

Barbara Comstock Morse



Parent and Student Handbook

Christopher R. Hoffman, Superintendent

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Elementary Education

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Elizabeth D. Rueda, Director, PreK-6 Education

Kilolo Umi, Principal
Maria Derus, Vice Principal

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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.

As a parent/guardian, you may 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, Gifted and Talented (GATE) outreach opportunities, 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. We look forward to continuing Common Core implementation, and the California Assessment of Student Performance and Progress (CAASPP) testing for the new school years to come! To better support our students, professional development is readily available to our teachers, administrators, and parents. In 2013-14, Barbara Comstock Morse began Positive Behavior Intervention Support Program (PBIS), a systematic approach of using school-wide safety expectations understood by all students, staff and parents. We are also very proud of our recently inducted NEHS (National Elementary Honor Society).

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,

A handwritten signature in black ink that reads "Kilolo Umi". The script is cursive and fluid.

Kilolo Umi
Principal

Section 1:

Parent Involvement and Title I

Barbara Comstock Morse Elementary School

Frequently asked Questions?

What is Title I?

When most people refer to Title I, they are actually talking about Title I, Part A of the Every Child Succeeds Act of 2015 (ESSA). 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 supports 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 9, 2021 @ 9:15 a.m. and 5:15 p.m.**
- www.egusd.net (the district website)
- www.cde.ca.gov (state department of education)



EGUSD Board of Education

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Sean J. Yang

Kilolo Umi, Principal
Maria Derus, Vice Principal
Barbara Comstock Morse
Elementary School
(916) 688-8586
(916) 682-5089 (FAX)

Superintendent Christopher R. Hoffman

9510 Elk Grove-Florin Road, Elk Grove, California 95624

INVITATION TO PARTICIPATE: TITLE I PARENT INVOLVEMENT & PROGRAMS MEETINGS

Dear 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 09, 2021** at **9:15am and 5:15 p.m. for one hour via Zoom.**

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, Principal

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

COMPONENTS

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.*



Barbara Comstock Morse Elementary School

7000 Cranleigh Avenue, Sacramento, CA 95823

Telephone: (916) 688-8586

Fax: (916) 682-5098

Kilolo Umi, Principal

Maria Derus, Vice Principal

Title I, Part A School-Level Parent and Family Engagement Policy

The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements. (20 U.S.C. Section 6318[b][1])

Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

Our Annual Title 1 Parent Meeting will be on Thursday, September 9th at 9:15am and 5:15pm via zoom due to social distancing guidelines. An invitation to the meeting will be sent via email.

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 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.

Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

The School Parental Involvement Policy will be distributed. In addition, the policy will be available at the September 9, 2021, Title I Meeting at 9:15am and 5:15pm. Also Back to School Night sessions are now available in the morning and the evening.

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. Section 6318[c][3])

The policy will be reviewed and updated annually.

Provide parents of participating children with timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

Parent Information nights held by the grade level teams, Scholastic Book Fair, regular School Site Council Meetings, regular ELAC meetings, Back to School Night, Open House, Goal Setting Opportunity Night, and Parent Education Nights.

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

Parent Information nights held by the grade level teams, Scholastic Book Fair, regular School Site Council Meetings, regular ELAC meetings, Back to School Night, Open House, Goal Setting Opportunity Night, and Parent Education Nights.

If requested by parents, 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. (20 U.S.C. Section 6318[c][4][C])

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

If the Title I schoolwide plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. (20 U.S.C. Section 6318[c][5])

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs. This policy was adopted by the Barbara Comstock Morse on 8/12/2021 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: beginning of the school year.

Kulolo Umi

Signature of Administrator

Dandri Bradley

Signature of Parent, SSC Representative

10/01/2021

Date

August 2021

10/01/2021

Date

Barbara Comstock Morse Elementary

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements. (20 U.S.C. Section 6318[d])

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

Responsibilities of the School:

In carrying out the parent and family engagement requirements of Title I, Part A, districts and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])

Translators are available and school communications are offered in English and Spanish. Hard copies are available as well as on line. BCM supports migratory parents and parents with disabilities at events.

Provide assistance to parents of children served by the school or district, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

Barbara Comstock Morse provides 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:

- Implement Guided Reading in order to best meet each child's individual academic needs.
- Implement the Wonders Reading Program that is CCSS aligned.
- Implement GoMath Program that is CCSS aligned.
- Provide professional learning to all staff in identified areas for development.

