

## SUPERINTENDENT'S MESSAGE

Dear Parents,

On behalf of the Strathmore Union Elementary School District, I want to welcome everyone to the new school year.

Our schools work hard to help students succeed in school. Success is measured by many different things. At SUESD, one of the most important parts of school is for students to meet grade level standards and promotion requirements before moving onto the next grade level. Our teachers and staff work hard to master the skills and standards that your child is expected to know before being promoted. Our test scores have shown a lot of growth over the past several years. We are proud of this accomplishment.

Schools must have input and communication with parents in order for your child to succeed. You must ask questions of the teachers. Please monitor all student work and, if you have concerns or questions, call the teacher immediately. Since teachers have the primary responsibility for your child, you should always start your communication there. Call the school and make an appointment to talk with your child's teacher. Further concerns should continue to your site principal, if needed. The Superintendent should be your last stop with concerns before going on to the School Board.

School Board meetings are held monthly. You are encouraged to attend these meetings. They take place at the district office on Orange Belt Drive.

Please take time to read this handbook, along with the Parent Rights and Bus Safety Handbooks you receive. They contain answers to many questions you might have. It will help you to become more familiar with school rules and procedures. You will receive a school calendar to help you plan your vacations and doctor appointments. Please review this calendar carefully, as it is different from last year. Please make appointments after lunch, if needed. Please send your child to school each and every day. We reward students for perfect attendance.

I know that together we can help your child succeed. If you have questions or concerns, contact the teacher first, then the principal, if necessary. Tell them your concerns. If we don't know about problems, we cannot deal with them.

Again, I am glad you're back at Strathmore Union Elementary School District.

Sincerely,

Dr. Shelly Long  
District Superintendent

## Principals' Message

Dear Students and Parents,

Welcome to a new school year at Strathmore Union Elementary School District. As we begin this new year let us take on another challenge – the challenge of making our Vision Statement come true for all our students. It is as follows:

The community of Strathmore Union School District is committed to excellence. We believe that education is a process through which staff, students, families, and the community work together. United, we will provide students with the knowledge, skills, attitudes, and experiences they need to contribute to, and participate in our society. Our mission is to educate students to be:

- proficient in reading comprehension, communication, computation, reasoning and problem-solving in all subject areas
- capable of problem-solving in a variety of real life situations
- experienced in fine arts and humanities
- committed to good health and physical fitness
- active participants in the democratic process
- willing to assume responsibility for their actions
- respectful of the rights and feelings of others
- proficient in the use of good social skills and proper etiquette
- respectful of the many cultures which contribute to and make up our world community
- able to develop English proficiency at the level of a native English speaker
- proficient in the use of technology
- successful life long learners

As you can see, our statement starts out with “The Community of Strathmore Union School District is committed to excellence.” If we are to make this vision a reality for all our students, it must be a community effort. The School District Staff cannot do it alone. We need parents to make sure their children are getting adequate rest and time to finish their homework. We need community volunteers to listen to students read. We need support at our school functions, such as Back to School Night, Open House, and Parent/Teacher Conferences. Together we can make a unique difference in the lives of each and every student attending our school.

As you think of ways to be a part of your child’s education, please take time to read and understand this student/parent handbook. Better yet, have your older child read the handbook to you. (Maybe you could take turns.) Discuss the information given. This would be a great opportunity for you to let your child know what you, as their parent, expect of them in terms of behavior and academics. Perhaps this would also be a good time to discuss the future. What do you want them to be when they grow up? Most importantly, what don’t you want them to be? Communication is a powerful tool.

As we have said, we are looking forward to a great year. Our confidence is high as we look at both the talented staff that we have waiting for your arrival, as well as the results of our hard work last year. Statewide testing scores are up, we have better communication through established policy and procedures and we truly are committed to excellence. If at any time, we can be of assistance to you, please do not hesitate to call. We will always try to help you any way we can.

Sincerely,

Evelyn Erquhart  
Principal  
Strathmore Middle School

Travis Brown  
Principal  
Strathmore Elementary School

Please note: The Board, administration and staff of SUESD reserve the right to update and revise this handbook throughout the year as necessary.

