

BARBARA COMSTOCK MORSE ELEMENTARY SCHOOL

Family Handbook 2013-2014



Knowledge is Power!

Steven M. Ladd, Ed.D., Superintendent

Members of the Board

Jeanette J. Amavisca

Priscilla S. Cox

Carmine S. Forcina

Steve Ly

Chet Madison, Sr.

Anthony "Tony" Perez

Bobbie Singh-Allen

Elementary Education

Donna Cherry, Associate Superintendent for PreK-6 Education

Fawzia Keval, Director, PreK-6 Education

Bob Roe, Director, PreK-6 Education

Kilolo Umi, Principal

Peter Lew, Vice Principal

The District Parent Handbook can be located on-line at
http://www.egusd.net/students_parents/pdfs/0910_K-6_Parent_Pamphlet.pdf

Student Creed

I am a proud, professional student, so I commit to be.....

MOTIVATED I take pride in my work and actions. I will seek challenging opportunities

OPEN MINDED I accept my peers for who they are and appreciate our differences

RESPONSIBLE I come prepared to learn and strive to make good choice

SUCCESSFUL I have many strenghts and talents. Today I choose to set aside any distractions and postively contribute to our community

ENTHUSIASTIC I eagerly approach the daily academic goals and always give my best efforts.

As I receive my education at Barbara Comstock Morse I know that Attitude affects Learning, Learning brings Knowledge, and Knowledge is Power.

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The contents of this Parent Handbook is subject to change and updates may be found on our website: <http://blogs.egusd.net/bcm/>

Frequently Asked Questions about Title 1 and the success of my child(ren)....

What is Title I?

When most people refer to Title I, they are actually talking about Title I, Part A of the No Child Left Behind Act of 2001 (NCLB). The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State Academic Achievement Standards and State Academic Assessments.

I didn't know that Barbara Comstock Morse Elementary was a Title I School.

How does this affect my child(ren) ?

The Title I policy ensures that your child will receive instructions from highly qualified teachers and academic support (as needed). Further, parent involvement is actively encouraged in the classroom and throughout the school.

How will I be notified about the “current status” of my school’s Title I action plan?

- The School Accountability Report card;
- An annual invitation sent to parents for the Title I meeting mailed in the beginning of the year;
- The school newsletter, the school website, and phone notifications;
- Invitations to join or openly attend the School Site Council or parent advisory.

What do I do to maintain my school’s reputation as a high achieving Title I school?

- Talk/communicate with your child(ren) throughout the year;
- Read our Parent Involvement policy inviting you to be an active partner;
- Complete and return the Parent/School Compact;
- Use the Parent/School throughout the year with the teacher and your child;
- Join Parent Organizations;
- Consider attending the Community Parent Advisory with the Principal to share ideas.

Where would I find more detailed information about Title I and academic achievement resources?

- **School-wide Title I meeting Thursday, September 5, 2013 @ 9:15 a.m. and 6:00 p.m.**
- www.egusd.net (the district website)
- www.cde.ca.gov (state department of education)
- www.nclb.ed.gov (federal department of education)

INVITATION TO PARTICIPATE: TITLE I PARENT INVOLVEMENT & PROGRAMS MEETINGS

Dear Barbara Comstock Morse Title I Parent or Guardian:

Your child's academic success is directly related to your involvement in his or her education and communication with our staff. By working together, we can provide the best possible educational experience for your child.

Your child currently receives or is eligible to receive **Title I** services. We would like to invite you to a meeting to discuss our *Parent Involvement Policy* and parent involvement programs as they relate to **Title I** parent involvement strategies, activities, and services specific to **Title I** instructional programs for students who are in need of additional academic assistance.

At this meeting, we will also explain the requirements of **Title I** and provide a description of all services related to school and parent activities, including:

- Our curriculum, assessments, and proficiency levels students are expected to attain;
- Inform you of the services available to eligible students and parents;
- Review and evaluate those **Title I** services, our School-Parent-Student Compact, the district LEA Plan, the Plan to Achieve Bold Goals;
- Seek suggestions for improving student academic achievement, Adequate Yearly Progress, and parent involvement at our school; and
- Explain your right to be involved in classrooms, in a **Title I** Advisory Council and/or to be represented at School Site Council, and to partner with other organizations.

We will hold our annual meeting: **September 5, 2013 at 9:15 a.m. and 6:00 p.m. in the Barbara Comstock Morse Multi Purpose Room.** Child care will be provided. We will hold additional meetings and set the meeting schedule at this initial meeting.

At future meetings, we will continue discussing the above and additional topics related to your child's education and your parent involvement.

Please join us in these worthwhile meetings. If you would like additional information, please contact your child's teacher or me.

Sincerely,

Kilolo Umi

Kilolo Umi, Principal

Title I Parental Involvement Policy

GENERAL EXPECTATIONS

Title I schools agree to implement the following statutory requirements:

- The school and parents will jointly develop a School Parental Involvement Policy for distribution to parents of participating children.
- The school will distribute the School Parental Involvement Policy in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school-parent compact as a component of its School Parental Involvement Policy.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Barbara Comstock Morse will take the following actions to involve parents in the joint development and agreement of its School Parental Involvement Policy and its school wide plan in an organized, ongoing, and timely manner as specified in section 1118(b) of the ESEA.

We will utilize every opportunity available to communicate with our parents regarding student achievement, school improvement, and school-wide activities. We will solicit parent involvement via the

classroom teacher, parent-teacher conferences, school newsletters, the school marquee, and phone-a-thons. We will also take every effort available to offer information to solicit input in multiple languages on the phone master and meetings with the Bilingual teachers. All public convened meetings are published at the beginning of the year for all parent advisory meetings so allow ample planning time encouraging maximum parent attendance.

2. **Barbara Comstock Morse** will take the following actions to distribute to parents and the local community, the School Parental Involvement Policy.

*The School Parental Involvement Policy will be distributed in the Parent Handbook and the BCM Newsletter electronically and by each student to parents. In addition, the policy will be available at the **September 5 2013, Title I Meeting at 9:15 a.m. and 6:00 p.m.***

3. **Barbara Comstock Morse** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

The policy will be reviewed and updated annually.

4. **Barbara Comstock Morse** will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- The meeting will be held and parents will be encouraged to attend by **September 5, 2013 at 9:15 a.m. and 6:00 p.m.**

Parents are notified in writing of the meeting in the monthly newsletter which is sent home and posted on the BCM website.

5. **Barbara Comstock Morse** will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement.

Home visits, meetings after work hours, parent Home/School Connection meetings are designed to offer various communication venues for our parents. Our parent liaison runs a campaign to encourage school-wide involvement. Administrators are available in the mornings and after school to talk with "drive-by" parents as well.

6. **Barbara Comstock Morse** will provide timely information about Title I programs to parents.

Parent information nights held by the grade level teams, Scholastic Book Fair, monthly PTO (Parent Teacher Organization) meetings, regular School Site Council meetings, regular ELAC meetings, Back to School Night, Open House, Goal Setting opportunity nights, PTO sponsored events and a school-wide Spring Carnival.

7. **Barbara Comstock Morse** will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Parent information nights held by the grade level teams, Scholastic Book Fair, monthly PTO (Parent Teacher Organization) meetings, regular School Site Council meetings, regular ELAC meetings, Back to School Night, Open House, Goal Setting opportunity nights, and PTO sponsored events).

8. **Barbara Comstock Morse** will provide parents, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

In addition to the meetings listed in number 6 above, parents receive timely notifications sent home and/or phone for parent/teacher conferences, SST's, IEP meetings, or work-in meetings with Administrators

9. **Barbara Comstock Morse** will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory.

The school-wide plan is reviewed by the School Site Council, ELAC and the PTO.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Barbara Comstock Morse** will build the school's and parents' capacity for strong parental involvement. In order to ensure effective involvement of parents, in partnership with the schools and the community, to improve student academic achievement, the following activities shall be implemented:

The compact is listed in the Parent Handbook and a copy is held on file in the office signed by the student, parent and school representative.

Two community partners sharing this responsibility are the Think Together Program and CDI.

2. The school will, with the assistance of the district, provide parents information on the following topics:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments
 - the requirements of Part A
 - how to monitor their child's progress
 - how to work with educators

Flyers are easily accessible regarding workshops or strategies for increased student achievement either on-site, or throughout the district are distributed to our parents, or published in the school newsletter.

3. The school will provide materials and training to help parents work with their children in improving their academic achievement, and encourage parental involvement.

This year, Barbara Comstock Morse has planned to facilitate math and reading fluency workshops and create opportunities for other parent involvement activities to include ELAC meetings and Parent Teacher Organization Meetings to inform parents of pertinent information involving the school.

4. The school will educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, and in how to implement and coordinate parent programs and build ties between parents and schools.

Staff meetings, Saturday Seminars, Title I conferences, updated 504 meetings regarding new parent rights, and staff pre-service days.

5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with district preschool and other state and federally funded programs.

CDI, DELAC, GATE Advisory and Think Together Program parent meetings.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

(NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA.)

Barbara Comstock Morse shall implement the following additional activities:

- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- adopt and implement model approaches to improving parental involvement
- provide other reasonable support for parental involvement activities under section 1118 as parents may request

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by Barbara Comstock Morse on 08/18/2013 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children by the beginning of each school year in the parent handbook.

Kilolo Umi

Kilolo Umi, Principal

(Signature of Parent Representative)

(Date)

(Date)

SCHOOL-PARENT COMPACT
ELK GROVE UNIFIED SCHOOL DISTRICT
School Year: 2013-2014

The Barbara Comstock Morse, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the school staff, and the students will develop a partnership to share the responsibility for improved student academic achievement.

As part of this Compact, the principal and school staff agree to:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
Our highly-qualified teachers will deliver standard based/district adopted curriculum across all content areas.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
Parents/teachers have the opportunity to meet three times per year (at the end of the trimester) or as needed to discuss the School-Parent Compact as it relates to individual student achievement.
3. Provide parents with frequent reports on their children's progress.
Reports regarding student progress will be sent out to each parent by student, via mail or in person each trimester or as needed with the exception of School-wide Reports such as School Accountability Report Card (SARC) and overall test scores distributed annually.
4. Provide parents reasonable access to staff.
Parents are encouraged to contact staff members via email, by phone (via message during instructional time), or in person.
5. Provide parents opportunities to volunteer, observe and participate in their child's class, and to observe classroom activities.
Parents are encouraged and welcomed to volunteer or observe as partners in the school's activities. Parent volunteers may help in the lunchroom, library, in their child's classroom and on the playground. A Volunteer form must be completed. This form may be obtained in the office. To eliminate interruptions, please make arrangements with your child's teacher in advance via email or by telephone to observe your child's classroom.