-Provide teacher release time for planning curriculum and instruction aligned to CCSS.

Provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])

In keeping with the EGUSD Graduate Profile, Barbara Comstock Morse has grade level curriculum parent workshops and create opportunities for other parent involvement activities to include ELAC meetings, Rhythms of the World, and We Both Read

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. Section 6318[e][3])

Staff Meetings, Saturday seminars, Title 1 Conferences, updated 504 meetings regarding new parent rights, staff preservice days. Encourage parents to volunteer in the classroom

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. Section 6318[e][4])

CDI, DELAC, GATE Advisory, and ASES Program Parent Meetings

Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

School Communication is translated in English and Spanish. They are distributed to students or sent via School Messenger.

Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])

Parents are encouraged and welcomed to volunteer or observe as partners in the school activities. Parent volunteers may help in the lunchroom, library, in their children's classroom and on the playground. A volunteer form must be completed and they must be cleared via fingerprints. To eliminated interruptions, please make arrangements with your child's teacher at least 24 hours in advance via email or by telephone to observe your child's classroom. Due to COVID-19 safety protocols, volunteering or observing on campus are temporarily on hold.

Responsibilities of the Parents:

The Parents/Guardians agree to the following responsibilities to increase their student's academic success:

- Monitor attendance
- Make sure homework is completed
- Become a volunteer partner with the school, when possible
- Participate in decisions relating to their children's education
- Stay informed about their child's education and communicate with the school by reading all notices from the school or the district and responding when requested
- Serve, when possible, on parent advisory groups such as the School Site Council, Parent Teacher Committee, English Language Advisory Committee, and district level committees.

Responsibilities of the Teachers:

The school shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following (20 U.S.C. Section 6318[d][2]):

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. Section 6318[d][2][A])

In the 2021-2022 school year, parent-teacher conferences will be held in November 2021 and March 2022. Parents may request meetings with teachers with 24 hour notice.

To provide an encouraging atmosphere and safe environment that promotes learning. Assure a standards-based curriculum, delivered through appropriate instructions, and measured by multiple assessments.

Frequent reports to parents on their children's progress. (20 U.S.C. Section 6318[d][2][B])

Parents will receive progress reports/deficiency notices in September 2021, December 2021 and April 2022. Additional reports will be provided upon request. Staff emails are posted on the school site's website and via Synergy for parents.

Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. Section 6318[d][2][C])

Parents are encouraged and welcomed to volunteer or observe as partners in the school activities. Parent volunteers may help in the lunchroom, library, in their children's classroom and on the playground. A volunteer form must be completed and they must be cleared via fingerprints. To eliminated interruptions, please make arrangements with your child's teacher at least 24 hours in advance via email or by telephone to observe your child's classroom. Due to COVID-19 safety protocols, volunteering or observing on campus are temporarily on hold.

Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

School Communication is translated in English and Spanish. They are distributed to students or sent via School Messenger.

This compact was adopted by the Barbara Comstock Morse Elementary on August 12, 2021 and will be in effect for the period of the 2021-2022 school year.

The school will distribute the compact to all parents of students participating in the Title I, Part A program on, or before: September 9, 2021

Kilolo Umi

Administrator Name

Kilolo Umi

Administrator Signature

09/09/2021

Date

Parent Name

Parent Signature

Date



Barbara Comstock Morse Elementary School

7000 Cranleigh Avenue, Sacramento, CA 95823

Telephone: (916) 688-8586

Fax: (916) 682-5098

Kilolo Umi, Principal

Maria Derus, Vice Principal

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
1. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Kilolo Umi at 916-688-8586.

Sincerely,
Kilolo Umi
Principal

Barbara Comstock Morse Elementary welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact Kilolo Umi at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you.

[Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]



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2. Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

3. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Kilolo Umi at 916-688-8586.

Sincerely,
Kilolo Umi
Principal

Barbara Comstock Morse Elementary welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact Kilolo Umi at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]

Section 2:

General Information

General Information

Barbara Comstock Morse BELL SCHEDULE



Regular Bell Schedule:

Breakfast: 7:35 – 7:55 AM
AM Kinder: 8:00 – 11:20 AM
PM Kinder: 11:20-2:40 PM.
Grades 1-6: 8:15 – 2:35 PM

LATE START

Every Thursday
9:05 a.m. - 2:35 p.m.

