



The Craig School
TEACHING THAT TRANSFORMS™

Parent & Student Handbook

2026–27 SCHOOL YEAR

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I. Welcome to The Craig School

Every Student Deserves a Place to Thrive

Choosing the right school is one of the most important decisions a family can make. At The Craig School, we understand that many families arrive after years of searching for a learning environment where their child feels understood, supported, and successful.

Our students are bright, capable, and full of potential. They learn differently.

Some benefit from additional support with executive functioning, organization, communication, attention, or social-emotional development. Others need smaller class sizes, stronger relationships with teachers, or a learning environment that recognizes their individual strengths. Whatever brought your family here, our goal is the same. We help every student discover confidence, experience success, and build the skills to thrive in school and in life.

Our Mission

To provide a safe and nurturing environment in which children can connect, communicate, and create.

Our Vision

For each child to realize his or her unique social, emotional, and academic potential.

Our Educational Philosophy

We believe students grow best when they feel safe, known, challenged, and supported.

Strong academics are the foundation. Students also need the ability to plan, organize, communicate, solve problems, regulate emotions, build relationships, and advocate for themselves. These skills, often called executive functioning and social-emotional competencies, are essential for lifelong success, and they can be taught through explicit instruction, guided practice, and encouragement.

Every aspect of The Craig School is intentionally designed to support this growth. Small class sizes, low student-to-staff ratios, individualized instruction, and consistent collaboration between educators and families create an environment where students are encouraged to take risks, celebrate progress, and develop increasing independence.

We believe growth happens through practice, perseverance, and partnership, not perfection.

Our Academic Program

Students with learning differences deserve grade-level curriculum, not a simplified version of it.

What makes it work here is delivery. Small class sizes, low student-to-staff ratios, and assessment data that tells teachers exactly where each student is, so instruction meets them there and moves them forward. Section V details our curriculum and assessment program.

What Makes The Craig School Different

Our educational model brings together four essential elements that work together every day to put students in a state where they are ready to learn.

Academic Excellence

Students learn from a full, standards-based curriculum, the same grade-level content, not a reduced version of it. What we change is access. Small classes, explicit instruction, predictable structure, and support for attention and regulation put students in a state where they can take the material in, so the curriculum does its job.

Executive Functioning

Students receive explicit instruction and daily practice in organization, planning, self-management, flexible thinking, communication, and self-advocacy. These skills are intentionally reinforced throughout the school day and across every subject.

Social Skills & Communications

Every student is known personally. Teachers, Program Counselors, and the Student Support Team work together to provide the guidance, encouragement, and individualized support each learner needs to grow with confidence.

Family Partnership

Families are essential partners in every student's success. Through open communication, parent education, and ongoing collaboration, we create consistency between home and school that helps students apply new skills in every part of their lives.

Our Commitment

Everything we do is guided by a simple belief:

Every student can grow.

Growth looks different for every child. For some, it means becoming a stronger reader or mathematician. For others, it means developing confidence, building friendships, managing emotions, becoming more organized, or learning to advocate for themselves.

Whatever the goal, we are committed to helping students discover their strengths, embrace challenges, and leave The Craig School with the confidence and skills to succeed wherever their journey leads.

II. Leadership & School Administration

Working Together to Support Every Student

The Craig School is led by an experienced, collaborative leadership team dedicated to helping every student thrive. Our administrators work closely with one another, as well as with Teachers, Program Coordinators, and the Student Support Team, to ensure students receive exceptional academic instruction, individualized support, and a positive school experience.

Whether you have questions about academics, admissions, student support, or school operations, our leadership team is here to partner with you throughout your child's educational journey.

David Allison

President & Chief Financial Officer

David serves as President and Chief Financial Officer of The Craig School's nonprofit organization. He provides strategic leadership for the school while overseeing financial stewardship, long-term planning, governance, and organizational growth.

Working closely with the leadership team and Board of Directors, David helps ensure that The Craig School continues to fulfill its mission while remaining financially strong and positioned for future success.

Rose Holland, MSW

Director of Administration

Rose oversees the daily operations that keep The Craig School running smoothly. Her responsibilities include human resources, business operations, student records, compliance, facilities, service reconciliation, and administrative systems.

She works closely with families and staff to ensure the school's operations support an exceptional educational experience for every student.

Eric Jimenez-Lindmeier, B.A.

Director of Advancement

Eric leads admissions strategy, marketing, communications, community engagement, and school advancement initiatives. He also oversees the school's technology infrastructure, software systems, and digital innovation.

Working alongside the leadership team, Eric helps strengthen The Craig School's visibility, supports enrollment growth, and ensures families experience consistent communication throughout their relationship with the school.

Mikaela Pulse, Ph.D., NCSP

Director of Instruction

Dr. Pulse provides leadership for curriculum, instruction, and academic excellence across all grade levels. She works closely with teachers to support instructional quality, student achievement, and implementation of The Craig School's educational model.

She also oversees partnerships with school districts, coordinates Individualized Education Programs (IEPs), and serves as an integral member of the school's admissions and student review process. Additionally, she manages the Intern Training and Family Education Programs.

Patty Ramsey, M.A., LMFT

Director of Student Support

Patty leads The Craig School's Student Support Team, overseeing the systems and services that help students develop executive functioning, self-regulation, communication, and social-emotional skills.

She collaborates closely with Teachers, Program Counselors, and families to ensure students receive individualized support that promotes confidence, independence, and success. Patty also plays a key role in admissions and student review meetings, helping determine how The Craig School can best support prospective students. Additionally, she collaborates on implementation of the Family Education Program and Multiple Family Group.

Carol Reed, B.A.

Admissions Coordinator

For many families, Carol is the first friendly face they meet at The Craig School.

She guides families through every step of the admissions process, from the initial inquiry through enrollment. Carol coordinates campus visits, admissions documentation, district communication, and enrollment logistics while helping families navigate the transition to The Craig School with confidence.

Erica Nguyen, M.S.W., LCSW

Clinical Services Coordinator

Erica coordinates clinical services and collaborates with Student Support Team to help ensure students receive consistent, individualized support throughout their time at The Craig School.

She also coordinates the school's Multiple Family Group (MFG), helping strengthen the partnership between home and school while supporting families as they build strategies that promote student growth beyond the classroom.

While each member of our leadership team has distinct responsibilities, we share a common purpose: helping every student grow academically, socially, and emotionally while supporting families throughout their journey at The Craig School.

III. Our Classroom Support Model

A School Designed for Executive Functioning, Social-Emotional Growth, and Academic Success

The Craig School is a specialized independent school for students who benefit from a more personalized approach to learning. Our program combines grade-level academics with direct instruction in organization, communication, emotional regulation, problem-solving, and self-advocacy, giving students the tools they need to succeed in school and beyond.