## STRATHMORE ELEMENTARY SCHOOL SCHOOL SITE INFORMATION

**Grade Levels:**  
**K-4**

**Principal:**  
**Travis Brown**

**Location:**  
**23024 Ave. 198**  
**Strathmore, CA**

**Mailing Address:**  
**P. O. Box 247**  
**Strathmore, CA 93267**

**Phone:**  
**(559) 568-2118**

**Fax:**  
**(559) 568-1280**

**STRATHMORE MIDDLE SCHOOL  
SCHOOL SITE INFORMATION**

**Grade Levels:  
5-8**

**Principal:  
Evelyn Erquhart**

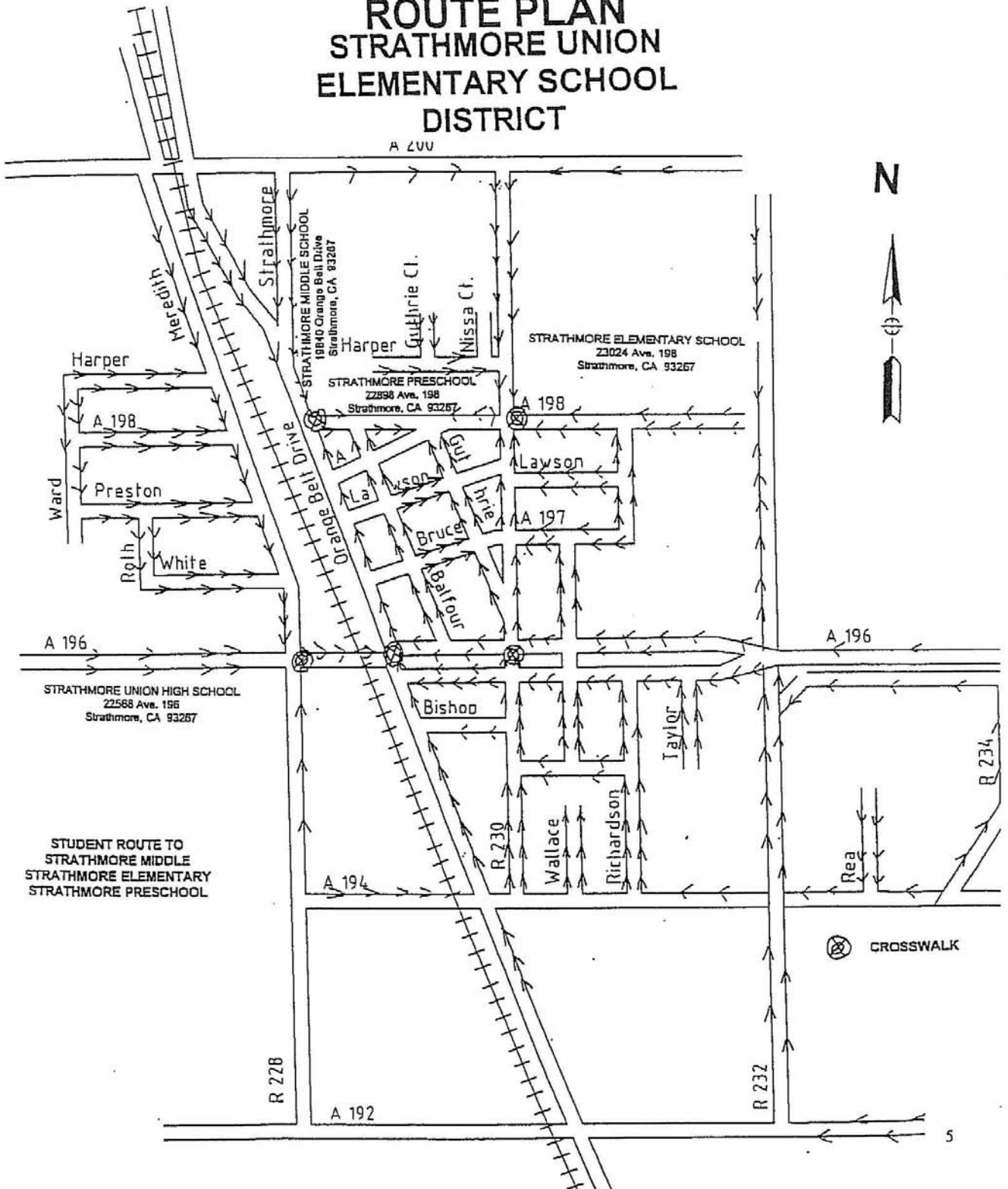
**Location:  
19840 Orange Belt Drive  
Strathmore, CA**