Minimum Days

All Kinders: 8:00-11:20 AM
Grades 1-6: 8:15-12:35 PM

Arrival & Dismissal

Students should not arrive at school before 7:35 a.m., as there will be no supervision before that time. Students should line-up in their designated areas by 8:15 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 KIP Scholar Academy (KSA) at 916-385-4018 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. Please make sure that you arrange to volunteer at least 24 hours in advance with your child's teacher or school representative. Please submit in writing your intention to observe or volunteer to avoid conflicts with learning times such as but not limited to testing, special events, WYN time. Parents observing their student may not interact with students. The Elk Grove Unified School District wishes to clarify and reiterate the District's Volunteer Assistance Board Policy and Administrative Regulation 1240 which requires all volunteers working with students in a "student activity or program" to be fingerprinted and cleared through a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning volunteer duties

Get Connected with BCM

BCM, Home of the Owls, has a lot of exciting programs for your students. However, it takes parent support to make it all happen. 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.
- ❹ 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 Attendance Improvement Office (AIO). A student who misses five 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.

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 2:15 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. All students are eligible to receive free breakfast/lunch for the 2020-2021 school year.

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 may 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.

Birthdays

If you would like to bring in a treat for your student on their birthday, we ask that you bring non-food items or a healthier option. Food items should be store bought, not homemade. Individual wrapped items please and nothing that needs to be cut up and served. Please notify teacher at least 24 hours in advance to organize the drop off of the items. Check with the teacher about food allergies. **NO BALLOONS!**

Guidelines are subject to change due to COVID-19.

Section 3:
Barbara Comstock Morse
School Programs

Special Programs

GATE Mission Statement

The EGUSD program for gifted, talented, and high potential students will discover and nurture students with an exceptional level of performance in diverse areas of expression. The program will equitably and collaboratively engage students and their families to access rigorous instruction with support for intellectual, social and emotional needs.

Updated GATE Identification Criteria

Beginning in February 2014, the district established a GATE Planning Committee to provide input in the development and evaluation of equitable identification and selection criteria; staff training to implement equitable identification practices; and effective outreach efforts to students, parents and the community, including students and families from traditionally underrepresented student groups. The Committee is composed of parents, teachers, school leaders, and district administrators. This group reviewed research and best practices and proposed new GATE identification criteria to the Office of Civil Rights for review and approval. The recommended criteria were approved by the Office of Civil Rights in January 2015.

GATE identification will be based on students exhibiting exceptional ability in one of the following areas:

- Creative Ability
- Leadership Ability
- Visual and Performing Arts Ability
- Academic Ability
- Cognitive Ability

The process to begin using the new criteria will include training of school staff by April 1, 2015, taking steps throughout the spring to ensure that the criteria are implemented uniformly throughout the district, and providing outreach to families.

Implementation of the new criteria for identification will continue into the 2017-2018 school year.

Naglieri Nonverbal Ability Testing (NNAT):

Testing information for the 2018-2019 school year is not available at this time.

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 ELPAC (English Language Proficiency Assessment for California) 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 three 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.

School Counseling

Our mental health therapist (MHT) provides services as part of student wellness to general education students who are having emotional or social challenges that may disrupt their learning. Counseling is provided individually and/or in groups for 4-8 sessions to address issues such as grief and loss, adjustment to changes in the family system, anxiety, depression and anger management. Referrals are made through the teacher, administration or parents.

Project Wellness

Barbara Comstock Morse is one of five elementary schools in the EGUSD that has a half time counselor who is funded by Title I fund, offering access to all students. The mission of this program is to help “create respectful, responsible and safe learning environments that support children’s social, emotional and mental health.” BCM’s counselor Shirley Arroyo teaches the Second Step curriculum

by the Committee for Children to groups of 4-5 students at a time. Each of these Wellness groups meets for twelve 50 minute sessions. During these sessions students learn life skills which are critical to their success such as empathy, emotional management, problem solving and social skills. Our Wellness counselor also refers some students who would benefit to other counselors who meet with students on campus. Parent permission is required before any students receive services from the Project Wellness counselor.

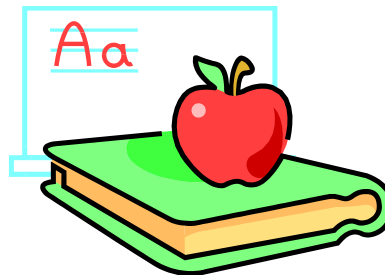
Elk Grove Unified Pre-K Program

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.