Many of our students are bright, capable learners who have found traditional classrooms difficult to navigate. Some struggle with attention, executive functioning, anxiety, communication, or social learning. Others simply learn best in a smaller environment with more individualized support. Small classes, consistent routines, and strong relationships allow teachers to know each student well and respond to their individual needs.

Throughout the day, students receive explicit instruction, immediate feedback, and opportunities to practice new skills in real situations. Academic learning, executive functioning, and social-emotional development are not separate parts of the day. They are woven together so students can apply what they learn across classrooms, at home, and in everyday life.

Every school day includes approximately one hour of direct instruction through our Social Skills program (Grades 3–6) and Communications program (Grades 7–8). These programs provide explicit instruction in organization, emotional regulation, flexible thinking, communication, relationship building, problem-solving, and self-advocacy. Students then practice these skills throughout the school day in authentic classroom and social settings, helping them become lasting habits that transfer to home, school, and the community.

A Highly Supportive Learning Environment

Small class sizes and a high staff-to-student ratio allow students to receive individualized instruction, timely feedback, and consistent encouragement throughout the day. Each classroom is led by a California credentialed teacher and supported by a student support team who provides academic coaching, executive functioning support, and social-emotional guidance.

The Craig School strives to maintain an average ratio of one staff member for every five students (5:1). This level of support allows staff to know each student well, recognize progress quickly, and provide the guidance needed to build confidence, independence, resilience, and self-advocacy.

Student Growth & Reinforcement System

The Craig School's daily student growth and reinforcement system provides timely, meaningful feedback that helps students strengthen executive functioning, develop self-awareness, and build positive learning habits. Because many students benefit from frequent feedback and opportunities for success, progress is recognized throughout the day in short learning periods.

Throughout the day, students receive points that recognize their consistent use of the executive functioning, self-regulation, and social skills they are developing in four key areas:

- Following Directions
- Staying Engaged
- Working Well with Others
- Contributing to a Positive School Community

Definitions for each skill area are included in Appendix A.

Daily Positive Reinforcement

At the end of each school day, each student's points are converted into a percentage that determines the reinforcement opportunities available during the final portion of the day.

Green

90% OR HIGHER

Students participate in the full range of daily reinforcement activities.

Orange

80% TO 89%

Students participate in many reinforcement activities while observing Green-level activities.

Purple

BELOW 80%

Students remain in class for quiet, reflective activities — not a punishment. Every student keeps receiving positive reinforcement for effort and progress.

Daily Progress Report

Families receive a Daily Progress Report, also referred to as the planner, that highlights each student's effort and growth throughout the day using the Green, Orange, and Purple reinforcement levels.

Families play an important role in reinforcing the executive functioning, self-regulation, and social-emotional skills students practice each day at school. We encourage parents to recognize and celebrate Green and Orange days at home as part of a consistent partnership between home and school.

Our Daily Reinforcement System is designed to build awareness, reflection, and growth rather than punish mistakes. Students receive frequent encouragement to make positive choices throughout the day. Staff intentionally provide significantly more positive feedback than corrective feedback, helping students build confidence while developing the habits and skills that lead to long-term success.

Weekly Reinforcement: Fun Day Friday

In addition to daily reinforcement, students who earn approximately 90% of their available weekly points participate in Fun Day Friday, a one-hour activity inspired by student suggestions at the beginning of each week.

Fun Day Friday recognizes students' consistent effort, self-regulation, and use of the executive functioning and social-emotional skills they practice throughout the week. Students who have not yet met the weekly goal continue with their regular Friday schedule and remain eligible to earn daily reinforcement.

Our weekly reinforcement system emphasizes growth over perfection. Every day provides a new opportunity to make positive choices, build skills, and "Turn It Around" after a challenging day. This approach encourages resilience, persistence, and the understanding that meaningful growth happens over time.

Student Growth Levels

The Craig School uses a six-level Growth Level System to encourage students to build independence, self-monitoring, and consistent use of the skills they are learning.

Students advance by consistently meeting their individualized weekly goals over time. If additional practice and support are needed, a student may move back one level while continuing to work toward their goals. As students progress, they earn increased independence, additional privileges, and greater opportunities to demonstrate responsibility.

The Growth Level System recognizes progress over time rather than expecting perfection on any single day.

Daily Social Skills and Communications Instruction

Every student participates in approximately one hour of direct instruction each day through one of The Craig School's social skills and communications programs.

These research-based programs teach executive functioning, communication, emotional regulation, perspective-taking, conflict resolution, self-advocacy, and social problem-solving through explicit instruction, guided practice, and real-world application.

Instruction is delivered collaboratively by Teachers, Program Counselors, and members of the Student Support Team, creating a consistent experience across classrooms and throughout the school day. Students encounter the same language, strategies, and expectations across academic classes, social learning, and daily routines, helping them apply these skills confidently at school, at home, and in the community.

A glossary of program terminology is included in Appendix A.

IV. Home & School Partnership

At The Craig School, we believe students make the greatest progress when school and home work together as one team. The strategies students learn each day become most effective when they are practiced consistently across environments, allowing executive functioning, self-regulation, communication, and social-emotional skills to become lasting habits.

Our Educators and Student Support Team partner closely with families to provide guidance, practical strategies, and ongoing communication throughout each student's educational journey. Together, we create a consistent, supportive experience that helps students build confidence, independence, and the skills needed for success at school, at home, and in their communities.

Family Education Program

All new families participate in The Craig School's Family Education Program during their first year of enrollment. This six-week evening series includes approximately 12 hours of instruction led by members of the Student Support Team.

The program equips parents and caregivers with practical, research-informed strategies that complement the skills students are learning at school. Families explore topics including executive functioning, emotional regulation, effective routines, positive reinforcement, communication, problem-solving, and fostering greater independence at home.

Just as importantly, the Family Education Program creates a shared language between home and school. When students experience consistent expectations and support across both environments, they are better able to apply new skills with confidence.

The Family Education Program is a required component of enrollment and carries a separate fee of **\$900**. Scheduling and payment information are provided prior to each series.

Family Learning Community

Following completion of the Family Education Program, families are invited to participate in Multiple Family Group (MFG), The Craig School's ongoing family learning community.

Meeting bi-weekly, MFG provides opportunities for families to continue learning, exchange ideas, celebrate successes, and receive ongoing guidance from the Student Support Team. These sessions strengthen the partnership between families and school while providing practical support throughout a student's time at The Craig School.