**Mailing Address:  
P. O. Box 247  
Strathmore, CA 93267**

**Phone:  
(559) 568-9293**

**Fax:  
(559) 568-2944**

# STUDENT SCHOOL ROUTE PLAN STRATHMORE UNION ELEMENTARY SCHOOL DISTRICT



## **REGISTRATION AND ATTENDANCE**

### **REGISTRATION PROCESS**

- Parents must register new incoming students in the school office.
- Immunization records must be presented at time of enrollment.
- Report cards or records help in placement.
- Students registering for kindergarten must have birth certificate and immunization records.

### **ABSENCE PROCEDURE**

1. When a student is absent from school a parent/guardian may call that day and give the following information:
  - Parent's name
  - Student's name
  - Reason for absence
  - Estimated date of return
  - Homeroom teacher
  - Request for homework assignments
2. When a student returns to school (unless the school has been called), he/she must bring a written note to the teacher stating date, reason, days of absence and signature of parent/guardian.
3. In situations of absence of an unusual nature or length of time due to illness or injury, the school will require a doctor's verification.
4. Make-up work - It is the student's responsibility to approach their teachers for any missed assignments. Ed Code 48980 states that Grade/Credit can not be reduced due to excused absence if work or tests have been completed.

### **EXCUSED ABSENCE**

The law states that an absence may be excused if the absence is due to:

1. Illness or injury
2. Doctor or dentist appointment
3. Death or illness in the immediate family
4. Funeral of member of the immediate family
5. Religious purposes at a place away from school property and after the pupil has attended school for a minimum day

All absences other than those listed above are unexcused. Excessive tardies and/or absences will result in School Assistance Review Board (SARB) procedures (see page 22 SARB Procedure and Parents Annual Notice pages 1-3 for further information).

## **ATTENDANCE**

Full-time attendance is compulsory for California children between the ages of 6 and 18 (Ed Code 48200). Therefore, we ask that parents teach their children the importance of being at school and on time everyday. We ask you to do this by scheduling doctor, dentist and other appointments after school. Also, by planning trips during your child's regular scheduled school vacations. Remember: when your child misses school, they miss part of their education. (see promotion requirements)

## **NOTIFICATION TO HEALTH AND HUMAN SERVICES DEPARTMENT**

Parents receiving benefits under CalWORKS should be aware that state law requires schools to notify the Health and Human Services Department if your student does not meet attendance requirements. Continued truancy or lack of attendance must be reported and will be dealt with by Health and Human Services. Actions taken by Health and Human Services are not school responsibility or within school control.

## **TIME SCHEDULES**

**Arrival at School:** Supervision of students on campus does not begin until 7:30 a.m. Therefore, **no students** are allowed on campus before that time. Please do not allow your children to leave the house before 7:30 a.m. School starts at 8:10 a.m. Upon entering the campus, students are to go directly to breakfast or to their playgrounds. They cannot go to their classroom to put their books down as these are unsupervised areas. Any teacher, who wants/ allows their students to come into their class early, must designate a spot on the playground to meet them and escort them to those unsupervised areas.

**Regular Day:** School will start at 8:10 a.m. each morning. Grades K-3 dismiss at 2:00 p.m., grade 4 at 2:50 p.m. and grades 5-8 at 2:55 p.m. Students who are dismissed at 2:00 p.m. are not to stay on the school grounds. Since they cannot be supervised, the school cannot accept this responsibility.

**Minimum Day:** When the school has a minimum day scheduled, notices will go home. Following are regular minimum dismissals:

K – 3<sup>rd</sup> – 1:00      4<sup>th</sup> – 2:00      5<sup>th</sup> – 8<sup>th</sup> – 2:05

**Every Monday is a minimum day with the above dismissal times.**

## **DISMISSAL FROM SCHOOL**

Walkers: Staff members will escort walkers to gate.

Bus Riders: Staff members will escort students to bus area.