As part of this Compact, parents agree to:

1. Monitor attendance.
2. Make sure that homework is completed.
3. Volunteer in their child's classroom.
4. Participate, as appropriate, in decisions relating to their children's education.
5. Promote positive use of their child's extracurricular time.
6. Stay informed about their child's education and communicates with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.
7. Serve, to the extent possible, on parent advisory groups, such as the site Title I parent advisory, the District Categorical Advisory Committee, School Site Council, Parent Teacher Association, Gifted and Talented Education Advisory Committee, and English Learner Advisory Committee.

As part of this compact, students agree to:

1. Do homework every day and ask for help when needed.
2. Read at least 30 minutes every day outside of school time.
3. Give parent/guardian all notices and information received from the school every day.

Signatures:

Principal *Kulolo Umi*
Parent _____
Student _____
Date 8/15/13



Dear Barbara Comstock Morse Parent and Guardian:

The Elk Grove Unified School District is very proud of the performance of students in our schools, and we commend you, the parents, for your excellent support of academic achievement. A new Federal law, "No Child Left Behind," requires that parents, upon request, should be informed about the qualifications of their children's teachers.

As a parent, you have the right to request the following information regarding the professional qualifications of your child's teacher:

1. The college degree major of your child's teacher and any other graduate certification or degree held;
2. Whether the State of California has licensed or qualified your child's teacher for the grade level and subjects taught;
3. Whether your child's teacher is teaching with an emergency credential;
4. Whether your child is provided services by paraprofessionals, and if so, their qualifications.

Information about the teacher's qualifications can be obtained by requesting it (in writing) from the school office.

Elk Grove Unified School District
Mission Statement

Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

Our Core Values

- ⇒ Outcomes for students
 - Achievement of core academic skills
 - Confident, effective thinkers and problem solvers
 - Ethical participants in society
- ⇒ Commitments about how we operate as an organization
 - Supporting continuous improvement of instruction
 - Building strong relationships
 - Finding solutions
- ⇒ High expectations for learning for **ALL** students and staff
 - Instructional excellence
 - Safe, peaceful, and healthy environment
 - Enriched learning environment
 - Collaboration with diverse communities and families

Barbara Comstock Morse Elementary School
Mission Statement

Our purpose is to teach children the skills they need for success.

- ⇒ Teach students to: Read / Write / Compute / Think
- ⇒ By providing: Structure / Consistency / Quality Curriculum /
 Effective Instruction / Character Education

Our Positive Behavior Intervention Support Team (PBIS) encourages students to reach their maximum potential in a risk free environment.

**“Attitude affects Learning; Learning brings Knowledge;
Knowledge is Power!”**

Welcome Letter

The Elk Grove Unified School District is very proud of the performance of students in our schools, and we commend you, the parents/guardians, for your excellent support of academic achievement. A new Federal law, “No Child Left Behind,” requires that parents/guardians, upon request, should be informed about the qualifications of their children’s teachers.

As a parent/guardian, you have the right to request the following information regarding the professional qualifications of your child’s teacher:

1. The college degree major of your child’s teacher and any other graduate certification or degree held;
2. Whether the State of California has licensed or qualified your child’s teacher for the grade level and subjects taught;
3. Whether your child’s teacher is teaching with an emergency credential;
4. Whether your child is provided services by paraprofessionals, and if so, their qualifications.

Information about the teacher’s qualifications can be obtained by requesting it (in writing) from the school office.

It is the goal of the Elk Grove Unified School District to ensure compliance with applicable state and federal laws and regulations governing educational programs. The District shall follow the *Uniform Complaint Procedure* when addressing complaints alleging unlawful discrimination on the basis of actual or perceived ancestry, color, ethnic group identification, national origin, race, religion, gender (including sexual harassment), sexual orientation, or physical and/or mental disability in any program or activity that receives or benefits from state financial assistance or for the alleged failure to comply with state or federal law when addressing complaints regarding adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs. More detailed information regarding the *Uniform Complaint Procedure* is contained in the Elk Grove Unified School District Parent and Student Handbook. If you have questions regarding the *Uniform Complaint Procedure*, you can contact the Legal Compliance Specialist in Human Resources at (916) 686-7795.

The Elk Grove Unified School District does not discriminate on the basis of a person’s gender or sexual orientation and has a policy of nondiscrimination in accordance with Title IX of the Federal Regulation. In addition, the Governing Board prohibits sexual harassment of or by any student or by anyone in or from the District. More detailed information regarding the District’s policy prohibiting sex discrimination and harassment is contained in the Legal Rights section of the Elk Grove Unified School District Parent and Student Handbook. Parents/guardians, students and staff should immediately report incidents of sexual harassment or discrimination to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint, should contact the Assistant Superintendent for Human Resources, at (916) 686-7795, for matters involving district employees; contact the Associate Superintendent, Education Services, at (916) 686-7785, for matters between students.

Welcome to Barbara Comstock Morse

Dear Parents and Guardians,

Welcome to Barbara Comstock Morse Elementary School, where knowledge is power! Our focus today is as strong as it was when we opened in 1995 - meeting the needs of every student, every day. Many of our school's unique features, such as our uniform policy, self-contained accelerated contracts, and our Academic Intervention Team, are evidence of this commitment. They are also significant factors in our identification as a California Title I Achieving School in both 2004 and 2005, and our noted API achievement in 2008, 2009, 2011 and 2012.

Students, parents/guardians, this is your school! Take pride and ownership in the place that is your second home for seven years. Our mission is to provide for all students a rigorous and purposeful program of academics and enrichment that moves from the mastery of essential knowledge and skills to expanded learning opportunities that require students to apply what they have learned.

In order to accomplish our mission, we need each student and parent/guardian to support the school's expectations for outstanding behavior, respect for self and others, and excellent academic achievement for all. We have prepared this handbook to answer questions you may have regarding school routines, policies, and procedures. We trust you will read the handbook and discuss the school's expectations with your child.

We are certain that by working together with common purpose, every student, parent/guardian, and staff member will enjoy a rewarding year at Barbara Comstock Morse Elementary School.

Sincerely,



Kilolo Umi
Principal

TESTING SCHEDULE



Resourceful Testing Website Links

www.cde.ca.gov/ta/tg/sr/resources.asp

www.egusd.net

STAR/CAT6-CALIFORNIA ACHIEVEMENT TEST, 6th Edition

TESTING WINDOW (Grade 2-6)

May 2014 (Actual Dates TBD)

***PLEASE DO NOT SCHEDULE FAMILY VACATIONS DURING
THE MONTH OF MAY DUE TO STAR TESTING.***

CURRICULUM STANDARDS EXAMS

TESTING WINDOW

MID YEAR PROGRESS ASSESSMENT OF STANDARDS (MYPAS)

(Grades 2-6)

November 2013 to February 2014

Curriculum Standards Review Exam

(Grades K & 1)

April – May 2014

CELDT TESTING DATES Testing Window August, September, October 2013

GENERAL INFORMATION

Barbara Comstock Morse Regular Day Bell Schedule



Regular Schedule:

Breakfast:	7:40 – 8:05 a.m.
AM Kindergarten:	8:00 – 11:31 a.m.
PM Kindergarten:	11:19 – 2:50 p.m.
PM TK:	11:19 – 2:50 p.m.
Grades 1-6:	8:20 – 2:30 p.m.

Minimum Days:

All Kinders/TK:	8:00 – 11:31 a.m.
Grades 1:6:	8:20-12:30 p.m.

Arrival & Dismissal

Students should not arrive at school before 7:30 a.m., as there will be no supervision before that time. Students should line-up in their designated areas by 8:10 a.m., grades 1-6 and 8:00 a.m. for AM Kinder.

For your child's safety, students who walk home are asked to walk directly home after school.

Students who are picked up from school are asked to wait in the designated pick-up areas. **FOR THE SAFETY OF YOUR CHILD, PLEASE FOLLOW THE INSTRUCTIONS OF AUTHORIZED BCM PERSONNEL.**

Before and after school care is available. For more information, please contact Think Together at 916-512-9176 or Child Development Center at 916-682-5160. More details regarding before and after school care will be available in the front office.

Visitors

For the safety of all students, all visitors must sign in and obtain a visitor's pass from the office before going to a classroom or anywhere on

campus (Penal Code 626.8). Parents are encouraged and welcomed to volunteer/observe as partners in the school's activities. Parent volunteers may help in the lunchroom, library, in their child's classroom and on the playground. A Volunteer form must be completed. This form may be obtained in the office. In addition, it is required that you sign-out prior to leaving the campus for accountability reasons.

Office Phone Use

Students may not call home for lunches, lunch money, homework, or for making arrangements for before or after school activities.

Telephone use is for extreme emergencies only. *Phones are available in classrooms for teacher supervised student use. We will not transfer parent/guardian calls during instructional hours unless it is an extreme emergency!*

Attendance

One of the most important elements of successful learning *is regular, on-time attendance* at school! If an absence is necessary, *either a note or a phone call is required to clear the absence.*

Absence notes should have child's name, date(s), reason for absence, and parent signature. Please call the school office before 9 AM to report all absences at 688-8586.

STATE LAW permits the excuse of an absence for the following reasons:

- ❶ Illness
- ❷ Quarantine, as directed by the Health Department.
- ❸ Medical, Dental, or Eye Appointments accompanied by a doctor's note.

Parents/guardians are strongly encouraged to schedule medical appointments before or after school; however, please submit a

doctor's note when appointments interfere with school.

- ④ Attendance at funeral of immediate family member. Only ONE day within the state of California, and no more than THREE days outside California Religious Holidays.

TRUANCIES are absences that do not have valid excuses. If your child receives three or more, the principal, vice principal, school attendance clerk or other designated staff may report it to the School Attendance Review Board (SARB). A student who misses three consecutive days due to illness, a physician's note will be required in order to excuse absences upon return.

TARDINESS interferes with success in school. *Students are expected to be at school and in class on time!* If your child arrives late he/she should report to the office first to receive a tardy slip. *Children who are late will not be admitted to class without a tardy slip.*

Extended Absence

If a student misses the first five days of the school year, the student will be dropped on the sixth day of school. A doctor's verification of illness would be the only exception. After the first week of school, any students who do not attend for ten consecutive days will be dropped on the eleventh day if he/she has not returned to school. A doctor's verification of illness would be the only exception.