- On-site meetings: 1:30 to 2:30 PM, led by Erica Nguyen, LCSW
- Zoom meetings: 4:30 to 5:30 PM, hosted by Patty Ramsey, LMFT

2026-27 Multi-Family Group Calendar

DATE	TIME	FORMAT
Sept 8	1:30–2:30 PM	On-site
Sept 22	4:30–5:30 PM	Zoom
Oct 6	1:30–2:30 PM	On-site
Oct 20	4:30–5:30 PM	Zoom
Nov 3	1:30–2:30 PM	On-site
Nov 17	4:30–5:30 PM	Zoom
Dec 8	5:30–7:00 PM	Family Mixer + Lecture (on-site)
Jan 5	1:30–2:30 PM	On-site
Jan 19	4:30–5:30 PM	Zoom
Feb 2	1:30–2:30 PM	On-site
Feb 23	4:30–5:30 PM	Zoom
Mar 2	1:30–2:30 PM	On-site
Mar 16	4:30–5:30 PM	Zoom
Apr 6	1:30–2:30 PM	On-site
Apr 20	4:30–5:30 PM	Zoom
May 11	5:30–7:00 PM	Family Mixer + Year-End Round-Up (on-site)

 On-site
  Zoom
  Family Mixer

Student Support and Transition Planning

Every family is supported by The Craig School's Student Support Team throughout their time at the school. Your child's grade-level case manager or Student Support Coordinator partners with teachers, Program Counselors, and families to monitor student growth, celebrate progress, and identify opportunities for continued development.

As students grow and their needs evolve, the Student Support Team works collaboratively with families to prepare for each student's next educational step. Whether a student continues at The Craig School or transitions to another educational setting, our goal is to ensure they have developed the academic, executive functioning, communication, and self-advocacy skills needed for long-term success.

When appropriate, the Student Support Team may recommend additional assessments or collaborate with outside educational, medical, or mental health professionals to provide coordinated support for each student.

A Lasting Partnership

The Craig School experience is built on relationships. We value open communication, mutual trust, and a shared commitment to every student's growth.

Together, educators and families create an environment where students feel supported, challenged, and empowered to become confident learners, thoughtful problem-solvers, and compassionate members of their communities.

V. Academic Program

The Craig School teaches a full, grade-level academic program and builds the conditions students need to access it, recognizing that every learner develops differently. Our educational model combines high academic expectations with individualized support so students can build confidence, strengthen executive functioning, and reach their full potential.

Academic success at The Craig School is measured by what students know and by how they think, solve problems, communicate, organize their learning, and become increasingly independent.

Core Curriculum

Amplify is The Craig School's core curriculum in English Language Arts, mathematics, and science across all grade levels.

English Language Arts

Grades 3–5, Amplify CKLA (Core Knowledge Language Arts)

Students develop strong reading, writing, vocabulary, language, and knowledge-building skills through rich literature, nonfiction texts, and explicit literacy instruction.

Grades 6–8, Amplify ELA

Students strengthen critical reading, analytical writing, discussion, research, and evidence-based thinking through literary and informational texts that encourage curiosity and meaningful conversation.

Mathematics

Grades 3–8, Amplify Desmos Math

Students develop conceptual understanding, mathematical reasoning, and problem-solving skills through collaborative learning, visual models, and real-world applications. Lessons encourage productive struggle, perseverance, and mathematical confidence while helping students understand not only how mathematics works, but why.

Science

Grades 3-8, Amplify Science

Aligned with the California Next Generation Science Standards (CA NGSS), Amplify Science encourages students to investigate real-world phenomena through inquiry, experimentation, engineering design, and scientific reasoning. Students learn by asking questions, gathering evidence, collaborating with peers, and communicating their discoveries.

Measuring Student Growth

The Craig School uses nationally recognized assessment tools to monitor student growth, celebrate progress, and guide instructional planning throughout the school year.

- **aimswbPlus**, nationally normed skills-based benchmark assessments for progress monitoring in grades 3-8
- **mCLASS DIBELS**, benchmark literacy assessments for grades 3-5
- **mCLASS Math**, benchmark mathematics assessments for grades 3-8
- Classroom assessments, student work, teacher observations, and ongoing progress monitoring

aimswbPlus shows how a student compares to national norms across grades 3-8. The mCLASS assessments connect directly to our Amplify curriculum, so teachers can move from a benchmark result to the specific instruction a student needs. Together they tell us where a student stands and what to do next.

These assessments help teachers personalize instruction, identify areas for additional support, and ensure every student continues making meaningful academic progress.

Small Classes. Individualized Support

The Craig School provides a 180-day academic year beginning in August and concluding in June for students in Grades 3 through 8.

Class sizes are intentionally small, with a maximum of 16 students in elementary school classes and 24 students in the middle school classes, creating an environment where teachers know every learner well and can provide individualized instruction and timely feedback. Students are met with a 6:1 student-to-staff ratio in elementary school and 8:1 ratio of students to staff in middle school.

Each classroom is led by a California credentialed teacher and supported by Program Counselors who provide academic coaching, executive functioning support, and social-emotional guidance throughout the school day. Working collaboratively with the Student Support Team, classroom staff create learning environments where students are encouraged, challenged, and supported every day.

Accommodations and Modifications

Students receive accommodations based on their individual learning profile and, when applicable, their Individualized Education Program (IEP) or Section 504 Plan.

When appropriate, curriculum modifications may also be implemented to help students experience meaningful academic success while working toward individualized learning goals. Modified coursework is identified on report cards when grading is based on adjusted academic standards.

Our goal is always to provide the support students need while encouraging increasing independence and maintaining high expectations for learning.

Homework

Homework implementation starts in middle school. Homework extends classroom learning by reinforcing concepts, building independent work habits, and providing meaningful opportunities to practice newly learned skills.

Recognizing that many students devote significant effort each day to developing executive functioning and self-regulation, homework is intentionally designed to be purposeful, manageable, and aligned with classroom instruction.

Family Responsibilities

- Establish a consistent homework routine.
- Provide a quiet, organized workspace.
- Encourage independence while offering appropriate support.
- Communicate with teachers if assignments regularly require significantly more time than expected or become a consistent source of frustration.

Student Responsibilities

- Record assignments accurately.
- Bring home the materials needed to complete assignments.
- Complete assignments to the best of their ability.
- Return completed work on time.

Teacher Responsibilities

- Assign homework that reinforces classroom learning rather than introducing new concepts.
- Clearly communicate expectations and due dates.
- Partner with families when additional support or adjustments may be beneficial.

Assessment, Grading, and Progress Reporting

Assessment at The Craig School reflects the whole child. Teachers monitor academic achievement alongside executive functioning, communication, social-emotional growth, and increasing independence.

Report cards are issued each grading period, providing families with a comprehensive picture of student progress. Parent-Teacher Conferences are held twice each year to celebrate growth, review academic progress, and establish goals for continued learning.