KIP Scholar Academy

KIP Scholar Academy (KSA) is available for your child during the 2020-2021 school year! The program provides three components for students to participate in daily: Homework Assistance, Literacy Assistance and Enrichment. The Program provides a supper as well, all free of charge!

Catalyst Kids

The Catalyst Kids 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.

Catalyst Kids 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 **Catalyst Kids at 916-682-5160**. Please contact the number listed above for all early dismissals or visits to the program.

Basketball Club



We plan to offer a 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 Mrs. Derus, vice principal. Thank you!

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

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

Barbara Comstock Morse's English Learner Advisory Committee (ELAC)

If you are interested in being an advocate for our English Learners, consider joining Barbara Comstock Morse's ELAC.

The purpose of the ELAC, is to meet and advise the principal/vice principal, and school staff on the following programs and services for English Learners:

1. The school's program for English learners
2. The development of the Site Plan
3. The school's needs assessment
4. The school's annual language census (R-30 LC Report)
5. Efforts to make parents aware of the importance of regular school attendance

For more information, please check with the school's office or information in our newsletters.

School Site Council

The School Site Council fulfills a State requirement for a local governing group that helps to set goals and monitor school programs. One-half of the School Site Council membership shall consist of school district employee's including the Principal, classroom Teachers, and other personnel representing school staff. The other One-half shall consist of parents or other community members elected by parents. Such members shall not be employees of the school district. Parent support is essential to the success of our school. You will have several opportunities to participate in the decision making process at Barbara Comstock Morse Elementary. The school holds regular School Site Council meetings during the 2020-2021 school year. We welcome and appreciate your attendance and participation. If you are interested, please contact your school site Principal, Ms. Umi at (916) 688-8586 for meeting information.

National Elementary Honor Society (NEHS)

The National Elementary Honor Society (NEHS) chapter of Barbara Comstock Morse is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in two areas of initial evaluation: scholarship (academic achievement) and responsibility.

Students are selected to be members of NEHS by a faculty council, appointed by the principal, and supervised by an additional member of the faculty serving as the chapter adviser. This group awards the honor of membership to qualified students on behalf of the faculty of the school during each school year.

Students in the fourth, fifth, or sixth grades are eligible for membership. For the scholarship criterion, a student must have obtained a cumulative grade point average of **3.5 in all subjects** during the 3rd trimester of the prior school year AND 1st trimester of the current school year. Those students who meet this criterion are invited to complete a candidate's form that provides the faculty council with evidence of the candidate's responsibility at home, at school, and in the community. In addition, to evaluate a candidate's

level of responsibility, the faculty council uses two types of information: school administrative records

and faculty input regarding their professional reflections on a candidate's personal responsibility qualities. These forms and the candidate's forms are carefully reviewed by the faculty council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or nonselection according to a predetermined schedule established by the chapter. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all of the criteria that led to their selection. This obligation includes regular attendance at chapter meetings held monthly during the school year, acting as a role model, paying yearly dues (\$20) and participation in other chapter service projects, fundraisers and activities.

**Please contact the BCM chapter adviser,
Patricia Jones, with questions.
pajones@egusd.net.**

Section 4:

Guidelines for Academic

HOMEWORK GUIDELINES

The purpose of the Homework Guidelines is to inform parents of EGUSD homework expectations. If you have questions about your child's homework, please contact the teacher or school.

GENERAL BELIEFS

1. Homework reinforces student performance.
 - Builds effective study skills.
 - Develops student responsibility.
 - Can be completed independently with some parent involvement.
2. Reinforces classroom instruction in a variety of ways.
 - Prepares for an upcoming lesson.
 - Extends classroom lessons.
 - Practice and review of learned concepts.
3. Provides use of resources that are available to the student.
4. Requires reasonable time completion.
5. Is not used as a punitive measure.
6. Requires a site plan from every school to be shared with parents in handbooks, Back-to- School nights, etc.

CHARACTERISTICS OF EFFECTIVE HOMEWORK

1. Relates to lesson objectives and classroom instruction.
2. Prepares, reinforces, enriches, or extends learning.
3. Practices basic skills to promote immediate recall.
4. Matches the needs of the learner (GATE, special ed).

GRADING OF HOMEWORK

Teachers must clearly outline with parents the grading policy as it relates to homework. Teachers should share with parents the portion of the child's grade for homework in relation to the student's overall grade for the subject area. Teachers should also outline how feedback will be given to students and parents.