Early Dismissals

At BCM we believe that every minute spent in the classroom is meaningful. Thank you for your understanding as we make every effort to keep your child safe and help your child succeed. We understand that in some cases your child may need to be picked up early from school for doctor's appointments, etc. please ensure the following:

- **No early dismissals after 2:10 p.m.**
- Picture I.D. Required
- Person(s) must be on the child's emergency list
- Students cannot walk home for early dismissal unless a parent/guardian or designee is present
- Must be 18 years or older.

Wellness Policy



EGUSD recognizes the strong link between student health and learning and maintains a district-wide Wellness Policy promoting healthy eating and physical activity. The Wellness Policy is monitored by the Coordinated School Health Program which is comprised of a group of parent/guardians, students, teachers, nurses, school food service professionals, school administrators, and community partners. The Wellness Policy focuses on improving health and preventing childhood obesity by creating a school environment where healthful food choices predominate and physical activity is part of every day.

Cafeteria Services

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed to improving the health and academic success of students and offers lunch daily at each school site. Lunches and breakfast are analyzed to ensure that the meals meet the nutritional needs of students and the Dietary Guidelines for Americans.

The lunch price is \$2.50 at elementary schools. Elementary schools provide breakfast for \$1.50. These prices are subject to change and

notification will be sent out prior to any changes. Please refer to (www.mypyramid.gov) for additional information about Food and Nutrition Services, and a list of sites that serve breakfast. The selection of a la carte lunch items offered has been revised to meet the Wellness Policy Guidelines. Families are encouraged to purchase meals in advance using the prepayment system. A la carte items can also be deducted from your child's account balance. Please indicate "no a la carte" on your check if you prefer that your child not be allowed to purchase a la carte items from their account.

Students whose cafeteria account is past-due/delinquent will receive an alternate breakfast/lunch until their account has been paid in full. Check out my lunchmoney.com for online payment options.



Families may qualify for free or reduced price breakfast/lunch. To be eligible for free or reduced price meals, you must complete an application each school year. Once the application is processed, the family will receive notification by mail regarding their eligibility for that school year 2013-14.

Your family must complete the new blue colored meal application to qualify for free and reduced meals for the new school year 2013-14.

Applications are available now, please complete the application and return it to the school or Food and Nutrition Services for approval as soon as possible.

For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food

and Nutrition Services at 686-7735 or refer to the district website.

The money that each student brings for lunches will be put into his or her individual account. They will be assigned a PIN number, which they will keep for the rest of their elementary career. The Cafeteria Lead will notify students when their account is getting low. Please send your child's money in a sealed envelope with the teacher's name, room number, your child's name, student PIN number and the amount enclosed. Have your child give this envelope to the teacher as soon as school begins. We strongly encourage checks!

Watch for meal menus from Food Services.

Library Books

Students visit the library once a week to receive instruction and to check out books. Before books are checked out, each child *must return a LIBRARY PERMISSION SLIP signed by a parent or guardian*. The student and parent will agree to handle library books carefully, return them promptly, and pay for any loss or damage.

- The checkout period is one week. Students can renew their book for an additional week but must bring it to the Library to do so.
- Overdue notices, with information about the title and price of the book are first to the child when the book becomes past due.
- IF a book is returned damaged, a notice with the title and price of the book will be given to the student.
- Each week the book is not returned or paid for, a bill will be given to the students to take home to their parents/guardians.
- A student's library checkout privilege will be suspended until payment or compensation is made.
- *Report cards and Promotion Certificates may be withheld from students who lose or damage books until the record is cleared.*

Please ask the Library Technician if you need help in locating books to read with your child.



Textbooks

Each student is issued a numbered copy of the textbooks for his/her grade at the beginning of the school year. The student is individually responsible for their books for the year. *If a book is lost or damaged, the student will have to pay to replace the textbook, or if approved by the Library Technician, the student can provide the school with a copy of the same textbook.*

Tell your child to check at the end of each day for his/her textbooks. If a book is missing at that time, the class and the teacher can assist with locating the book.

Students need to inform the Library Technician as soon as they are aware their textbook is lost or has been damaged.

It is the policy of the Elk Grove School district that report cards and diplomas may be withheld from students who lose or damage their textbooks, until compensation is made.

Homework Policy



Homework is defined as subject-related assignments given by a teacher, which require time and effort outside the classroom day. Every grade level, K-6, has a **HOMEWORK POLICY**. The following items are basic to all policies; however, each grade level will vary in length of time to complete, the number of subjects, type of readings, etc. *Each teacher sends home information regarding their homework policy at the beginning of the school year. If a child does not bring home the information you are expecting, the teacher should be contacted for clarification.*

- ❶ Home reading will take place at every grade level. Number of minutes will be determined by each grade level.
- ❷ Homework is assigned between Monday and Thursday and on some occasions teachers will assign homework on Friday.
- ❸ Length of time will vary depending on the grade level. In higher grade levels, more time may be required to complete homework. Students' own pace will determine the time of completion.
- ❹ Homework will be noted on report cards.
- ❺ Homework is **REINFORCEMENT** of skills or material already taught in class and home reading.
- ❻ Homework is generally not assigned on weekends. If a student has been assigned a large project or report, students may need to use a weekend to complete their tasks.
- ❼ Research suggest the amount of time spent on home reading based on the following guidelines:

Grades: Kinder and 1 st	10 minutes
Grade: 2	20 minutes
Grade: 3	30 minutes
Grade: 4	40 minutes
Grade: 5	50 minutes
Grade: 6	60 minutes

As stated above, homework in elementary school is designed to reinforce skills already

learned in the classroom and to develop good study habits for success in Junior High and High School.

Each grade level has a homework make-up policy that will be described to parents at Back to School Night.

SCHOOL PROGRAMS

Gifted and Talented/Accelerated Education (GATE)

The state of California funds a program of advanced curriculum for students who meet the qualifying guidelines:

- ❶ Teacher recommendation based on academic performance and STAR scores
- ❷ Parent/guardian notification for assessment
- ❸ Forms must be signed and returned before testing can be done
- ❹ Passage of the GATE test. GATE test scores and/or GATE test scores with combination of STAR test scores, grades, etc.

Barbara Comstock Morse provides an accelerated curriculum for high achieving students and students identified for Gifted and Talented Education (GATE).

For more information regarding accelerated contracts, please contact the Principal or Vice Principal at 688-8586 or call the district GATE office at 686-7712.

English Language Development

All teachers are trained to work with children whose first language is not English. Techniques and strategies such as controlled vocabulary, use of visual aids, hands-on activities, total physical response (TPR), and primary language supports students in strengthening and learning English skills.

The CELDT (California English Language Development Test) is administered to new students within 30 days of beginning school. All students who are still identified as English

language learners are reassessed annually by October 31st.

Learning Center/Special Education

Qualification for special education services is based on diagnosis, screening, and teacher/parent referral through the Student Study Team (SST) process. All students are assigned to a Regular classroom, but may be assisted with small group instruction in the Learning Center or regular classroom.

For more information regarding these services, please call the school office at 688-8586, or Special Education Programs in the district office at 686-7780.

Student Study Team (SST)

The Student Study Team meets at the request of a teacher or parent for a concentrated problem solving meeting.

This meeting is held to formulate an action plan with recommendations in an effort to resolve problems with student academics, attendance, and social/behavioral concerns.

Follow up meetings are held to assess progress, make further recommendations and evaluate success and resolution.

Student Study Team Meetings may be scheduled during the school day to allow for maximum flexibility.

Speech, Language, Hearing

A speech and language specialist is assigned to our school to assist students with identified needs. To qualify, students must be assessed by the specialist and meet certain qualifying criteria. The specialist also works closely with

the Learning Center and the Student Study Team.

Health and Nursing Services

The district nursing services are administered by a qualified school nurse who provides:

- Vision and hearing screening
- Updating medical information
- Supervision of the maintenance of appropriate records for each student
- No elementary school in the Elk Grove district has a resident nurse. Nurses are available on an on-call basis.

Psychologist

Our school psychologist is on campus approximately two days per week. The three main functions of the psychologist are to:

- ❶ Assess students for special programs and serve on the Student Study Team to assist with program planning
- ❷ Provide counseling for special situations
- ❸ Provide classroom instruction to support student mental/social health and well being.

Elk Grove Unified Pre-K Program

In the Elk Grove Unified School District, we believe that all children must have access to an early education that develops their fullest potential. To achieve this goal, the Preschool Program is committed to: 1) Providing a high quality preschool program with an emphasis on pre-reading, literacy, and math skills that meets the needs of all students; 2) Prepare students for a successful transition into kindergarten by focusing on a comprehensive curriculum aligned with the appropriate district grade level standards and benchmarks; and 3) Involve parents/guardians in all aspects of their child's education, cultivated through a parent /school partnership.

If you are interested in our Pre-K program, please contact the Pre-K office for our site at 916-422-2450.

After School and Extended Day Programs

Elk Grove Unified has long been recognized for excellence in after school and extended day programs. Research indicates that students who participate regularly in after school programs have better grades, greater school engagement, increased homework completion, reduced tardiness and absenteeism and greater parent involvement.



Think Together After School Program

Teaching, Helping, Inspiring, Nurturing, Kids, THINK Together extended learning time program is available for your child during the 2013-2014 school year! The program provides three major activities for students to participate in daily: Homework assistance, Academic Enrichment, and physical Activity. If you have any questions about the program or registration please contact **Site Coordinator Brandon Lewis at (916) 512-9176.**

Please contact the number listed above for all early dismissals or visits to the program.

Child Development Center (CDC)

The CDC preschool programs build the foundation for success in Kindergarten and beyond. Children are encouraged to pursue their personal interest and goals, guided by fully qualified and caring teachers.

CDC also offers Before School, After School and during Off-Track/Non School Days serving children ages 3-12 years of age. For more information, please contact **Ms. Perez at 682-5160.** Please contact the number listed above for all early dismissals or visits to the program.

Soccer and Basketball Club



We plan to offer a soccer and basketball clinic focusing on the mechanism of the sport. For those who are interested please refer to the school's website for updated information.

BCM Traffic and Safety Team

Parents who are interested in participating in our safety team as a volunteer to assist as a crossing guard or work in other safety capacities at BCM for the safety of our students are welcome and encouraged.

Parents will be provided with regular opportunities (Safety Meetings) to give input allowing our students to learn in a risk free environment.