Consent for Assessment

Written parent or guardian consent is required before conducting any formal psychoeducational or specialized assessment beyond routine classroom progress monitoring, in accordance with applicable California law.

Student Support Services

Student support is integrated into every aspect of the educational experience at The Craig School and is included as part of tuition.

Every student benefits from:

- Individualized academic support and executive functioning coaching.
- Daily instruction in social-emotional learning and communication through The Craig School's signature programs.
- Collaboration among Teachers, Program Counselors, and the Student Support Team.
- Family education and consultation that strengthen the partnership between home and school.
- Small classes and a low student-to-staff ratio that allow for timely encouragement, individualized instruction, and responsive support throughout the day.

Progress in the area is communicated through semester academic report cards, twice a year progress reports, and individual target behavior reports delivered once year. Academic report cards reflect grades and support needed in class to achieve academic success. Progress reports reflect classroom deportment skills. Individual target behavior reports provide qualitative and quantitative feedback on your student's social-emotional and behavioral progress in the school setting over the last semester as well as their identified problem behaviors and therapeutic targets. This report must be received in a meeting with your student's therapist.

By integrating grade-level academics with executive functioning, communication, and social-emotional learning, The Craig School prepares students not only for academic success, but for confident, independent learning throughout their lives.

VI. Attendance

Every Day Matters

At The Craig School, every school day is intentionally designed to help students grow academically, socially, and emotionally. Learning extends beyond individual lessons as students practice executive functioning, communication, self-regulation, and problem-solving throughout the day in a consistent, supportive environment.

Regular attendance allows students to build strong routines, maintain meaningful relationships with peers and staff, and fully participate in the academic and social experiences that make our educational model successful. Because each day builds upon the previous one, consistent attendance is one of the most important contributors to student success.

The Craig School complies with the California Education Code regarding compulsory education. Parents and guardians are responsible for ensuring their child attends school regularly and arrives on time each day.

School Hours

	MONDAY–THURSDAY	FRIDAY / MINIMUM DAY
Elementary Grades 3–6	8:10 a.m.–2:30 p.m.	8:10 a.m.–1:00 p.m.
Middle School Grades 7–8	8:20 a.m.–2:40 p.m.	8:20 a.m.–1:10 p.m.

Extended Day is available until 5:00 p.m. through separate registration.

Please refer to **Section XI** for additional information.

Arrival Procedures

A calm, predictable start helps students transition successfully into their school day.

- Grades 3–6 students may arrive beginning at **8:00 a.m.**
- Grades 7–8 students may arrive beginning at **8:10 a.m.**

A parent or authorized adult must accompany students to the campus gate and check them in with a staff member. Students may not be dropped off unattended, including as part of a carpool.

Tardiness

Arriving on time helps students begin the day successfully, participate in morning routines, and avoid missing valuable instructional time.

Students arriving after **8:10 a.m.** (Grades 3–6) or **8:20 a.m.** (Grades 7–8) are considered tardy.

Parents or guardians must accompany their child to the front office to sign them in before the student joins their classroom.

Excused Absences

Absences are considered excused when a parent or guardian notifies the school and the absence is due to:

- Illness
- Exposure to or diagnosis of a communicable disease
- Medical, dental, or mental health appointments
- Funeral services
- Religious observances
- IEP meetings, educational assessments, or activities related to school placement
- Court appearances
- Jury duty of a parent or guardian that affects transportation

Reporting an Absence

If your child is absent due to illness, please notify the front office each day they will be absent.

Whenever possible, notify your child's teacher and the front office in advance of planned appointments or absences.

Extended absences related to a medical condition may require a physician's note.

To help protect the health of our school community, please notify the school promptly if your child is diagnosed with a communicable illness, including COVID-19, head lice, measles, mumps, chickenpox, conjunctivitis (pink eye), strep throat, fifth disease, or another contagious condition.

Health Guidelines

Please keep your child home if they have:

- A fever of **100.4°F or higher**
- Vomiting or diarrhea
- Difficulty breathing
- A persistent cough
- Green nasal discharge or other symptoms of a contagious illness

Students should remain home until at least 24-hours have passed since the last symptoms of illness. Students can return to school when they are well enough to participate fully in the school day and no longer pose a risk of spreading illness to others.

Attendance Support

When attendance or punctuality becomes a concern, The Craig School partners with families to identify barriers and develop practical solutions that support student success.

Students who miss more than 10% of the school year, whether consecutively or cumulatively, may experience interruptions in academic progress and skill development. Likewise, repeated tardiness can affect a student's ability to establish routines and fully participate in classroom learning.

When needed, members of the Student Support Team will meet with families to develop a plan that promotes consistent attendance and on-time arrival.

The California Department of Education may classify students who miss or are tardy for more than 10% of school days as experiencing **Chronic Absenteeism** or **Chronic Tardiness**.

Attendance does not affect a family's contractual tuition obligation.

Medical and Dental Appointments

Whenever possible, please schedule routine medical, dental, and therapy appointments outside of school hours.

If your child must leave campus during the school day, please notify the front office in advance whenever possible.

Student Release

Student safety is our highest priority.

Students may be released only to a parent, guardian, or individual listed on the student's Emergency Contact Form unless prior written authorization has been provided.

The school will not release a student to:

- An unauthorized individual.
- Anyone who appears to be impaired by alcohol or other substances.
- Any person whose authorization cannot be verified.

Please notify the front office promptly whenever emergency contact information changes.

Students may walk or ride a bicycle home only after a parent or guardian has completed the required authorization form.

If a student will be riding home with another family or using a rideshare or transportation service, arrangements must be approved in advance through the front office.

Field Trips

Field trips extend learning beyond the classroom and provide students with meaningful opportunities to apply academic, executive functioning, and social-emotional skills in real-world settings.

General permissions slips are included in your enrollment packets.
A signed permission form is required for every field trip.

Extended Day Program

The Craig School's Extended Day Program provides students with a safe, structured environment after school while offering additional opportunities to practice social skills, build friendships, and enjoy supervised recreational activities.

The Extended Day schedule is based on enrollment and operates from 2:30pm to 5:00pm on pre-arranged weekdays.

Enrollment requires prior approval and available space. Students typically attend The Craig School for approximately one month before becoming eligible, so staff can ensure the program is an appropriate fit for the student's needs.

Please note that Extended Day complements the school day but does not replicate the academic instruction or structured student support provided during regular school hours.

There is **no grace period** for Extended Day dismissal. Late pick-up fees begin promptly at **5:01 p.m.**

Carpool Accommodation

Families with students in both elementary and middle school may request a complimentary carpool accommodation.

With prior approval, elementary students may remain in Extended Day until **2:50 p.m.** while waiting for an older middle school sibling to be dismissed.

After **2:50 p.m.**, standard Extended Day drop-in fees apply.

