

A child having one or more of the following symptoms will be sent home:

- Fever (100.5 degrees Fahrenheit or higher)
- Suspected contagious disease
- Vomiting
- Diarrhea

If your child has any of the above symptoms please keep him/her at home. A child with a cold or rash should be kept home for observation.

A student may not return to school until their temperature is normal (98.6 degrees Fahrenheit) and they are free of vomiting and diarrhea for 24 hours without the aid of fever reducing, nausea, or anti-diarrheal medications.

School Exclusion for Communicable Disease

The following list presents a variety of medical conditions and the attendance contingencies associated with each:

- Chicken Pox - exclude from school until free of fever, scabs are dry, and there is no evidence of secondary infection.
- Head Lice – American Academy of Pediatrics in 2015 recommends that a healthy child should not be excluded from school because of head lice or nits (eggs). We do, however, recommend that you provide treatment to your child if he or she has head lice and nits. Over-the-counter medications are adequate in many cases, but you may want to seek guidance from your child's primary care pediatrician regarding the best treatment.
- Impetigo - may attend school if under medical treatment for 24 hours.
- Infectious Hepatitis – may attend school when physician permits.
- Measles - may attend school when free of rash and fever.
- Mumps - exclude from school until swelling and fever is gone.
- Pink Eye - may attend school if under treatment for at least 24 hours.
- Ringworm – may attend school if under treatment for at least 24 hours and the infected

area is covered.

- Scabies - exclude from school until day after treatment is completed.
- Streptococcal (including scarlatina, or scarlet fever, and strep throat) - may return to school after 24 hours of antibiotic treatment and free of fever for 24 hours. Antibiotic treatment usually requires 10 days. If possible, please administer medication outside school hours. A written statement from the child's physician is necessary prior to the child's return to school.
- Meningitis Meningococcal (Epidemic type) – exclude from school until a statement from the child's physician is provided that indicates that the child is non-infectious.
- Mononucleosis (infectious) – exclude from school until recovered or released by physician.
- Tuberculosis – exclude from school until released by physician.
- Whooping Cough – exclude from school until the child is free of cough, following completion of antibiotic therapy, and released by physician.

When a communicable disease is detected in a member of the student body, the Upper School will issue a letter to all parents alerting them to the possibility that other children may have been exposed. To protect privacy and maintain confidentiality, the Upper School will not release the name of the child who has been infected.

Immunization Policy

The Upper School abides by the immunization schedules set forth by the Centers for Disease Control and Prevention. All vaccinations must be completed and validated by a physician or health clinic before a student is admitted to school. ***Please note that students who have not turned in immunization forms and physicals by the 1st day of school will not be admitted.*** Because the Upper School is committed to the wellness of *all* of our students, we do not accept requests for exemption from immunizations for reasons of conscience. If your child's physician has suggested an alternative vaccination schedule, please contact the school office. Requests of this nature will be reviewed by our Medical Director, and decisions will be made on a case-by-case basis. Note that a student with an approved modified vaccination schedule will be required to stay home in the event of a vaccine-preventable disease outbreak. Your child's immunization must be kept up-to-date and a copy of the immunization record must be provided to the school office. Even if your child has not received any new immunizations, please turn in a new copy with your enrollment paperwork each year.

Annual Physical Examination

Upon enrollment and before the first day of school each year, you must turn in an annual physical examination form signed by your child's regular pediatrician. The CSC developmental

pediatricians do not offer this service. This form is included in the enrollment packet families receive each year.

Medication Policy

Medication may be administered to a student during school hours only if a written order, signed by the attending physician and dated within the past twelve months, for such medication is in the student's file. The authorization form must also be signed by the parents. Parents must notify the office administrative assistant when prescriptions are changed or discontinued by the attending physician.

Any medication to be given at school must be checked-in with a member of the school's administrative staff. All medication must be in the original prescription bottle. You can request the pharmacy to put the medication in multiple labeled bottles: one for home, one for the classroom, and one for the ESP, if medication must be given during school hours. Prescription refills should be supplied monthly.