MAKE-UP

Allow for make-up of missed homework under reasonable conditions (i.e., absences, family emergencies):

- a. Reasonable time frame for completion.
- b. For excused/unexcused absences or suspensions.
- c. Amount of credit given for make-up work to be determined.

MINIMUM DAILY AMOUNT OF MINUTES PER GRADE LEVEL

Four days a week.

Kindergarten	20 minutes which includes reading with or to parents, or by themselves
First	30 minutes which includes reading with or to parents, or by themselves
Second	30 minutes which includes reading with or to parents, or by themselves
Third	45 minutes which includes reading with or to parents, or by themselves
Fourth	1 hour which includes reading with or to parents, or by themselves
Fifth	1 hour which includes reading with or to parents, or by themselves
Sixth	1 hour, 15 minutes which includes reading with or to parents, or by themselves

Projects may be used as a replacement for homework assigned on a weekly basis (i.e., a project assigned in social studies may reduce the amount of daily homework during the week to allow for completion of project.)

Packet type homework that gives students a number of days to complete (i.e., several assignments given to students on Monday are due on Thursday) is acceptable to reach guidelines.

Elementary Education
Guidelines for Academic Grading of Elementary Students

Parents 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 student's standardized test data and the student's overall performance. Test information, as well as discrepancies, need to be reported and discussed with parents 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 individuals with exceptional needs (active IEPs) should have their grades based on progress toward their IEP goals and objectives. An "A" can be earned by a student in any subject, whether a goal is written or not, as long as appropriate adaptations are provided as determined by the IEP and individualized adaptation plan. Adapted curriculum for identified individuals with exceptional needs should be indicated on the report card and conveyed to the parents.

Report card common language examples include:

"Although student is working below grade level standards, he/she is meeting alternate goals at his/her academic level."

"Student is currently progressing toward grade level standards and receiving educational benefit from academic program."

"Grade is a combination of intervention programs and classroom work."

"Grades are based on student's individual adaptation plan developed by classroom teacher, administration, and intervention personnel."

"Report card grades are based on California Grade Level Standards. Student classroom grades reflects academic work at individualized grade level per adaptation plan."

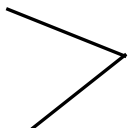
“Student is working below grade level standards in the following academic areas for which he/she receives intervention support.”

“Student’s academic program involves collaboration between classroom teacher and intervention personnel.”

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

Standards Key

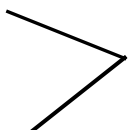
+ Meets grade level standards
✓ Approaches grade level standards
— Does not meet grade level standards
NA Not formally assessed



Standards Key reflects progress toward achievement of standards.

Grade Key

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.

Citizenship/Work

Habits Key

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/District 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 Fourth 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 Fourth through Sixth Grades may receive Honor Roll status by receiving only A's and B's in the academic areas (language arts, mathematics, science, history/social science).

Students in the Fourth through Sixth Grades may receive a District Honor Roll if the student has no current grade below a C **and** has a GPA of 3.5 or better in all of the following six subjects:

- Reading/Language Arts
- Writing
- Math
- Spelling
- 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.

Grading Criteria for Elementary Standards

Exceeding Standard:

- The student is meeting grade-level standards at an accelerated pace through instruction in standards-aligned materials provided through the District's adopted language arts and mathematics programs.
 - Examples of acceleration may include:
 - Increased pace.
 - Increased complexity of subject matter.

AND/OR

- The student has met his/her grade-level standards and is now receiving instruction based on standards for the next grade level through district adopted or approved materials.

Meeting Standard:

- The student is meeting grade-level standards through instruction in standards-aligned materials provided through the District's adopted language arts and mathematics programs.

Below Standard:

- The student has not met his/her grade-level standards and is receiving remedial instruction and/or modified assignments based on the standards below his/her current placement.

Further information regarding standards can be found at the following website:

http://www.egusd.net/cpl/standards_bench.html

Section 5:

Honors, Awards and Recognition

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.

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 all A's and *Silver* status is received for academic achievement of all A's and B's 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.

Positive Behavior Intervention Systems

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 Tardies per trimester is permitted (6 per year provided they are excused)	

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.



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.

Positive Behavior Intervention Support Program (PBIS)

PBIS is a systematic approach of using school-wide safety expectations understood by all students, staff and parents. Our Positive Behavior Intervention Support Team will continue to encourage students to reach their maximum potential in risk-free environment.