If you are a dad, uncle, or grandfather of one our BCM students and would like to be involved, please consider joining the BCM Watch D.O.G.S. (Dads of Great Students) Program. What better way to be involved and show your child that their education is a priority, then to assist in their classroom. You can also volunteer at our parking lot, during morning arrival or afternoon dismissal, making sure our students are being kept safe. If you are interested or have any questions, please see Mr. Lew, vice principal. Thank you!

Parent Teacher Organization (PTO)

The goal of the PTO is to get parents involved with their child's education; raise school-wide funds to better assist academic, safety and extended learning experiences for all students. If you are interested in joining the PTO, please sign up during Back to School Night on August 22, 2013 from 5:30 to 7:15 p.m.

Parent University

As part of understanding the academic and social changes between elementary and middle school parents are encouraged to attend Parent University classes.

- Common Core State Standards
- School-Wide Instructional Strategies
- Grade Curriculum Standards
- Resolving Conflicts, Bullying, and Sexual Harassment
- College and Career Day
- STAR Test Parent Preview

Students who attend Parent University and successfully complete the classes will earn KIP Cards.

Elementary Education
Guidelines for Academic Grading of Elementary Students
Revised June 16, 2006

Parents/guardians and students will be informed of the grading policy at the beginning of the school year (i.e., Student/Parent Handbook, Back-to-School Night, teacher letters, school newsletters or classroom charts).

Grades need to be based on impartial, consistent observation of the quality of the student's work; mastery of course content; content standards; and objectives/checklists as demonstrated through classroom participation, homework and tests. Teachers need to evaluate a student's work in relation to the standards established for a particular grade level. Citizenship and work habits shall be reported separately.

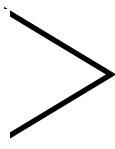
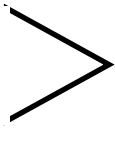
When evaluating the overall performance of a student, teachers need to provide a rationale for discrepancies between the students's standardized test data and the student's overall performance. Test information, as well as discrepancies, needs to be reported and discussed with parents/guardians on an annual basis.

When a student is absent from class and subsequently does not take a test or fulfill class requirements (i.e., homework, complete a project), the assigned grade may reflect this nonperformance. If a student has been absent due to illness or an excused absence they will be given a reasonable amount of time to complete missed assignments. Unexcused late or incomplete assignments may all have an effect on a student's grade.

Regular education students, who are not identified as special needs students with active IEPs, and are working below grade level should have this indicated on their report card. These students should not receive a report card grade above C.

Identified special needs students with active IEPs should have their grades based on their IEP goals and objectives. If a student has a reading goal, he/she can earn an A in that subject. If he/she does not have a math goal and is working below grade level, he may not receive a report card grade above C. Modified curriculum for identified special needs students should be indicated on the report card and conveyed to the parents/guardians.

Achievement grades for 1-6 shall be reported each marking period (trimester) as follows:

<u>Standards Key</u>		
+ Above grade level standards ✓ Meets grade level standards — Does not meet grade level standards NA Not formally assessed		Standards Key reflects progress toward achievement of standards.
<u>Grade Key</u>		
A Excellent B Good C Average D Needs Improvement (grades 3-6 only) F Unacceptable (grades 3-6 only) N Needs improve (grades 1-2 only)		Grades indicate progress toward standards and may include the student's effort, quality of homework, and class work.

<u>Citizenship/Work Habits Key</u>		
E - Excellent G - Good S - Satisfactory N - Needs Improvement		

Visual and Performing Arts, Computer Science, PE: Students in grades 1-6 will receive a +, ✓, -, or n/a in the areas of Visual and Performing Arts, Physical Education, Listening and Speaking, and Computer Technology. These marks reflect the student's progress toward grade level standards.

In grades 1-6, teachers will use E, G, S, N for citizenship and work habits.

**Plus and minus signs may be used at the option of the teacher

**Students in accelerated programs will follow the same grade point designation

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher needs to make contact through a conference, telephone contact and/or send the parent/guardian a written report. District deficiency notices must be given by five weeks prior to the end of the trimester if the student is performing below C level.

Criteria for determining grades for achievement may include but are not limited to:

- Preparation of assignments, including accuracy, legibility and promptness;
- Contribution to classroom discussions;
- Demonstrated understanding of concepts in tests;
- Organization and presentation of written and oral reports;
- Applications of skills and principles to new situations;
- Originality and reasoning ability when working through problems;
- Unexcused late assignments;
- Progress and achievement of grade level standards.

Kindergarten Grades

Criteria for citizenship and work habits may include but are not limited to:

- Student takes responsibility for having necessary tools and materials
- Student shows interest and initiative
- Student goes to work immediately and completes class and home work assignment
- Student uses free time resourcefully
- Student obeys rules
- Student respects public and private property
- Student maintains courteous, cooperative relations with teachers and fellow students
- Student works without disturbing others.

Kindergarten teachers shall use letter “**S**” for meets/exceeds standards, “**P**” for practice needed. “**NA**” indicates not assessed at this time. Examples of student work may also be furnished.

Kindergarten teachers will indicate in the comment section the effort/behavior of students.

Principal’s List/Honor Roll

Students in Kindergarten through Second Grades will not be eligible for Principal’s List or Honor roll, but may qualify for Special Recognition Awards.

Students in Third through Sixth Grades may receive Principal’s List status by receiving **All A’s** in the academic areas (language arts, mathematics, science, history/social science). Citizenship and work habits are not computed for eligibility.

Students in the Third through Sixth Grades may receive Honor Roll status by receiving only A’s, B’s and C’s (No D’s or F’s) in the academic areas (language arts, mathematics, science, history/social science).

Special Recognition awards for effort, greatest improvement, behavior, perfect attendance, citizenship, and special achievement may be available. Criteria for these awards will be determined at each school.

Honors, Awards and Recognitions

Every student has an opportunity to participate in the school plan for honoring students.



Presidential Academic Fitness Award (PAFA) Program

This award is presented at the completion of the sixth grade year. A student must have maintained a B+ average from fourth through sixth grades (3.5-3.9 academic achievement) to receive a **Silver** certificate or an A average (4.0 academic achievement) to receive a **Gold** certificate. Scores on the STAR total battery must be at least at the 80th percentile in the areas of language arts, mathematics, social science, and science.

Principal's List/Honor Roll

Students in Kindergarten through Second Grades will not be eligible for Principal's List or Honor Roll, but may qualify for Special Recognition Awards.

Students in Third through Sixth Grades can receive **Principal's Honor Roll** status by receiving **A's** (4.0 academic achievement) in the **academic areas** (language arts, mathematics, science, history/social science). Effort and behavior are not considered for eligibility.

Gold & Silver Honor Roll

Students in Third through Sixth Grades can receive **Gold** or **Silver** Honor Roll status by receiving **A's** and **B's**, (No C's D's or F's). **Gold** status is received for academic achievement of 4.0 and **Silver** status is received for academic achievement of 3.0 to 3.9 in academic areas (language arts, mathematics, science, history/social science).

District Honor Roll

Students in grades four through sixth can receive **District Honor Roll** status by receiving a 3.5 GPA or higher in all six subject areas in a trimester.

Student Behavior

All staff and community members are encouraged to recognize positive student behaviors. Students will be

rewarded for following school rules and exhibiting good citizenship.

Some procedures to recognize super students may include:

- ★ KIP cards
- ★ A positive phone call to parents/guardians
- ★ Positive specific reinforcement of the behavior either orally or in written format.

Special Recognition

Students who have shown great improvement in academics and/or in effort and conduct may be selected by the teacher to receive special recognition.

Perfect Attendance

Students who attend school every day of the school year qualify for this award. Up to 2 tardies will be permitted each trimester and 6 per year provided they are excused (doctor, dentist, illness, funeral etc.). 3 Early dismissals will equal 1 absence. If a student is suspended, this suspension counts as an absence and will disqualify a student for perfect attendance. "In-school" suspensions are considered the same as out-of-school suspension and counts as an absence from the regular program for award purposes.

Special recognition is given at the end of the school year for perfect attendance for ALL THREE TRIMESTERS.

Perfect Attendance Breakdown:

3 Tardies	= 1 Absence
3 Early Dismissals	= 1 Absence
1 Suspension	= 1 Absence
2 Absences per trimester is permitted (6 per year provided they are excused)	

California Digital Citizenship in Elk Grove Unified School District

As a follow-up to the successful student-led UnfollowBullying campaign at the secondary level, our district recognized the need to implement UnfollowBullying at the elementary level for the 2013-2014 school year. For more information about the UnfollowBullying campaign, please visit <http://blogs.egusd.net/ub> or the BCM school website.

May 2013 has been designated as California's first ever Digital Citizenship Month. Schools and community groups across California throughout the month of May are guiding students to make the right choices, and empowering them to act responsibly, safely, and ethically in our 24/7 digital media world. The projects listed below engage students in statewide and global conversations on what it means to be a good (digital) citizen by crossing the line from "bystander" to "upstander"* – an essential step in confronting and stopping all forms of bullying, from face-to-face to online.

Character Counts at Barbara Comstock Morse Elementary

Students' Goal

The students at Barbara Comstock Morse will understand and model the meaning of kindness and mutual respect for each person in our school community. Our students will recognize and follow through with their personal roles in building a stronger sense of community on our campus.



Character Traits are:

**CARING
HONESTY
RESPONSIBILITY
INTEGRITY
RESPECT FOR OTHERS
CITIZENSHIP
PLANNING AND DECISION MAKING
PROBLEM SOLVING**

Positive Behavior Intervention Support Program (PBIS)

Our Positive Behavior Intervention Support Team will continue to encourage students to reach their maximum potential in risk-free environment.

Peer Conflict Mediation Team

This program encourages and empowers students to learn problem-solving skills. Under the supervision of a staff member, the conflict team members resolve student issues on the playground.

KIP Cards

Students may earn KIP cards for exhibiting outstanding character throughout campus. All teachers and staff will be looking to reward students for their behavior. Cards will be entered into bi-monthly drawings.

Leadership Academy

We are excited to introduce the BCM Leadership Training Academy. The academy is designed to offer:

1. Leadership skills
2. Increase leadership opportunities within the campus
3. To strengthen the leadership skill set for student representatives throughout the district and community.

The leadership academy will also serve as a foundation for future leadership opportunities at the middle and high school level. Please refer to the school's website for more information and notices will be sent out for participation.