Before your child's teacher can administer medication, the required paperwork must be filed with the front office. The medication form includes a section to be completed by your child's physician, so please plan accordingly. Once signed by your child's physician, return the medication form to the school's administrative office.

Aspirin, cough medication, eye drops, ear drops and other over-the-counter medication can only be administered with a physician's written order and when the medications are in their original containers.

Specific Medical Protocol

If your child has a medical condition that requires a specific medical treatment (e.g., a seizure disorder), please inform the school of the condition and ask your physician to write a protocol indicating what should be done if the condition requires special care. Your child will not be admitted until we have a plan of care from the physician on file and staff have received any necessary training.

Allergies

If your child has allergies that require a specific medical treatment, changes to diet, and/or restriction from activities, etc., please inform the school of the condition and ask your physician to write a protocol indicating what should be done at school if your child experiences an allergic reaction.

School Visitors

All visitors must report to the school office.

Service Animals

The only types of animals allowed to enter the building are service animals. Pets are not allowed in Child Study Center. Some service animals are specifically trained to perform tasks for people with disabilities. As such, service animals are working animals, not pets.

For educational purposes, the administration of Child Study Center does allow non-service animals on the premises during occasional visits from the Fort Worth Zoo and other reputable agencies.

Birthdays

Parents may prearrange birthday celebrations with their child's teacher. The teacher will let you know the time available during the school day to celebrate these occasions.

Private Tutoring

In an effort to avoid the potential conflicts of interest that can arise from dual relationships, the staff members of the Upper School do not provide private tutoring services for currently-enrolled students.

Discipline Policy

Parents are the primary educators of their children, working in partnership with the Upper School and Child Study Center. Discipline begins at home and will be maintained by the school. It is essential for students to experience parents and teachers working together cooperatively. The solidarity of this partnership empowers students to focus on the development of self-discipline, the ultimate goal of our discipline policy.

All people need to understand limits and boundaries and follow clear and concise guidelines for expected behavior. Students are expected to show courtesy and respect to each other, adults, themselves, and property. Defiance, violence, insubordination, or any behavior that infringes on learning will not be tolerated.

Students and parents will be treated with respect by the Upper School, and in turn, the Upper School expects to be treated with respect by students and parents.

Intervention Techniques

It is the policy of the Upper School to use positive approaches to behavior management that encourages appropriate behavior in an effort to replace inappropriate behavior. Positive reinforcement is the primary teaching procedure used by the staff of the Upper School to promote the acquisition of pro-social behavior. Spanking or paddling is not allowed. If significant problem behavior persists, an individualized treatment protocol will be developed in cooperation with the student's parents.

School Supplies

The Upper School contracts with Love My Supplies, a local Fort Worth company, to purchase school supplies each year. A letter will go home each spring detailing the amount to be paid to the school PTO. It is no longer an option to purchase school supplies on your own.

Extended School Program (ESP)

Currently, the Upper School will not offer before- or after-school care for students, and High School students are not eligible to enroll in the Jane Justin School ESP program. JJS ESP *may* be able to accommodate Middle School students. If you have a Middle School child and need before or after school care, please contact the Headmaster to see if ESP might be available to you.

After School Activities

The Upper School occasionally offers after school activities. More information on possible activities for the 2019/2020 school year will go out in the fall.

Parental Rights.

Child Study Center maintains educational records for your child that contain personal information such as dates of attendance, level of development, record of immunizations, intervention programs, and correspondence. Parents / legal guardians of children enrolled in the Upper School are entitled to inspect and review the records pertaining to their child. A request for review should be made in writing and addressed to the Headmaster and Director of Child Study Center. If a parent should disagree with any part of their child's record, they are entitled to challenge the contents.

A parent who has concerns about the staff of the Upper School or its procedures should follow the steps outlined below:

1. Initially, discuss your concerns with the teacher or staff person involved.
2. If satisfaction has not been reached, contact the Headmaster.
3. If satisfaction has not been reached, contact the Director of Child Study Center.
4. If you are still not satisfied, concerns should be presented, in writing, to the President and Medical Director of Child Study Center.