## **HOME FOR LUNCH**

Students may go home for lunch with a signed permission slip. Forms are available in the office. Students may not use this permission slip to go to anyone else's house for lunch.

# Strathmore Union Elementary School District

## RULES

All students will be held responsible for knowing and obeying the following rules:

**1. Be On Time:**

- Be on time first thing in the morning.
- When the bell rings at recess, stop what you are doing and line up quickly.

**2. Respect Yourself and Others:**

- Keep your restrooms neat and clean.
- Avoid “gossip”, ethnic jokes, or other hurtful conversation.
- Keep your hands and feet to yourself. Don’t engage in “messaging around,” “horseplay,” or other forms of “joking.” Following this and the “no gossip” guidelines will help you to form strong, lasting, and meaningful friendships. Break these two “rules” and you can quickly find yourself with serious problems.
- Settle differences peacefully. Stop/Think/Plan.
- Sit in your chair with all of its legs on the floor. Sit up straight and don’t slouch. Show Pride!
- Stealing is wrong. No one wants to be known as a thief. Do not do anything that you, your parents and your school cannot be proud of.
- Keep your speaking volume appropriate to the situation. Some times or places it is fine to be loud. Other times or places require a quieter voice. Still other times or places require silence. Know the right time and place for your speaking volume.
- Proper eating habits and etiquette are expected at all times.
- Wait your turn. Never take "cuts" into a line.

**3. Use Appropriate Language:**

- Show respect for your teachers, other school personnel, your fellow students and yourselves. Adults will not be addressed by first names, or by nicknames. They will be addressed by: Dr., Mr., Mrs., Ms., Miss and the last name. Students may be called by first names, but offensive or gang-related nicknames are to be avoided.
- Avoid foul language.

**4. Promote safety**

- Games shall be played in a safe area only. These games cannot create a hazard for pupils on the playground. Hardball (baseball), tackle football and other hazardous activities are not allowed on the school grounds.

- Students are not permitted on the roof or in the trees for any reason. Any playground equipment, other items, or personal property must be removed from the roof or trees by a custodian. Students are not allowed on canal bank.
- Do not run, other than on the playground, or jump benches.
- Leave rocks, bark sticks, and other dangerous objects alone.
- Play only in playground areas that are supervised, not around buildings, or in the bushes. Stay in assigned areas.
- Take turns on equipment.
- During school, do not leave playground for any reason without a note signed by your parent, and /or your teacher, which you then need to leave in the office.
- Do not leave playground to retrieve PE equipment.
- Games shall be played safely on all equipment (monkey bars, rings, etc.). Any games that could cause injury will not be permitted.

## 5. **Come Prepared and Without Inappropriate Items:**

### **Come with:**

- Your binder, if appropriate, that has the following items: pencil pouch, dividers, pen, pencils, eraser, paper and homework calendar. (Students are to provide their own binder and all of its contents; however, if this represents a financial hardship to your family, please notify the school and special arrangements will be made.)
- Homework - Homework is due the day after it is assigned or on the date specified by the teacher. There will be consequences set by each teacher for missing or incomplete homework.

### **Come Without:**

- Gum, candy, seeds, and other “junk foods”. Snack foods brought with lunches are fine, as long as they are eaten with lunch in cafeteria. No gum or seeds at any time.
- Toys are out of place. Balloons, water guns, rubber band guns, stuffed animals, MP 3 players, iPods, Nanos, walk-man radios, skateboards, and similar articles are to be left at home.
- Expensive racing bicycles, hard balls, bats, recorders, handheld calculators, jewelry, keepsakes, money and other valuable items may be easily lost or stolen at school. Do not bring such items to school! The school cannot assume responsibility for loss or damage to any personal property. Valuable items for classroom presentations must be stored in the office prior to class time.
- Bicycles ridden to school must be locked up in the bicycle racks. Bicycles are not to be ridden on campus. Bicycle rule violators will be denied the privilege of riding their bicycles to or from school for a specified number of days, weeks, or months. State law requires bicycle helmets.
- Matches and knives: Matches, lighters and knives are not allowed at school. State law considers them explosives and weapons and suspension from school is the consequence for bringing them. So, LEAVE THEM AT HOME!