Pledge of Good Citizenship

1. **We will be Caring, Giving, and Serving**
 - We will be kind, compassionate and considerate
 - We will be understanding of others
 - We will help people in need when possible
 - We will strive to set a good example.
2. **We will be Just and Fair**
 - We will play by the rules and be a good sport
 - We will be open-minded and listen to others
 - We will not take advantage of others
 - We will not be selfish.
3. **We will demonstrate good Leadership, Initiative, and Teamwork**
 - We will work to earn the respect of others
 - We will set a good example for our peers

- We will be willing to take the first step
- We will do our part to help other students succeed.

4. We will be Respectful

- We will listen while others speak
- We will speak courteously
- We will not damage others' property
- We will follow directions.

5. We will be Responsible

- We will come to class on time with all required materials
- We will complete our homework when assigned
- We will be accountable for our decisions
- We will try to always give my best effort.

6. We will be Trustworthy

- We will be honest and tell the truth
- We will do our work and be reliable
- We will not deceive, cheat, or steal. I will be loyal to myself, friends, family and community.

Reporting of Pupil Progress



Report Cards

We have a minimum of three (3) reporting periods (trimesters) during the school year. There will be a total three (3) report cards with additional reporting as the need arises.

Deficiency Reports

Mid-trimester, teachers send reports to parents/guardians about the progress of students who are falling below the expected goals. These reports are only sent home if the student is not making appropriate progress. If your child receives a deficiency report we encourage you to schedule an appointment with the teacher to discuss the lack of progress.

Parent/Teacher Conferences

Teachers will maintain contact with parents throughout the year in a variety of ways. Your teacher will discuss his/her communication plan with you at ***Back to School***

Night/Title I Meeting on August 22, 2013 from 5:30 – 7:15 p.m.



Positive Discipline before Instruction

For children to gain the most from their educational experience here at Barbara Comstock Morse, the following shall occur:

- District rules and policies must be followed and enforced. These may be found in your copy of the Barbara Comstock Morse Handbook
- General school rules and playground rules must be followed to ensure safety and consistency
- Classroom rules will define clear expectations, logical consequences and positive reinforcement.

All rules and policies have been developed with fairness, respect, and courtesy for students and staff.

Procedures

The teacher has the responsibility at the start of the school year to ensure that students understand the school rules through a teaching process. *Students will be tested on the rules in the student handbook.*

The first week of school, parents/guardians will be informed of school procedures, rules, and discipline policy and procedures. A parent/school compact will be distributed at Back to School night.

All school staff (including instructional assistants, custodians, yard duty supervisors, etc.) is encouraged to immediately reinforce acceptable student behavior when it is observed. KIP cards will be handed out when students are acknowledged for being Character Leaders on campus.

The Elk Grove Unified School District

1. The Elk Grove Unified School District has a uniform compliant policy for all district staff and students.
2. The district has a non-discriminatory practice in all district programs and activities for students.

3. In the event you have a complaint regarding gender equity in the Elk Grove Unified School District, contact Human Resources at 686-7795.

This information was taken from the Elk Grove Unified School District 2013-2014 Parent Handbook

Professional Student Standards



In order to develop the skills of a Barbara Comstock Morse Elementary School Professional Student – the following standards must be maintained at all times.

1. **Show Respect for Self and Others and treat all property with respect.**
 - a. Students shall be courteous by speaking politely to adults and other students
 - b. Students shall not harass, tease, bully or put each other down

All school rules fall under an umbrella of three simple school expectations:

- 1) *Be Safe*
- 2) *Be Respectful*
- 3) *Be Responsible*

We have defined what safe, respectful, and responsible behavior looks like in different settings around the campus. Please review the expectations on the next page with your child.

- c. Students shall not instigate other students into fighting
 - d. Students shall take responsibility for their behavior
 - e. Students shall respect the school, school property and the property of all others.
2. **Always act in a safe and appropriate manner (Hands Free).**
 - a. Students shall not fight or play fight (this includes karate, pushing, kicking, tripping, and playing tag, biting, grabbing or holding other students).
 3. **Follow Directions of all School Adults – the first time given.**
 - a. Be courteous and respectful to all adults.
 4. **Maintain Responsible Student Behavior.**
 - a. Maintain a positive attitude:
 - Believe in yourself
 - Try your best
 - raise your hand and ask questions when you don't understand
 - b. Come to school prepared to learn:
 - do your homework and read every night
 - learning materials you need shall be ready (pencils, paper, rulers, etc.).

B.C. MORSE EXPECTATIONS

Setting	Be Safe	Be Responsible	Be Respectful
Bathrooms	<ul style="list-style-type: none"> • Feet on Floor • Walk • Wash Hands • Keep water in sink 	<ul style="list-style-type: none"> • Flush toilet • Return to class promptly • Put garbage in trash can • Problem? Inform an adult 	<ul style="list-style-type: none"> • Use quiet voices • Give others privacy • Urine in toilet, not on the floor
Cafeteria	<ul style="list-style-type: none"> • Sit with feet on floor, bottoms on bench, and facing table • Walk at all times 	<ul style="list-style-type: none"> • Wait in line patiently • Clean up your area • Use good manners • Food and drink stays in cafeteria 	<ul style="list-style-type: none"> • Use quiet voices • Allow anyone to sit next to you that chooses to • Have positive conversations
Line-up/ Pathways	<ul style="list-style-type: none"> • Walk 	<ul style="list-style-type: none"> • Maintain personal space • Face forward • Listen for directions 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use quiet voices • Use appropriate language
Playground	<ul style="list-style-type: none"> • Play fighting is prohibited • Stay within boundaries 	<ul style="list-style-type: none"> • Walk to /from playground • Have positive conversations • Use Ro Sham Bo to resolve conflicts • Play fairly • Take care of equipment 	<ul style="list-style-type: none"> • Be considerate of other's games • Use good sportsmanship • Be honorable • Accept everyone • Use appropriate language
Drinking Fountains	<ul style="list-style-type: none"> • Take a drink and move away • Keep mouth off waterspout • Keep water in your mouth 	<ul style="list-style-type: none"> • Drink water before the whistle is blown • Prevent objects from jamming the water flow 	<ul style="list-style-type: none"> • When others are waiting, drink quickly to allow them a turn
Arrival	<ul style="list-style-type: none"> • Earliest arrival 7:30 AM • Remain in cafeteria until 8:05 AM • Walk quietly to lines 	<ul style="list-style-type: none"> • Be on time • Come prepared • Know your after school plan • See an adult? If not, return to the supervised area 	<ul style="list-style-type: none"> • Use appropriate language • Keep hands and feet to self
Dismissal	<ul style="list-style-type: none"> • Use crosswalk • Be aware • Walk straight home 	<ul style="list-style-type: none"> • Gather all necessary materials • Follow your after school plan 	<ul style="list-style-type: none"> • Use appropriate language • Keep hands and feet to self
Office	<ul style="list-style-type: none"> • Pass required during school hours 	<ul style="list-style-type: none"> • Enter with a purpose • Wait patiently in line • Use indoor voice • Know your telephone number 	<ul style="list-style-type: none"> • Use please and thank you • Use appropriate language

		<ul style="list-style-type: none"> • School sit (professional sit) 	
Special Events	<ul style="list-style-type: none"> • Enter/exit orderly • Keep walkways clear 	<ul style="list-style-type: none"> • Be attentive 	<ul style="list-style-type: none"> • Use audience manners • Appropriate applause
Library	<ul style="list-style-type: none"> • Line up straight and quiet outside door • Walk in slowly and quietly • Listen to Librarian's Instructions • Have a pass if coming to library without your teacher 	<ul style="list-style-type: none"> • Use shelf marker while selecting library book • Push chair under table when leaving • Help keep the bookshelves neat • Take good care of all books • Return all books on time 	<ul style="list-style-type: none"> • Line up quietly for checkout • Keep hands and feet to yourself while waiting to check out books • Be courteous • Leave the library orderly and quietly
Computers	<ul style="list-style-type: none"> • Walk in and out quietly • Only go to programs and websites approved by your teacher 	<ul style="list-style-type: none"> • Listen to and follow all instructions • Be sure to log out and clean up 	<ul style="list-style-type: none"> • Wait quietly for instructions • Raise a quiet hand to ask a question

School Rules

Safety Rules

1. Students will be allowed to remain in a classroom only when directly supervised by an adult.
2. Restrooms will be used only for the purpose for which they are designed. Playing and socializing in restrooms *will not be permitted*.
3. Students will WALK to and from locations on campus.
4. Playground equipment will be used properly.
5. Playground balls should not be kicked on the blacktop.
6. Students will resolve problems without resorting to physical contact, fighting may be cause for *immediate suspension*.
7. Play fighting, tag games, and pushing or shoving is a violation of **Hands Free**.
8. Students will walk bicycles and scooters on campus. Bicycles or scooters will not be allowed on the playground or on walkways near classrooms. Skateboards will not be permitted on school grounds.
9. Sand, rocks and other objects are not for throwing.
10. Students will remain on the playground during recess time. Office visits require a pass.
11. Toys are not permitted unless special permission has been granted by a teacher.
12. Drinking fountains and restrooms will only be used before the freeze bell rings.
13. Gum will not be allowed on campus. Snacks should be nutritional.
14. Gang related paraphernalia will not be tolerated.
15. Students will use appropriate language at school.
16. Foul language and gestures will not be permitted. Students should encourage appropriate behavior from their peers.

17. Toys, radios, CD players, Pokémon, Yu-Gi-Oh! or any other trading cards and/or electronic devices are not allowed at school except with permission from the teacher.
18. Students shall be permitted to use cell phones and/or pagers before and after school. Signaling devices should be turned off during school hours and kept in backpacks. Signaling devices used during school hours will be confiscated and parent/guardian will be asked to come to school to pick them up.

Bicycle Safety:



Bicycles, Scooters, Skates, Skateboards

A bicycle storage area is furnished for students who want to ride bicycles to school. **IT IS THE RESPONSIBILITY OF THE STUDENT TO LOCK HIS/HER BICYCLE IN THE STORAGE AREA AT SCHOOL.** There are not sufficient personnel available to monitor this area, and the school cannot assume responsibility for bikes. In the event that a bike or scooter is stolen from the bike rack you must call the Police to file a report. *Please walk all bikes, scooters, skates and skateboards at all times while on the school grounds. Students who ride on campus will have them confiscated.* **Helmets are required for students riding skates, scooters and bikes.**

Assembly Expectations



1. Walk in silently, hands by side
2. Sit with legs crossed, facing the front
3. Keep hands and feet to yourself
4. Stay seated with your class
5. Leave an aisle in the middle and between each class
6. Display good listening behavior
7. Use good manners
8. At the end of the assembly, stay seated until you are signaled to stand
9. File out by rows, silently, when directed by your teacher.