VII. Dress Code

Dress for Learning

The Craig School does not require a school uniform. We want students to feel comfortable, confident, and ready to participate in every part of the school day.

Our classrooms are active learning environments. Students engage in hands-on academics, movement, outdoor play, science investigations, physical education, and collaborative activities. Clothing should allow students to move safely, participate fully, and focus on learning throughout the day.

Daily Dress Expectations

To help create a safe, respectful, and positive learning environment, students are expected to:

- Wear closed-toe shoes each day.
- Dress comfortably for active learning, outdoor play, and movement.
- Dress appropriately for the weather, including layers on cooler mornings and sun protection for outdoor activities.
- Keep a complete change of clothing at school in case of spills, accidents, or unexpected needs.

Clothing should be appropriate for a school environment and should:

- Fit appropriately and provide suitable coverage for school activities.
- Be free of images, graphics, symbols, or language that promote violence, weapons, illegal drugs, alcohol, tobacco, vaping, hate speech, discrimination, or sexually explicit content.
- Be free of political campaign messages or political, ideological, or religious advocacy, as well as other messages or imagery that the school determines are disruptive to or inappropriate for the educational environment.
- This restriction applies also to any personal property a student may bring with them to school, such as a backpack.
- This restriction does not prohibit clothing, jewelry, or other items worn as part of a student's religious observance or practice.

For safety, clothing or accessories that substantially conceal a student's identity may not be worn during the school day unless required for medical, religious, or school-approved purposes.

Hats and hoods may be worn outdoors but should be removed during classroom instruction unless approved by a staff member for a specific purpose.

Students are encouraged to wear The Craig School spirit wear on designated Spirit Days and other school events.

Supporting Student Success

If a student's attire does not meet these expectations, staff will work with the student respectfully and privately to resolve the concern with as little disruption to the school day as possible. This may include changing into spare clothing kept at school, covering the item, or contacting a parent or guardian if additional clothing is needed.

VIII. Student Expectations & Community Standards

Building a Safe, Respectful Learning Community

The Craig School is built on the belief that every student deserves to learn in an environment where they feel safe, respected, supported, and encouraged to grow.

Just as we explicitly teach reading, writing, mathematics, and science, we also teach executive functioning, communication, self-regulation, problem-solving, and healthy relationships. Students are expected to practice these skills each day while contributing positively to our school community.

Our goal is always to teach, coach, and support students as they continue developing these lifelong skills. When challenges arise, we first seek to understand what happened, help students reflect on their choices, and identify strategies for future success. At the same time, maintaining a safe and productive learning environment for every student remains our highest priority.

Community Expectations

Students are expected to:

- Treat classmates, staff, visitors, and themselves with kindness, respect, and dignity.
- Use respectful language and appropriate communication.
- Demonstrate honesty and personal responsibility.
- Follow classroom and school expectations.
- Respect school property and the property of others.
- Practice good sportsmanship during academic, recreational, and extracurricular activities.
- Keep hands, feet, and objects to themselves.
- Seek help from a trusted adult when experiencing a conflict or concern.
- Help create a learning environment where everyone feels safe, included, and valued.

Students may not:

- Engage in fighting, physical aggression, bullying, harassment, intimidation, or threats.
- Bring or possess weapons or items intended to be used as weapons on campus.
- Possess, use, distribute, or be under the influence of alcohol, tobacco, nicotine, vaping products, cannabis, or other illegal or unauthorized substances.
- Damage school property or the property of others.
- Engage in conduct that substantially disrupts the learning environment or compromises the safety of others.

These expectations apply throughout a student's enrollment. While The Craig School does not routinely monitor student conduct outside of school, off-campus actions that significantly affect the safety, well-being, or educational experience of members of the school community may be reviewed and addressed at the school's discretion.

Our Approach to Student Support

At The Craig School, we view mistakes as opportunities for learning and growth. Our first response is to teach, coach, and support students as they develop stronger executive functioning, communication, and self-regulation skills.

Depending on the situation, student support may include:

- Explicit teaching and review of classroom expectations.
- Positive reinforcement and encouragement.
- Individual coaching and guided reflection.
- Problem-solving conversations.
- Executive functioning and self-regulation strategies.
- Environmental or instructional adjustments that promote success.
- Restorative conversations when appropriate.
- Collaboration with families.
- Individualized Student Support Plans when additional structure or guidance is beneficial.

Most challenges are successfully resolved through these proactive supports.

When a student's actions significantly affect their own safety, the safety of others, or the learning environment, additional interventions may be necessary.

Serious Incidents

When circumstances warrant, The Craig School may implement additional measures, including:

- Temporary removal from classroom activities.
- In-school suspension.
- Out-of-school suspension.
- Behavioral or enrollment agreements.
- Probationary enrollment.
- Recommendation for an alternative educational placement.
- Dismissal from The Craig School.

These decisions are made at the school's discretion after reviewing the circumstances of each situation.

Anti-Bullying Commitment

The Craig School is committed to providing a learning environment where every student feels physically and emotionally safe.

Bullying in any form is inconsistent with our values and will not be tolerated.

Bullying may include:

- Physical aggression.
- Verbal harassment or threats.
- Social or relational exclusion intended to harm.
- Cyberbullying through electronic communication or social media.
- Intimidating gestures, property damage, or other actions intended to create fear or distress.

The Craig School recognizes that many students are actively developing executive functioning, communication, perspective-taking, and social understanding. These developmental differences are thoughtfully considered when reviewing incidents and determining appropriate support.

Understanding why a behavior occurred helps us respond effectively. It does not excuse bullying or actions that compromise another student's safety or well-being.

Students, families, and staff are encouraged to report concerns promptly. Reports are reviewed thoroughly, and appropriate action is taken to protect students and maintain a safe learning environment.

Social Media Expectations

Students, families, and employees are expected to use these platforms responsibly and respectfully.

Posts or communications that threaten, harass, bully, disclose confidential information, or negatively affect members of The Craig School community may be reviewed by the school and addressed when they substantially affect the educational environment.

Posts or communications that threaten, harass, bully, disclose confidential information, or negatively affect members of The Craig School community may be reviewed by the school and addressed when they substantially affect the educational environment.

Student Property and Devices

To maintain a safe, secure, and productive learning environment, The Craig School reserves the right to inspect student property, including backpacks, desks, school-issued technology, and personal devices brought to campus when there is reasonable concern regarding student safety, policy violations, or conduct affecting the school community.

By enrolling at The Craig School, families agree to support the school's educational philosophy, community expectations, Parent Education Program, and ongoing collaboration with Teachers, Program Counselors, and the Student Support Team.