Leadership Academy

We are excited to introduce the BCM Leadership Training Academy. Annually, the leadership modules are determined by the input of student/staff and parent surveys. Some topics included are: College and Career Awareness, Academic Goal Setting, Positive Character, Fitness/Nutrition, Peer Respect, and Self-Respect. 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.

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 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.

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*

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.).

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.

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.

National Elementary Honor Society (NEHS)

A chapter of the NEHS has been established at Barbara Comstock Morse. This organization will recognize students for their outstanding academic achievement and personal responsibility. It will also help students provide service while demonstrating the four pillars of NEHS for the entire school. Those pillars are scholarship, responsibility, service, and leadership.

Intermediate students with a minimum of 2 consecutive trimesters of only As and Bs and a 3.0 GPA will be eligible to submit an application that includes a letter of recommendation from a teacher at Barbara Comstock Morse and a written understanding of the importance of service and leadership. Please contact Patricia Jones, the chapter adviser, for more details.

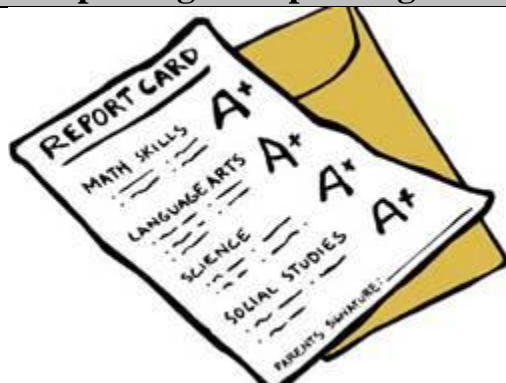
Student Council

The purpose of this council shall be to promote positive behavior, encourage the standard scholarship, encourage school spirit, and demonstrate the practical application of teamwork. The overall goal is to advance the welfare of the school and the community in every possible way.

The current eligibility criteria includes Intermediate students with a “B” average, demonstrating consistent and satisfactory behavior. The criteria is subject to review in the upcoming school year.

receive your one-time access code. This will allow you to view grades daily.

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. Please refer to the school district website regarding new report cards and grading policies.

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 Day/Night***.

Synergy

We encourage parents to utilize ParentVue on Synergy. This can be accessed through a desktop or as a downloaded app. Please go to the office to

Section 6:
School Procedures/Initiatives

The BCM Way

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 • School sit (professional sit) 	<ul style="list-style-type: none"> • Use please and thank you • Use appropriate language
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
Bicycle Cage	<ul style="list-style-type: none"> • Walk all bikes, scooters, skates and skateboards at all times, while on the grounds. 	<ul style="list-style-type: none"> • Each student should lock his/her bicycle 	<ul style="list-style-type: none"> • Do not enter the cage unless you have bicycle/scooter in the cage
Assemblies	<ul style="list-style-type: none"> • Walk in silently, hands by side • Sit with legs crossed, facing the front • Stay seated with your class • Leave an aisle in the middle 	<ul style="list-style-type: none"> • Leave an aisle in the middle and in between each class • At the end of the assembly, stay seated until you are signaled to stand • File out by rows, silently, when directed by teacher 	<ul style="list-style-type: none"> • Active Listening • Good Manners

School Procedures

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 or candy 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, Pokémon, Yu-Gi-Oh! or any other trading cards and/or electronic devices are not allowed at school except with permission from the teacher. If teacher and parent are in agreement, than fidget spinners may be used in the classroom only.
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 may have them confiscated.* **Helmets are encouraged 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. Recess Mentors 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.

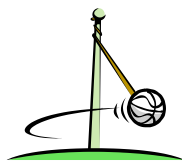
The following are faults:

- ⊗ 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.

Disclaimer:

All students will receive an orientation each trimester regarding the safe use of the playground equipment.

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 “Bubblicies”.