**Please note:** If you bring inappropriate items they will be confiscated and given to the proper authorities.

## 6. **Respect School Property:**

- Take proper care of textbooks. Do not mark or “dog-ear” pages. Please remember that you must pay for any books you lose or damage. Books now cost approximately \$100.00 each.
- Be responsible for helping to keep all areas of the school and the community neat and clean. This is where we live, eat, work, and play! Please help to keep it in a condition we can be proud of.
- Walk on sidewalks, not on the grass.
- Do not throw food, eating utensils, spitwads, etc.
- Stealing is a crime and is punishable by law. It could result in arrest and/or loss of school privileges.
- Vandalism in rest rooms may result in closure of that area. Students will be sent to the office.

**7. Follow Directions:**

- Follow all directions given by staff members.
- Follow the dress code as outlined in your student handbook.
- Stay in assigned areas.
- Eat your lunch in the cafeteria. Food or drinks will not be allowed on the playground unless it is "snack bar" day.

**CAMPUS DISTURBANCES - USING AND POSSESSION OF CELLULAR PHONES AND OTHER ELECTRONIC SIGNALING DEVICES**

Students may possess or use electronic signaling devices, including, but not limited to, pagers, beepers and cellular/digital telephones, provided that such devices do not disrupt the educational program or school activity. **Electronic signaling devices shall be turned off during the school day, at all school events (including but not limited to dances, games and fieldtrips), while riding on any and all school transportation and at any other time as directed by a district employee unless a district employee has given permission to use the device.** If disruption occurs, the employee shall direct the student to turn off the device and/or confiscate the device until the end of the class period, school day, travel time or event.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health related purposes (Education Code 48901.5).

No student shall possess a laser pointer on any elementary school premises unless possession of a laser pointer is for a valid instructional or other school related purpose, including employment (Penal Code 417.27).

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

**DRESS CODE**

The Strathmore Union Elementary School District believes that all students should wear clothing to school that fits well, is clean and neat, reflects pride in oneself, is conducive to the learning process and demonstrates respect for school. It is the mission of the school district to not only provide academic education but also to provide education in morals, manners, dress and grooming because these are elements of good citizenship. Research has shown that students' dress and appearance affect student attitudes and conduct. These guidelines are intended to define "appropriate student attire" and personal grooming. Their purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, and eliminate disturbances among other students so as not to interfere with the educational process. It is also intended to help protect the health and welfare of individual students.

1. Pupils must dress safely. For example, shoes must be worn at all times at school or during school activities.

2. Pupils must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.
3. Clothing, tattoos, and jewelry shall be free of writing, pictures, or any other insignias that are crude, vulgar, profane, obscene, libelous, or sexually suggestive. Clothing or jewelry that advocates racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol is prohibited.
4. Dark glasses shall not be worn in classrooms or offices unless a documented, health-related problem exists.
5. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.
6. Undergarments shall be covered at all times.
7. There shall be no bare midriffs; tube tops, halter tops, etc., shall not be permitted. Blouses or shirts shall be long enough to cover the midriff area at all times. Straps must be at least 1 inch in width. Dresses, skirts and shorts shall be at least mid-thigh length (to fingertips when arms are extended at one's side). Excessively torn, frayed or suggestive jeans or shorts shall not be permitted. Underwear-type sleeveless shirts, see-through or fishnet fabrics, or other attire, which exposes the body in a sexually suggestive manner, shall not be permitted.
8. Hats or other head coverings, by nature of their color, arrangement, trademark or any other attribute, that denote membership in gangs or which advocate racial, ethnic, or religious prejudice, drug use, violence, intimidation or disruptive behavior shall be prohibited. At K-8 campuses and alternative education sites:
  - A. Hats and caps shall not be worn or displayed unless a documented, health-related problem exists.
  - B. Hats may be worn outside only and solely for the purpose of sun protection. Hats should be made of pliable canvas material with a 3-5 inch brim around the entire circumference of the hat. They may not sport an insignia, other than the school insignia.
  - C. During inclement winter weather, the following head coverings may be allowed, with the principal's permission, only when the student is outside: Hoods on sweatshirts or jackets.
  - D. Hats may never be worn indoors or on buses, vans, etc., during the normal school day and must be stored when not being worn.
  - E. Bandanas, hairnets or other head coverings shall not be permitted.
9. Clothing shall be fitted and worn as its design was traditionally intended.
  - A. Pants, shorts, skirts and overalls shall be worn with the waistline around the wearer's waist. "Waist" is defined as the area at or above the top of the hips.
  - B. Pants, shorts and overalls shall be considered too baggy when the two pant-side seams of an individual pant leg are brought to the front of the mid-thigh and the side seams touch.
  - C. Overall straps shall be fastened.
10. Earrings and other body piercing items shall be worn in ears only (limited to two items per ear).
11. Hair shall be clean and neatly groomed. Haircuts or hairstyles that draw undue attention to the wearer or detracts from the educational process shall not be acceptable.
12. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).