Our Partnership with Families

PARENT & STUDENT HANDBOOK • 2026–27

IX. Student Technology Program

Chromebook Requirements

Students must bring:

- A Chromebook (Windows laptops and MacBooks are not permitted) with a minimum of 4GB of RAM.
- A screen size no larger than 15 inches.
- A wireless mouse. (suggested, not required)
- Earbuds or headphones for private individualized learning when assigned.

To help protect your investment, The Craig School strongly recommends purchasing an **accidental damage protection plan** that includes on-site or next-business-day service whenever available.

Chromebooks can be purchased on Amazon, Costco, Best Buy, or other retail stores. If you have any questions or would like assistance with selecting a Chromebook for your student, please contact Eric Lindmeier, Director of Advancement at elindmeier@thecraigschool.org.

Connected Learning Platforms

To provide a seamless learning experience, The Craig School utilizes a secure collection of educational technology platforms that support classroom instruction, communication, and student success.

Amplify

Students access The Craig School's core academic curriculum through Amplify, including:

- Amplify CKLA
- Amplify ELA
- Amplify Desmos Math
- Amplify Science
- mCLASS DIBELS
- mCLASS Math

These platforms provide engaging instruction while allowing teachers to monitor student progress and personalize learning.

Clever

The Craig School uses **Clever** as its secure single sign-on (SSO) platform.

Clever allows students to access approved educational applications using one secure login, reducing password challenges and increasing instructional time while helping students build independence with technology.

GoGuardian

The Craig School uses **GoGuardian Teacher** to support focused, productive classroom learning.

GoGuardian helps teachers:

- Guide students toward instructional activities.
- Minimize digital distractions.
- Monitor student engagement during class.
- Support responsible technology use.
- Provide assistance when students need additional support.

Our goal is not simply to monitor devices, but to create learning environments where technology enhances instruction and helps students develop responsible digital habits.

GoGuardian Beacon

Student safety is a shared responsibility between families and the school.

The Craig School utilizes **GoGuardian Beacon**, a student safety platform designed to help identify online activity that may indicate a student is experiencing a crisis or may be at risk of self-harm, suicide, or violence.

When potential concerns are identified, designated school personnel are notified so they can assess the situation, provide appropriate support, and, when necessary, contact parents or emergency services.

GoGuardian Beacon is one of many tools The Craig School uses to promote student safety and well-being. It is not a substitute for parent supervision or direct communication between families and the school.

Responsible Technology Use

Technology is provided to support learning, collaboration, creativity, and communication.

Students are expected to:

- Report damaged devices or technical concerns promptly.
- Care for their Chromebook and accessories.
- Protect their passwords and personal information.
- Demonstrate digital citizenship and respectful online behavior.
- Follow teacher directions regarding device use.
- Use technology for educational purposes.

Students may not:

- Access inappropriate or non-educational content.
- Use technology to bully, harass, threaten, or intimidate others.
- Share accounts or passwords.
- Download unauthorized software or extensions.
- Interfere with another student's learning through the misuse of technology.
- Attempt to bypass security settings or internet filtering.

Technology expectations apply to both school-owned systems and personally owned devices used on The Craig School campus or network.

Internet Safety

The Craig School uses enterprise-level filtering, device management, and monitoring systems to help create a safe digital learning environment.

While these systems significantly reduce student exposure to inappropriate content, no filtering solution can guarantee complete protection.

Families play an important role in reinforcing responsible technology use at home. We encourage parents to discuss digital citizenship, online safety, and healthy technology habits regularly with their children.

Privacy and School-Owned Systems

Students should not expect privacy when using school technology resources or accessing The Craig School network.

Consistent with school policy and applicable law, The Craig School may monitor network activity, review browsing history, inspect devices connected to school systems, and access school-managed accounts when necessary to protect student safety, maintain network security, investigate policy violations, or support school operations.

Technology as a Learning Tool

Technology is most effective when it strengthens learning rather than distracts.

At The Craig School, technology is intentionally integrated into the educational experience to support grade-level academics, executive functioning, creativity, collaboration, communication, and student independence. Our goal is to prepare students to become confident, capable, and responsible digital citizens both inside and outside the classroom.

X. Family Communication & Engagement

Partnering for Student Success

Strong communication between home and school is one of the foundations of a successful educational experience at The Craig School. We believe families are essential partners in every student's growth, and we are committed to maintaining open, timely, and respectful communication throughout the school year.

Our goal is to keep families informed, celebrate student progress, address concerns early, and work together to support each child's academic, executive functioning, and social-emotional development.

Daily Communication

Families receive regular updates about their child's school experience through the **Daily Progress Report**, teacher communication, and school-wide announcements.

The Daily Progress Report provides a snapshot of each student's day using The Craig School's Student Growth and Reinforcement System. It is intended to promote reflection, celebrate progress, and encourage meaningful conversations between home and school.

Questions about classroom activities, assignments, or your child's daily experience should be directed to your child's teacher. If additional support is needed, families are encouraged to contact the Student Support Team or school administration.

School Communication

The Craig School communicates with families through a variety of channels, including:

- Direct Email
- FACTS Family Portal
- TCS Connections weekly school newsletter
- Classroom updates
- Parent meetings and conferences
- School website announcements
- Emergency notification systems, when necessary

Families are responsible for reviewing school communications regularly and ensuring that current email addresses, phone numbers, and emergency contact information remain up to date.

Parent-Teacher Conferences

Formal Parent-Teacher Conferences are held twice each school year to review academic progress, executive functioning development, social-emotional growth, and goals for continued success.

Families are encouraged to communicate with teachers throughout the year rather than waiting for scheduled conferences whenever questions or concerns arise.

Student Support Meetings

When appropriate, Teachers, Program Counselors, members of the Student Support Team, and families may meet to discuss student progress, review support strategies, or develop plans that promote continued growth and success.

These meetings reflect our commitment to collaborative problem-solving and ongoing partnership with families.

Classroom Celebrations

Classroom celebrations help build community and recognize student achievements throughout the year.

Teachers coordinate celebrations with families while considering instructional schedules, student needs, and classroom routines. Participation in classroom activities reflects students' ability to engage safely and positively in the learning environment.

Lunch and Snacks

Students should bring a nutritious lunch and snack each day that does not require refrigeration unless otherwise communicated to the school.

Families are asked to notify the school of any food allergies, dietary restrictions, or medical concerns, so appropriate accommodations can be made whenever possible.

Keeping Information Current

To ensure effective communication and student safety, families are responsible for notifying the front office within five (5) days of any changes to:

- Home address
- Parent or guardian contact information
- Telephone numbers
- Email addresses
- Emergency contacts
- Custody or legal documentation affecting student release

Parents may also update their emergency information in their FACTS Family Portal.

Gifts to Faculty and Staff

The School appreciates the generosity of families who wish to recognize faculty and staff members. Gifts are neither expected nor required, and a student's experience at the School will never be affected by whether a family chooses to give a gift.