Break Time/Recess Time



1. Students will use designated play areas during recess
2. Students are not to come to the office area without a written pass from the yard supervisor or teacher
3. Break time is the appropriate time to get a drink of water and to use the restroom facilities
4. When the bell rings, signaling the end of a break/recess, all students are to stop moving and talking
5. Yard Supervisors will direct students with equipment to walk the equipment to the equipment racks
6. When the whistle is blown, students walk (not run) directly to line.

7. Students are encouraged not to leave the classroom during instructional periods to go to the restroom or get a drink.

Four Square

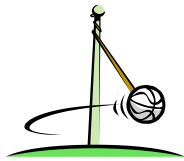


- ☺ The ball is served by dropping it and serving it underhand off the bounce
- ☺ The player receiving the ball must keep it in play by striking the ball underhand after it has bounced once in his or her square
- ☺ The receiver directs it to any other square with an underhand hit
- ☺ Play continues until one player fails to return the ball or commits a fault (See faults listed below)
- ☺ When a player misses or commits a fault, he or she goes to the end of the waiting line and all players move up
- ☺ The player at the head of the waiting line enters the game after a fault. The player at the head of the waiting line will call the game in the case of a disagreement.

The following are faults:

- ☹ Hitting the ball sidearm, overhand or a fist.
- ☹ Winding the arms up past the waist/body
- ☹ Ball landing on a line between the square. (Ball landing on an outer boundary is considered good.)
- ☹ Catching or carrying a return volley
- ☹ Allowing the ball to touch any part of the body except the hands.

Tetherball



- ☺ The first 2 players in line will draw lots (Ro Sham Bo, pick a number between 1 and 10, flip a coin, etc.), and the winner will choose whether he or she wants to be the server or the receiver.
- ☺ The receiver then chooses 'sides' and 'ways'.
- ☺ The server puts the ball into play by standing in his or her square and hitting the ball in his/her direction. A throw (bottle cap) is not permitted.
- ☺ The receiver may not strike the ball on the first time around the pole, but after it has traveled around the pole once, or he/she hits the ball back in the opposite direction. If the receiver does not hit the ball on the second time around, the server may continue to hit the ball and wrap it around the pole in his/her direction.
- ☺ The game is won by the player who hits the ball until the rope is wrapped around the pole in their direction and above the line on the pole or whose opponent commits a foul. (See fouls listed below.)
- ☺ Players must wait for their turns behind the white line without interfering with the game, either physically or verbally.
- ☺ A player may hit the ball in their opponent's direction to give him or herself a better shot, but not to prolong the game.
- ☺ After winning 3 games, a player must go to the end of the line or to another pole. There will be no saving places or cutting in the line.
- ☺ The first person waiting in the line will act as the referee and is the only person allowed to call fouls.

The following are fouls:

- ☺ Hitting the ball with any part of the body other than the hands or forearms.
- ☺ Catching or holding the ball during play.
- ☺ Touching the pole.

- ☺ Hitting the rope.
- ☺ Stepping over the line between the sides of the court.

Double Hits: when the same player hits the ball twice in a row without the ball being touched by the other player, touching the pole, or going around the pole one or more times. Also known as “Bubbles”.

Basketball

- ☺ A game will consist of no more than 5 players on each team, or a maximum of 10 total players on the court at a time.
- ☺ Each game will go to 10 points, with each basket counting as 1 point.
- ☺ The game will begin with a Ro-Sham-bo, but for the rest of the game, the teams will alternate taking the possession of the ball on the side of the court in a jump ball situation.
- ☺ If a player travels, the other team gets possession of the ball on the side of the court.
- ☺ Likewise, if an offensive player remains in the key for more than 3 seconds, the other team takes possession of the ball on the side of the court.
- ☺ A player throwing the ball in-bounds must be allowed 3 feet of free space to get the ball in.
- ☺ A player fouls out of the game by getting 2 fouls.
- ☺ Any player who fouls out of a game may not be replaced during the game.
- ☺ Fouls may only be called by the player who was fouled or by the player who committed the foul. Elbow swinging to protect the ball, hand checks, and shoving other players will also be considered fouls.
- ☺ When a player is fouled, no free throws will be shot, but his/her team will instead get possession of the ball at half court.
- ☺ At the end of the game, all players will leave the court to give anyone waiting a chance to play.
- ☺ Students who do not exhibit proper sportsmanship will lose their opportunity to play.

Consequences of Disregarding the Rules and Code of Conduct

The safety and welfare of your child is the primary consideration in implementing and enforcing the Barbara Comstock Morse School-wide Discipline Plan. Our primary mission is to develop a structure of consistency in discipline using a proactive, preventative approach where students develop respect for others, themselves and learning. An important element of this policy is how well the students understand the rules and consequences. Together, all students and parents are asked to review these rules at the beginning of the year, and throughout the year to ensure a clear understanding of our expectations.

The staff will also assist children in correcting inappropriate behavior by helping students understand which rule is being violated, possible ways to correct the situation and developing an action plan for the student. Parents can assist us by reading, reviewing, and discussing the discipline policies in this handbook.

If a child's behavior does not improve as a result of a conference, further action may result in suspension from classroom and school activities. Classroom and school discipline procedures are discussed in depth at Back to School Night. The following rules will be strictly enforced, supported, and modeled by all students and adults on the campus:

- Students who choose to behave in a manner which violates the school rules will be given consequences as appropriate.
- Students who have exhibited uncooperative behavior inside and outside the classroom and have not responded to teacher interventions may be placed on behavior contracts.
- Students who have been observed by a staff member committing an act which fits the criteria for possible suspension or expulsion will be referred to the administration.

Progression of Consequences

Classroom Consequences

Level 1:

Request for cooperation (verbal warning). (This level does not require written documentation.)

Level 2:

Student will receive a "Time-out" in the classroom for a 5-10 minute interval. Student will be told to move to a designated table or desk that separates the student from others and gives the student an opportunity to quiet down and think about appropriate behavior. If the student receives a second time-out within one day, a citation will be issued which will need to be signed and returned by parent/guardian for classroom documentation. The teacher will make an attempt to call home. A "Think-it-Through" self-reflection page will be given to the student to reflect on their choices. Three "Time-outs" require advancement to Level 3.

Level 3:

- Teacher will call parent/guardian to discuss disruptive and/or non-productive behavior.
- Loss of privileges and/or a logical consequence.
- A team meeting may be scheduled by the teacher to develop a behavior plan. Team members may include the teacher and other teachers involved with the student, the student, parent/guardian and an administrator when warranted.

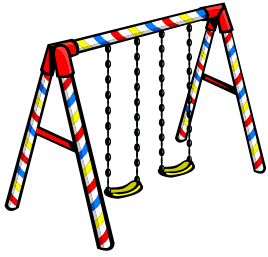
Level 4:

When progression of consequences has failed to bring about a positive change and the student has been noncompliant with an established behavior contract, the student can and will receive the following consequences:

- Continued loss of privileges
- Suspension from the classroom
- Suspension from school

This progression of consequences will be followed at BCM unless otherwise defined by the teacher.

Playground Consequences



Level 1:

Request for cooperation (verbal warning).

Level 2:

Time-out (5 – 10 minutes) during recess.

Level 3:

A discipline citation will be written and placed in teacher's box. Teacher will decide on appropriate follow-up. Student will move to the next step on the classroom consequences continuum.

Level 4:

Repeated misbehavior on the playground may result in a suspension from recess or school.

SCHOOL-WIDE DISCIPLINE PROGRAM

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
<p>Warning</p> <p>This is just a warning...This is the first level of progressive discipline</p> <p>Possible Loss of Recess</p>	<p>Self-Reflection Time</p> <p>Student completes self-reflection page at a back table</p> <p>Possible Loss of Recess</p> <p>Reflection should be based upon safety, respect, and / or responsibility</p> <p>This is a time for the student to reflect upon his or her choices. After completing a self-reflection assignment, students rejoin their peers</p>	<p>Time Out</p> <p>Student to be sent to another classroom for time out</p> <p>Loss of Recess</p> <p>No longer than 15 minutes</p> <p>Students sent with work from the classroom</p>	<p>Phone Call Home</p> <p>Student and teacher phone home at recess</p> <p>Loss of recess</p> <p>Note sent home if parent cannot be reached by phone</p> <p>Loss of additional recesses if signed note is not returned to school</p>	<p>Office Referral</p> <p>Student sent to office for conference with administrator</p> <p>Office Referral form completed</p> <p>Options include home suspension, at-school suspension, community service, parent to accompany student in class</p>

ELK GROVE UNIFIED SCHOOL DISTRICT

CODES RELATED TO DISCIPLINE

SUSPENSION

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

Reasons for Suspension*

State law allows for the suspension of a student if a student commits or engages in any of the acts listed below, where such conduct or acts relate to school activities or attendance, such as, but not limited to when such acts or conduct take place--while on school grounds, going to or from school, during lunch period (on or off campus), during or while going to or from a school-sponsored activity, or for conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance:

- **Assault/Battery {E.C. 48900(a)}**
Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.
- **Weapons {E.C. 48900(b)}**
Possessing, selling, or otherwise providing any weapon--including firearms, knives, explosives, or other dangerous object.
- **Alcohol/Intoxicants/Controlled Substances {E.C. 48900(c)}**
Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.
- **Substance in Lieu of**

Alcohol/Intoxicants/Controlled Substances {E.C. 48900(d)}

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

- **Robbery or Extortion {E.C. 48900(e)}**

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

- **Property Damage** {E.C. 48900(f)}**

Causing or attempting to cause damage to school property or private property.

- **Property Theft** {E.C. 48900(g)}**

Stealing or attempting to steal school or private property.

- **Tobacco or Nicotine Products {E.C. 48900(h)}**

Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- **Obscenity {E.C. 48900(i)}**

Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

- **Drug Paraphernalia {E.C. 48900(j)}**

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

- **Disruption or Defiance {E.C. 48900(k)}**

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

“Disruption of school activities” is defined as follows: when a student's conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds.

Examples of disruption of school activities under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Classroom behavior that impedes a teacher's ability to teach and other students' ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
- The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

"Willful defiance of valid authority" is defined as follows: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations.

Examples of willful defiance of valid authority under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
 - Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student's misbehavior.
- **Receiving Stolen Property** {E.C. 48900(l)}**

Receiving stolen school or personal property.