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 for 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:

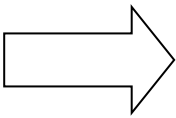
A discipline citation will be written and placed in teacher's box. Teacher will decide on appropriate

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 Warning	STEP 2 Self-Reflection	STEP 3 Time-Out	STEP 4 Phone Call Home or Discipline Citation	STEP 5 Office Referral
Classroom	<p>The student receives a verbal warning (the first level of progressive discipline).</p> <p>The student may lose recess.</p>	<p>The student may complete a self-reflection page at a back table.</p> <p>The reflection would be based upon safety, respect, and / or responsibility. This would be a time for the student to reflect upon his/her choices. After completing a self-reflection assignment, the student would rejoin his/her peers.</p> <p>The student may lose recess.</p>	<p>The student may be sent to another classroom for a time-out for no longer than 15 minutes.</p> <p>The student may be sent with work from the classroom.</p> <p>The student may lose recess.</p>	<p>The student and teacher may phone home at recess.</p> <p>A note may be sent home if the parent cannot be reached by phone.</p> <p>The student may lose recess.</p>	<p>The student may be sent to the office for conference with administrator</p> <p>The Office Referral form would be completed.</p> <p>The consequence may include home suspension, at-school suspension, community service, or parent to accompany student in class.</p>
Playground	<p>The student receives a verbal warning (the first level of progressive discipline).</p>		<p>The student may take a 5 to 10 minute time-out during recess.</p>	<p>A discipline citation is written and placed in the teacher's box.</p> <p>The classroom teacher determines an appropriate way to follow-up. The student moves to the next step on the classroom consequences continuum.</p>	<p>Repeated misbehavior on the playground may result in a suspension from recess or school.</p>

HANDS FREE SCHOOL POLICY

The 2018-2019 school year marks the fifteenth year of our “**Hands Free**” school policy. This year also begins our eleventh 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

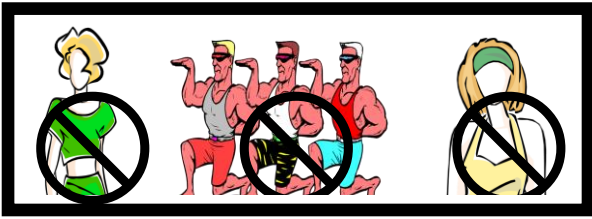
Monday	Tuesday	Wednesday	Thursday	Friday
Keep your hands and the rest of your body to yourself	Play games in a safe manner	Use words to solve problems	Treat others as you would like to be treated yourself	Everyone deserves to learn, play, and grow in a safe environment here at school

- “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

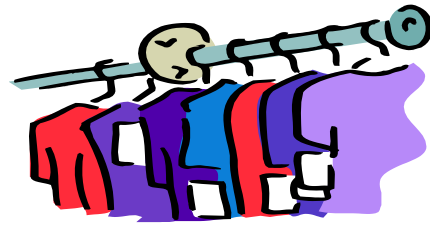


Listed below is the Elk Grove Unified School District's Dress Code:

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 with a heel strap 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
- Students are encouraged to wear professional attire.

Lost and Found

Most children keep good track of their clothing; however, each year many coats, lunch pails, etc. remain unclaimed. *We donate unclaimed items to charity periodically.* 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 – 2:35 PM. If cell phones/mobile devices are used during these hours, your child's phone may be confiscated and 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. Phones must be turned off or on silent in their backpacks.

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.
- ☺ All chaperones attending the field trip must be fingerprinted thru the school district. Please check with the secretary to make sure your fingerprints are cleared.



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.

Section 7:

Medical Information

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, creams, ointments, 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.

Section 8:
Elk Grove Unified School District
Discipline Policy/Education Codes

Item 2: Prohibition of Discrimination or Harassment and Related Complaint Procedures

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.

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

Item 3: Uniform Complaint Procedures

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.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education
After School Education and Safety
Agricultural Vocational Education
American Indian Education Centers and Early Childhood Education Program Assessments
Bilingual Education
California Peer Assistance and Review
Programs for Teachers
Career Technical and Technical Education and Career Technical and Technical Training
Career Technical Education
Child Care and Development
Child Nutrition
Compensatory Education
Consolidated Categorical Aid
Course Periods without Educational Content
Economic Impact Aid
Education of Pupils in Foster Care and Pupils who are Homeless
Every Student Succeeds Act / No Child Left Behind
Local Control Accountability Plans (including Charter Schools as described in EC §§ 47606.5 and 47607.3);
Migrant Education
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
Regional Occupational Centers and Programs
Annual Notification of the Uniform Complaint Procedures (UCP)

2017 - 2018 School Year (continued)

Rights of certain juvenile court school transfer students
School Safety Plans
Special Education
State Preschool
Tobacco-Use Prevention Education

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, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

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. A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website at the following link: <http://www.egusd.net/about/district/policiesprocedure.shtml#snotices/>

Section 9:

Verification Notices

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.