To maintain appropriate professional boundaries and avoid situations in which gifts may create an appearance of favoritism or obligation, individual gifts to any faculty or staff member should not exceed \$100 in value.

This limit applies to gifts from an individual student or family, including cash, gift cards, merchandise, services, tickets, or other items of value. Families should not divide or structure a gift for the purpose of exceeding the \$100 limit.

Group or class gifts funded through voluntary contributions from multiple families may exceed \$100 in total value, provided that no individual family contributes more than \$100 toward the gift and participation is entirely voluntary.

Faculty and staff members may not solicit gifts from students or families and should respectfully decline or return gifts that exceed the limits established by this policy.

Handwritten notes, cards, student-created gifts, and other expressions of appreciation having little or no monetary value are always welcome and are not subject to the \$100 limit.

XI. Health, Safety & Student Records

A Safe and Supporting Environment

The safety and well-being of every student is The Craig School's highest priority. We are committed to providing a secure, healthy, and supportive learning environment where students can learn with confidence and families can trust that their children are cared for each day.

Our school maintains comprehensive health, safety, emergency preparedness, and student protection procedures that meet or exceed applicable California requirements. Faculty and staff participate in ongoing training throughout the year to ensure they are prepared to respond effectively to medical situations, emergencies, and student safety concerns.

Student Health Requirements

Before attending school, families must provide all required health documentation, including current immunization records and any forms required by California law.

Families are responsible for keeping the school informed of:

- Medical conditions
- Allergies
- Dietary restrictions
- Changes to medications
- Emergency medical information

Prompt communication helps us provide the safest possible learning environment for every student.

Medication at School

The Craig School can administer medication during the school day when appropriate documentation has been provided.

To administer medication, families must provide:

- Medication in its original labeled prescription container.
- A completed Medication Authorization Form signed by the prescribing physician.
- Any additional medication forms required by the school.

Medication must be delivered directly to the front office by a parent or guardian. Students should not transport medication to or from school unless specifically authorized by school administration.

Prescription medications are stored securely and administered by trained staff in accordance with physician instructions and school procedures.

Families are encouraged to provide an emergency supply of essential prescription medication when appropriate.

Student Illness and Accidents

When a student becomes ill or is injured during the school day, trained staff will provide appropriate care and contact parents or guardians as soon as possible.

Any injury requiring first aid or additional medical attention will be documented, and families will receive an accident report update on the same day.

The Craig School follows current California public health guidance regarding communicable illnesses, including head lice and other contagious conditions. Families will receive appropriate guidance whenever a health concern affects their child or the school community.

Student Records

The Craig School maintains confidential student records in accordance with California law.

Parents and guardians may request to inspect or review their child's educational records by submitting a written request to the school. Records are made available within the timelines established by applicable law while protecting the privacy of all students.

Child Protection

The Craig School is committed to protecting every child entrusted to our care.

All employees are **Mandated Reporters** under California law and are legally required to report any known or reasonably suspected child abuse or neglect to the appropriate authorities.

When required by law, school employees may not notify parents or guardians before making a report. The Craig School cooperates fully with child protective services and law enforcement agencies during investigations.

Custody and Legal Documents

To help ensure student safety, families must provide the school with current copies of any court orders, custody agreements, restraining orders, or other legal documents that affect student release, parental rights, or access to educational records.

It is the responsibility of parents and guardians to notify the school promptly whenever legal documents are updated or changed.

Emergency Preparedness

The Craig School maintains a comprehensive Emergency Operations Plan that is reviewed and updated regularly.

Our emergency procedures address a variety of situations, including:

- Fire
- Earthquake
- Lockdown
- Shelter-in-place
- Medical emergencies
- Utility outages
- Other campus emergencies

Faculty and staff participate in ongoing emergency preparedness training throughout the year. Students regularly practice emergency drills so they understand age-appropriate safety procedures and can respond calmly during an emergency.

The school also maintains procedures to help reduce the spread of communicable illnesses and protect the health of our school community.

Emergency Communication

Please ensure your contact information remains current so emergency notifications can be delivered without delay.

If an emergency affects normal school operations, families will receive timely updates through the school's emergency communication system using email, text message, and other available communication methods.

Student Reunification

If students must be evacuated from campus or released during an emergency, The Craig School will implement established reunification procedures.

Students will be released only to a parent, guardian, or authorized emergency contact listed in the student's records. Government-issued photo identification is required before a student can be released.

If an off-campus evacuation becomes necessary, families will receive immediate communication with reunification instructions and the designated reunification location.

Our Commitment to Safety

Creating a safe school requires partnership between families and educators.

By maintaining current student information, communicating health concerns promptly, and following established safety procedures, families help us provide the secure, supportive environment every student deserves.

XII. Financial Policy

Investing in Your Child's Success

Choosing The Craig School is an investment in your child's academic growth, executive functioning, social-emotional development, and future independence. Tuition supports a highly individualized educational experience where students receive grade-level academics, personalized support, and meaningful opportunities to build the skills needed for lifelong success.

We are committed to providing a transparent tuition process and working with families throughout enrollment.

Tuition

Annual tuition for the **2026–2027** school year is **\$41,000**.

Tuition includes:

- Grade-level academic instruction aligned with California academic standards.
- Daily executive functioning and student support integrated throughout the school day.
- Daily Social Skills (Grades 3–6) or Communications (Grades 7–8) instruction.
- Access to the Student Support Team.
- Ongoing collaboration and communication with families.
- Standard student support services included as part of The Craig School's educational model.

Tuition does not include:

- Extended Day Program.
- Optional extracurricular activities.
- Parent Education Program.
- Other separately billed services or fees.

Family Education Program

All new families participate in The Craig School's Family Education Program during their first year of enrollment.

The six-week program provides practical strategies that strengthen the partnership between home and school while helping families reinforce executive functioning, communication, and social-emotional growth at home.

The program fee is **\$900** and is separate from annual tuition.

Participation is a condition of enrollment.

Enrollment

Enrollment for the **2026-2027** school year is confirmed when:

- The Enrollment Agreement has been completed and signed.
- The non-refundable **\$500 registration fee** has been paid through FACTS. The registration fee is applicable to the tuition due.

The 2026-2027 school year runs from **August 19, 2026, through June 11, 2027**.

Students enrolling after the first day of school begin their enrollment agreement on their first day of attendance.

Tuition Payment Options

Families may choose one of the following payment options through **FACTS Tuition Management**.

Single Payment

One payment of **\$41,000** is due when the Enrollment Agreement is signed.

Ten-Month Payment Plan

Tuition may be paid in ten equal monthly installments..