- **Possessing Imitation Firearm {E.C. 48900(m)}**

Possessing an imitation firearm or simulated firearm that is substantially similar in physical properties to an existing firearm.

- **Sexual Harassment {E.C. 48900(n)}**

Committing or attempting to commit a sexual assault or committing a sexual battery.

- **Threats and Intimidation {E.C. 48900(o)}**

Harassing, intimidating, or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

- **Prescription Drug Soma {E.C. 48900(p)}**

Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- **Hazing {E.C. 48900(q)}**

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

- **Bullying {E.C. 48900(r)}**

Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an *electronic act*, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a *reasonable student* in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. (E.C. 48900(r))
Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. (E.C. 48900(r))

- **Aided or Abetted to Inflict Physical Injury {E.C. 48900(t)}**

Aiding or abetting in the infliction or attempted infliction of physical injury to another student, but does not authorize expulsion until juvenile court proceedings are completed and the juvenile has been convicted.

- **Sexual Harassment (Grades 4-12) {E.C. 48900.2}**

Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.

- **Hate Violence (Grades 4-12) {E.C. 48900.3}**

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (E.C. 233; Penal Code 422.55)

- **Other Harassment (Grades 4-12) {E.C. 48900.4}**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

- **Terrorist Threats {E.C. 48900.7}**

Making terrorist threats against school officials and/or property, or both.

* The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. (E.C. 48900(v), 48900.5) [EGUSD AR 5144]

**School property includes, but is not limited to, electronic files.

EXPULSION

Expulsion, as ordered by the Elk Grove Unified School District Board of Education, is the removal of a student from all schools in the district for violating the California Education Code at school or at a school activity off school grounds. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

A student shall be recommended for expulsion for violation of any of the acts set forth in Education Code 48915(a)(1)-(5), unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- **Serious Physical Injury {E.C. 48915(a)(1)(A)}**

Causing serious physical injury to another person, except in self-defense.

- **Possession of Knife or Dangerous Object {E.C. 48915(a)(1)(B)}**

Possessing a knife or other dangerous object of no reasonable use to the student.

- **Unlawful Possession of a Controlled Substance {E.C. 48915(a)(1)(C)}**

Unlawful possession of any drug except for (1) the first time offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.

- **Robbery or Extortion {E.C. 48915(a)(1)(D)}**

- **Assault or Battery on a School Employee {E.C. 48915(a)(1)(E)}**

State law requires a school administrator to recommend expulsion if a student commits certain violations of the Education Code. A student shall immediately be recommended for expulsion for violation of any of the acts set forth in Education Code section 48915(c)(1)-(5).

- **Possession, Selling, or Furnishing a Firearm {E.C. 48915(c)(1)}**

Possessing, selling, or otherwise furnishing a firearm (verified by an employee of the school district). However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

- **Brandishing a Knife {E.C. 48915(c)(2)}**

Brandishing a knife at another person.

- **Selling a Controlled Substance {E.C. 48915(c)(3)}**

Unlawfully selling a controlled substance.

- **Sexual Assault or Battery {E.C. 48915(c)(4)}**

Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- **Possession of an Explosive {E.C. 48915(c)(5)}**

For all other acts and conduct for which a student is subject to discipline under Education Code sections 48900 through 48900.7 and which are not specifically listed or addressed under Education Code section 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. {E.C. 48915(b) and (e)}

PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district's prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district's Parent & Student Handbook and is also available on the district's website.

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.

**REFERENCE CHART: EDUCATION CODES RELATED TO
DISCIPLINE
& REQUIRED OR POTENTIAL DISCIPLINARY CONSEQUENCES**

1. Mandatory Expulsion {E.C. 48915(c)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, selling, or otherwise furnishing a firearm.			•
(2) Brandishing a knife.			•
(3) Unlawfully selling a drug.			•
(4) Committing or attempting to commit a sexual assault or battery.			•
(5) Possession of an explosive.			•
2. Mandatory Recommendation for Expulsion {E.C. 48915(a)} Unless the Superintendent, Superintendent's designee, principal or principal's designee finds that expulsion is inappropriate, due to particular circumstances.	Alternative to Suspension	Suspension	Expulsion
(1) Causing serious physical injury to another person except in self-defense.			•
(2) Possession of any knife, or other dangerous object of no reasonable use to the pupil.			•
(3) Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.			•
(4) Robbery or extortion.			•
(5) Assault or battery upon a school employee.			•
3. Acts of Violence {E.C. 48900(a)}	Alternative to Suspension	Suspension	Expulsion
(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	•	•	•
(2) Willfully used force or violence upon another person.		•	•
4. Weapons and Dangerous Objects {E.C. 48900(b)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.		•	•
(2) Explosives, use or possession.		•	•

5. Drugs and Alcohol {E.C. 48900(c)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.		•	•
6. Sale of “Look-Alike” Drugs and Alcohol {E.C. 48900(d)}	Alternative to Suspension	Suspension	Expulsion
Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.		•	•
7. Robbery or Extortion {E.C. 48900(e)}	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit robbery or extortion.			•
8. Damage to Property {E.C. 48900(f)}	Alternative to Suspension	Suspension	Expulsion
Caused, or attempted to cause damage to school or private property.	•	•	•
9. Theft or Stealing {E.C. 48900(g)}	Alternative to Suspension	Suspension	Expulsion
Stealing, or attempting to steal school or private property.	•	•	•
10. Tobacco {E.C. 48900(h)}	Alternative to Suspension	Suspension	Expulsion
Possessed or used tobacco or nicotine products.	•	•	
11. Profanity, Obscene Acts, Vulgarity {E.C. 48900(i)}	Alternative to Suspension	Suspension	Expulsion
(1) Directed at peers.	•	•	•
(2) Directed at school personnel.		•	•
12. Drug Paraphernalia {E.C. 48900(j)}	Alternative to Suspension	Suspension	Expulsion
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.		•	•

13. Willful Defiance or Disruption of School Activities {E.C. 48900(k)}	Alternative to Suspension	Suspension	Expulsion
(1) Disrupting school activities.	•	•	•
(2) Refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.	•	•	•
(3) Failure to follow school rules.	•	•	•
(4) Failure to follow directive or instruction of staff or teachers.	•	•	•
(5) Failure to follow conduct code for school bus passengers.	•	•	•
14. Possession of Stolen Property {E.C. 48900(l)}	Alternative to Suspension	Suspension	Expulsion
Knowingly received stolen school property or private property.	•	•	•
15. Imitation Firearm {E.C. 48900(m)}	Alternative to Suspension	Suspension	Expulsion
Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.		•	•
16. Sexual Assault or Sexual Battery {E.C. 48900(n)}	Alternative to Suspension	Suspension	Expulsion

Committed or attempted to commit a sexual assault or battery.			•
17. Harassment of a Student Witness {E.C. 48900(o)}	Alternative to Suspension	Suspension	Expulsion
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	•	•	•
18. Prescription Drug Soma {E.C. 48900(p)}	Alternative to Suspension	Suspension	Expulsion
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	•	•	•
19. Hazing {E.C. 48900(q)}	Alternative to Suspension	Suspension	Expulsion
Engaged or attempted to engage in hazing.	•	•	•
20. Bullying and Bullying by Electronic Act {E.C. 48900(r)}	Alternative to Suspension	Suspension	Expulsion
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.	•	•	•
21. Aided or Abetted to Inflict Physical Injury {E.C. 48900(t)}	Alternative to Suspension	Suspension	Expulsion
Aided or abetted in the infliction or attempted infliction of physical injury to another student.	•	•	•

22. Sexual Harassment {E.C. 48900.2}	Alternative to Suspension	Suspension	Expulsion
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	•	•	•
23. Acts of Hate Violence {E.C. 48900.3}	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.	•	•	•
24. Other Harassment {E.C. 48900.4}	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.	•	•	•
25. Terrorist Threats {E.C. 48900.7}	Alternative to Suspension	Suspension	Expulsion
Making terrorist threats against school officials and/or property.		•	•
26a. Attendance – Truant {E.C. 48260}	Alternative to Suspension	Suspension	Expulsion

Absent from school without a valid excuse.	•		
26b. Attendance – Repeat Truant {E.C. 48261}	Alternative to Suspension	Suspension	Expulsion
Absent from school more than one day without a valid excuse.	•		
26c. Attendance – Habitual Truant {E.C. 48262}	Alternative to Suspension	Suspension	Expulsion
Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board.	•		

HANDS FREE SCHOOL POLICY

The 2013 -2014 school year marks the twelfth year of our “**Hands Free**” school policy. This year also begins our tenth year of our “**Keep it Clean**” effort – a campaign of awareness with students about using only positive language here at school. Please discuss these policies with your student on a daily basis. As part of the awareness campaign, we will be highlighting these policies every afternoon in our Closing Activities. Below are some talking points for your use in addressing “Hands Free” and “Keep it Clean” at home:

- Hands Free means respecting the personal space of those around you; it’s basically the golden rule
- Hands Free is about keeping your hands, arms, feet, legs, etc to yourself and away from others and others’ property in any way that could be considered negative or harmful
- Hands Free means that you do not engage in horseplay or games which require you to put your hands, etc. on someone else (tag, pushing, tackling, etc.)
- Hands Free means using words to solve problems

“Hands Free” Thoughts for the Day

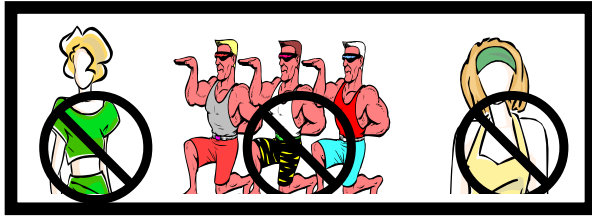
Monday	Tuesday	Wednesday	Thursday	Friday
Keep your hands and the rest of your body to yourself	Play games in a safe manner	Use words to solve problems	Treat others as you would like to be treated yourself	Everyone deserves to learn, play, and grow in a safe environment here at school

- “Keep it Clean” means respecting the right of those around us to not have to hear inappropriate language (cussing, mean words, putdowns)
- “Keep it Clean” is about using only language that you can be proud of and would be willing to use around your parents, principal, etc.
- “Keep it Clean”, means that using language that makes people feel good about themselves and where they go to school.
- “Keep it Clean”, means using positive words to solve problems