- Payments are due on or before the **16th** of each month.
- The first payment is due on or before **May 16, 2026**.
- The final payment is due on or before **February 16, 2027**.

A one-time **\$55 FACTS enrollment fee** applies to the monthly payment plan.

Families enrolling after the payment schedule has begun will have the remaining balance divided into equal monthly installments through February, with the first payment due upon enrollment.

FACTS Tuition Management

The Craig School partners with **FACTS Tuition Management** to process tuition and fee payments.

Families are responsible for creating and maintaining a FACTS account, so payments can be processed according to their selected payment plan.

A **3.05% convenience fee** applies to credit card payments as determined by FACTS.

Financial Aid

The Craig School is committed to making our educational program accessible to families whenever possible.

Need-based financial aid is available through **FACTS Financial Aid Management** and may cover up to **100% of tuition**, depending on demonstrated financial need and available funding.

Because financial aid is awarded from a limited annual budget, families are encouraged to apply as early as possible during the admissions process.

Beginning a financial aid application does not obligate a family to enroll.

Questions regarding financial aid may be directed to:

Carol Reed
Admissions Coordinator
carol@thecraigschool.org
(949) 812-6222 Ext. 13

Changes to Enrollment

Families may withdraw from enrollment by providing written notice to the Business Office.

The **\$500 registration fee** and **Family Education Program fee** are non-refundable.

Financial Responsibility

Families are responsible for fulfilling the financial commitments outlined in their signed Enrollment Agreement.

Accounts that become significantly past due may affect continued enrollment or future re-enrollment. Outstanding balances from previous school years must be resolved before a student or sibling may enroll for a future academic year.

Additional information regarding payment obligations, collections, and other legal provisions is contained in the Enrollment Agreement signed during registration.

Questions?

We understand that every family's situation is unique.

If you have questions about tuition, payment options, financial aid, or enrollment, we encourage you to contact our Admissions or Business Office. We are committed to providing clear information and helping families navigate the enrollment process with confidence.

APPENDIX

Appendix A: The Craig School Learning Language

One of the unique strengths of The Craig School is the consistent language students experience throughout the school day. Teachers, Program Counselors, members of the Student Support Team, and families use many of the same words and strategies to help students build executive functioning, communication, social-emotional awareness, and independence.

This shared vocabulary helps students understand expectations, solve problems, and apply newly learned skills across classrooms, home, and community.

Student Growth & Reinforcement System

Throughout the school day, students receive frequent feedback that recognizes their effort and use of the skills they are developing.

Students receive points in four key areas that support academic success and positive participation in the school community.

Following Directions

Students listen, begin tasks promptly, and respond to adult guidance with increasing independence and responsibility.

Examples include:

- Beginning a task when asked.
- Following multi-step directions.
- Completing requested tasks with minimal reminders.

Staying Engaged

Students remain focused, participate actively, and give their best effort throughout learning activities.

Examples include:

- Completing assigned work.
- Participating in classroom discussions.
- Remaining attentive during instruction.
- Working productively with classmates.

Working Well with Others

Students develop positive relationships by communicating respectfully, managing emotions, solving problems, and cooperating with peers and adults.

Examples include:

- Asking for help appropriately.
- Using problem-solving strategies.
- Demonstrating self-regulation during challenging situations.
- Working cooperatively as part of a group.

Contributing to a Positive School Community

Students help create a safe, respectful, and welcoming learning environment for everyone.

Examples include:

- Respecting classroom expectations.
- Caring for school materials and personal property.
- Keeping hands and feet to themselves.
- Using respectful language and actions.

Executive Functioning & Social Skills Vocabulary

These are some of the important concepts students practice throughout the school day.

Good Sportsmanship

Participating fairly, encouraging others, and responding respectfully whether winning or losing.

Cooperation

Working together with others toward a common goal.

Nice Sayings

Using respectful language, encouraging others, offering compliments, and demonstrating kindness through both words and actions.

Helping

Recognizing when someone needs assistance and offering appropriate support.

Sharing

Taking turns, including others, and demonstrating flexibility during activities.

Staying with the Activity

Continuing to participate and give your best effort, even when an activity feels challenging or is not a personal favorite.

Participation

Being actively engaged, contributing positively, and doing your personal best.

Acceptance

Responding appropriately when situations do not go as expected while continuing to make positive choices.

Communication Styles

Students learn that how we communicate is just as important as what we say.

Assertive Communication — “Cool Craig”

Assertive communication is respectful, confident, and clear.

Students practice:

- Speaking respectfully.
- Making appropriate eye contact.
- Using a calm voice.
- Expressing thoughts and feelings appropriately.
- Standing or sitting with relaxed body language.
- Listening to others.

Aggressive Communication — “Mean Max”

Aggressive communication often includes yelling, teasing, threatening language, or body language that may make others feel uncomfortable or unsafe.

Students learn healthier ways to communicate their needs while respecting others.

Passive Communication — “Wimpy Wally”

Passive communication may include avoiding eye contact, speaking so quietly that others cannot hear, or having difficulty expressing thoughts and needs.

Students are encouraged to develop the confidence to communicate respectfully and advocate for themselves.

Problem-Solving Process

Students learn a simple problem-solving process they can use both at school and at home.

- Identify the problem.
- Consider the likely outcome of each choice.
- Think of possible solutions.
- Choose the best solution.
- Reflect on the outcome and adjust if needed.

This process encourages flexible thinking, thoughtful decision-making, and increasing independence.

Strategic Ignoring

Sometimes the most effective response to a distraction or minor problem is choosing not to give it attention.

Students learn to recognize situations where ignoring distractions helps them remain focused on learning, avoid escalating conflict, and maintain self-control.

Examples include:

- Continuing to work while another student is distracted.
- Staying focused during classroom instruction.
- Choosing not to respond to minor teasing while seeking adult support when appropriate.

A Shared Language for Growth

The Craig School's Learning Language is more than a collection of vocabulary words. It provides students, educators, and families with common strategies that support communication, executive functioning, self-regulation, and problem-solving every day.

By using this shared language consistently across school and home, students develop greater confidence, independence, and the skills they need to succeed both now and in the future.

Acknowledgment & Agreement

By signing below, I acknowledge that I have read, understand, and agree to the policies and procedures outlined in this Parent & Student Handbook, including tuition obligations, the required New Family Parent Education series and associated fee, the Multiple Family Group requirement, and the Student Chromebook Policy.

I understand that participation in the Parent Education series is a condition of enrollment at The Craig School.

I agree to provide a Chromebook that meets the required specifications and understand that the device will be provisioned by the school, including the permanent removal of any existing data if the device is previously owned.

PARENT/GUARDIAN NAME (PRINTED)

PARENT/GUARDIAN SIGNATURE

DATE

STUDENT NAME

GRADE