“Keep it Clean” Thoughts for the Day

Monday	Tuesday	Wednesday	Thursday	Friday
Say something kind to someone you don’t know very well	Tell someone how happy you are to have him or her as your friend	Use positive words in games you are playing, even if there’s a problem	If you wouldn’t say it to your parents or grandparents, don’t say it to anyone	Choose your words wisely – once they escape, you can’t pull them back

Dress Code

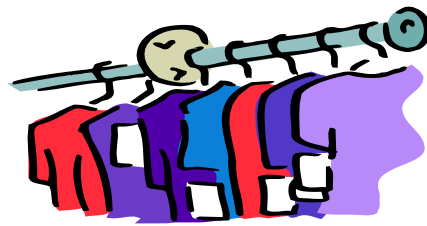


Listed below is the Elk Grove Unified School District's Dress Code:

1. Clothing is to be worn in the intended manner (buttoned, fastened, tied, tucked in, etc.).
2. Pants are to be worn at the waist with a belt. Pants are not to be worn at the hips, without a belt, or in sizes which are excessively too large for the student. Repeated violations will result in a suspension.
3. Shoes and socks are to be worn at all times to provide protection for the students' feet. Shoes must be the type to allow the student to participate fully in an appropriate developmental physical education program. For safety reasons, sandals, clogs, flip-flops, or high heels are not to be worn at school.
4. Dresses, skirts or shorts are to be no shorter than extended arms down to the fingertips while arms are held at sides.
5. Clothing needs to conceal undergarments at all times. Halters, tube tops, see-through net shirts, tank tops, mid-drift shirts and muscle shirts are not to be worn at school.
6. Slogans and or pictures (alcohol, tobacco, or drug endorsements, sexual innuendoes, or gang related symbols or phrases) will not be allowed.
7. Hats, caps or other head coverings (except in the case of religious observations) are to only be worn outside for protection from weather elements.

8. No mouth, tongue or nose piercings/magnets are allowed on campus
 9. Sunglasses are not to be worn inside unless prescribed by a physician.
- The school will not be responsible for lost or stolen hats or sunglasses.
 - Appropriateness of new fashions will be reviewed and *authorized by school administration.*

Barbara Comstock Morse Uniform Plan



Barbara Comstock Morse is a uniform school. Our focus this year is to have students wear uniform shirts (white, navy blue or hunter green) or “school approved” shirts and adhere to the EGUSD DRESS CODE in regards to all other apparel (shoes, pants, skorts, shorts, skirts, etc..). Please refer to the school’s website for more details.

For your child’s safety, please ensure that your child wears closed toe shoes at all times.

The purpose of a uniform plan for our site continues (1) to focus on school as a workplace for students (2) to focus students away from clothing label competition as well as the wearing of inappropriate types of clothing, (3) to develop a sense of school family pride. The District provides support for the school’s adoption of a dress policy through state and local policies.

Based on CAC, Title 5, Section 302; EGUSD BP #5132; and Education Code 35291.5.

For more information on our school uniform policy, financial assistance, and/or a breakdown of clothing attire, please visit our office or contact us at 916-688-8586.

Consequences for not following Dress Code

- Students who come to school in violation of the stated dress code will call home or parent/guardian's work place immediately and make arrangements to change into appropriate attire
- Final decisions will be made by the school principal.

Lost and Found

Most children keep good track of their clothing; however, each year many coats, lunch pails, etc. remain unclaimed. *At the end of each trimester we donate unclaimed items to charity.* Children can check lost and found before and after school to claim lost articles. **To help avoid this, please mark your child's possessions with his/her name.**

Cell Phone Usage



Cell Phones may not be used during operating hours, 7:30 – 2:30 PM. If cell phones are used during these hours, your child's phone can be confiscated and may be held for parent pickup.

For liability reasons, we encourage students to not have phones exposed during the school day or around peers. Barbara Comstock Morse will not be responsible for loss or stolen phones.

School Field Trips

- ☺ To attend a school field trip, students must return a correctly completed field trip form by the deadline stated in the accompanying

cover letter to their classroom teacher or teacher sponsor.

- ☺ **No permission slips or trip donations will be accepted after 4:00 pm on the designated due date.**
- ☺ Barbara Comstock Morse School requests that all payments be made in cash, cashier check or by money order directly given to your child's teacher. No personal checks will be accepted.
- ☺ Parent permission granted over the phone will not be accepted since it is impossible to establish identity.
- ☺ All district field trip permission forms will be accompanied by a cover letter explaining important information about the trip (i.e. date, time, cost, etc.).
- ☺ Parents may be required to act as a chaperone for their child to insure that their child behaves in a safe, responsible manner while on the field trip.
- ☺ Attendance is required on field trip days.
- ☺ Classroom instruction will be provided for students who are unable to attend the field trip.
- ☺ While on school field trips, students are expected to behave in a safe and responsible manner and follow adult directions the first time. *Students choosing to behave otherwise may be subject to the visiting site's consequences and may lose other field trip privileges.* Parents/guardians will be notified by the classroom teacher and/or the principal if this should occur.
- ☺ Parents/guardians chaperoning field trips should make daycare arrangements for siblings. Field trips are for classroom students, teacher and chaperoning parents/guardians only.



The Elk Grove Unified School District requires the use of chaperones on all field trips. If for any reason, a scheduled field trip does not have the sufficient number of

chaperones, then the field trip will be canceled.



Medical Information

ADMINISTRATION OF MEDICATION FOR PUPILS



- Procedures for administration of medications at school are listed in the Education Code 49423; it sets forth procedures which must be followed if school staff is to accept the responsibility for administration of medication.
- No medication (**prescription or non-prescription – including aspirin, cough drops, etc**) will be dispensed to students or allowed on the school site without the appropriate form being completed and on file in the school office. If the physician requires a portion of a tablet, pill, etc. be dispensed, the parents/guardians are responsible for dividing the tablet into the prescribed size.
- Student requiring medications at school shall be identified to the school by parent/guardian and physician. Students observed by school personnel administering unauthorized medications to themselves, or other students, will be reported to their parent/guardian (A.R. 4141.21 (a))
- All student medication **must be in the original container**, clearly labeled with the student's name and will be kept securely locked in the school office.
- Students may not carry medication on their person, although exception may be made for students who need medication for potentially life threatening conditions. Such exceptions require physician, parent and principal authorization.
- Parents/guardians are required to provide written verification from physician to the school of any change in the medication or dosage. Physicians may fax forms to the school to authorize medication changes.
- The "**Authorization for the Administration of Medication by School Personnel**" must be updated **annually** or whenever any changes are made in the treatment plan.

Student Insurance

The Board of Education has authorized the principal of each school to send out information on a school accident insurance policy. Since the school district, by law, cannot pay for the medical and hospital expenses incurred as a result of an accident at school, we recommend this insurance policy. These policies are sent with each student at the beginning of the school year.

Emergency Information

In case of a serious accident, we make every effort to contact the parents or guardian. In order to do this, be sure the office and your child's teacher has the following **current information**:

- Parent/Guardian home and work phone numbers
- Emergency contact person's name and phone number in case the parent/guardian can't be reached.

Head Lice Policy

Head lice are tiny bugs that live on the hair and scalp. They are transmitted from one person to another by direct contact or on shared combs, hair brushes or hats. They can also be acquired from upholstered furniture and bedding. *Head lice cannot hop or jump!*

If your child is found to have head lice:

- ① He/she will be sent home
- ② You will be given a letter explaining treatment and care
- ③ All students in the class will also be given a treatment and care letter
- ④ Your child may return to school once all nits (eggs) have been removed with proper treatment
- ⑤ Your child may not return to class until having been cleared in the office first.

Verification of Parent/School Compact
Student Handbook Discussion
3rd Trimester

This is to verify that I/We have discussed the Barbara Comstock Morse Elementary School Parent/School Compact Student Handbook with my/our child. I/We also understand that my/our child may be tested on the handbook rules and is responsible for knowing the rules, procedures and expectations that are mentioned.

Parent/Guardian's Name (Please Print) _____

Student's Name (Please Print) _____

Date: _____ Teacher _____ Grade _____

Verification of Parent/School Compact
Student Handbook Discussion
2nd Trimester

This is to verify that I/We have discussed the Barbara Comstock Morse Elementary School Parent/School Compact Student Handbook with my/our child. I/We also understand that my/our child may be tested on the handbook rules and is responsible for knowing the rules, procedures and expectations that are mentioned.

Parent/Guardian's Name (Please Print) _____

Student's Name (Please Print) _____

Date: _____ Teacher _____ Grade _____

Verification of Parent/School Compact
Student Handbook Discussion
1st Trimester

This is to verify that I/We have discussed the Barbara Comstock Morse Elementary School Parent/School Compact Student Handbook with my/our child. I/We also understand that my/our child may be tested on the handbook rules and is responsible for knowing the rules, procedures and expectations that are mentioned.

Parent/Guardian's Name (Please Print) _____

Student's Name (Please Print) _____

Date: _____ Teacher _____ Grade _____

Safety Comes First @ Barbara Comstock Morse Elementary



“Doing the
Right
Thing
because it
is the
Right
Thing to
Do”!

**Put
Safety
First**

**Volunteer as a Crossing Guard
Just for One Day**

**Follow the law when entering the
school zone as if your child’s life
depends upon it**

Be courteous to others

**Encourage your child to follow all
Safety Signs, Rules and Safety Patrol
Personnel**

**Encourage your child to wear a helmet
with their bicycle and skate board**

**Wear a Seatbelt and ensure children
under 80lbs and age 8 are in a
car/booster seat.**

Barbara Comstock Morse is a Tobacco-free School

Smoking is prohibited on all school campuses in accordance with state and federal law
(20 U.S.C. 6083, Labor Code 6404.5)

The Board further prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, visitors and other persons at any activity or athletic event on property owned, leased or rented by or from the district.

The Optimist Creed

Promise yourself

I promise to be **SO STRONG** that nothing can disturb your peace of mind.

I promise to speak about health, happiness and prosperity to every person you meet.

I promise to make all your friends feel that there is something in them.

I promise to look at the *Sunny Side* of everything and make your optimism come true.

I promise to think only of the best, to work only for the best and to expect only the best.

I promise to be just as enthusiastic about the success of others as you are about your own.

*I promise to forget the mistakes of the past and press on the **GREATER ACHIEVEMENTS** of the future.*

*I promise to wear a cheerful countenance **AT ALL TIMES** and give every living creature you meet a smile.*

*I promise to give so much time to the improvement of yourself that you have **NO TIME** to criticize others.*

*I promise to be too large for worry, too noble for anger, too strong for fear, and **TOO HAPPY** to permit the presence of trouble.*