13. Pupils shall not display any material or paraphernalia which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school-site policies or rules.
14. Gang-related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, shall not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang-related, the principal or designee shall consult with local law enforcement or other school personnel with expertise in gang activity. Such items shall be confiscated and turned over to local law enforcement agencies for appropriate action. Confiscated items shall not be returned to the student. Parents may request return of items from the appropriate agency.
15. Any apparel, hairstyle, cosmetics, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern, draws undue attention to the wearer, or tends to detract from the education process, shall be prohibited.
16. Shoes must be worn at all times. Elementary (K-8) age students must wear shoes with a back strap. Elementary (K-8) age students may not wear high-heeled shoes.

Limited, written exceptions to this policy may be made by the principal for special days, special events or other unusual circumstances.

### Consequences

Student violations of these regulations shall be deemed as willful defiance of the valid authority of the school principal, and the following administrative guidelines designate a range of penalties to be utilized with each classification of student misconduct. The guidelines are designed to provide for variations in the circumstances associated with individual students involved in each episode of dress code violation. The circumstances associated with an aggravated case may result in the omission of the preliminary steps in the guidelines and the application of the last steps.

1. Verbal warning and student asked to immediately correct the dress code violation. Student shall remain in office until the inappropriate dress is corrected.
  - a. Student may change into acceptable clothing that is already at school.
  - b. Student may call parent to bring appropriate clothing.
  - c. Student may be temporarily supplied with suitable clothing by the school until the end of the school day or until appropriate clothing is brought by parent.
2. If student refuses to immediately correct the dress code violation, the student shall be in defiance of school authorities. Parents shall be notified and a parent conference held. Parent and student shall review the dress code regulations with an administrator. In-school suspension and/or Saturday School may be assigned for defiance.
3. A second failure to comply with the dress code shall result in additional parent conference and may include a one-to-five day suspension.
4. Continued defiance of school authority or violations, which threaten a safe and secure educational environment, may result in suspension or possible recommendation for expulsion or alternative placement.

**Note:** Time away from class to address dress code violations will have to be made up during detention.



## **SCHOOL BUS CONDUCT:**

- Pupils are expected to be on time at the bus stops and lined up in designated areas.
- While awaiting the bus, good conduct must be observed. Stay off the road as far as possible; wait until the bus stops completely before approaching it to load; proper respect and care of property must be observed while waiting for the bus.
- Seats are to be assigned when deemed necessary. Seating shall be three to a seat when such space is needed and pupil size permits.
- Objects that cannot be carried on the lap of a pupil are not to be transported.
- Books, bags, lunch pails, etc. are not to be placed in the aisle.
- Weapons, explosives, water pistols, dangerous articles, balloons, and live animals are not to be carried on the bus.
- Safe driving requires pupils to refrain from unnecessary noise and loud talking. No radios, cassettes, etc. are to be carried onto bus.
- Vulgar, profane or argumentative talk is not permitted.
- Pupils are not to converse with the driver while the bus is in motion.
- Pupils are not to open windows without permission. Arms or other parts of the body are not to be placed outside of windows.
- Pupils are to be seated before the bus starts and are to remain seated at all times. Handrails are to be used at all times for entering or leaving the bus.
- Pupils always cross the street in front of the bus for safe crossing.
- Pupils are to move away from loading zone quickly after leaving the bus.
- Pupils are to ride assigned buses at all times, unless permission is obtained from building principal or office secretary in writing.
- Pupils on field or athletic trips shall always have faculty members or adults serving as leaders or chaperones.
- Pupils are to remain in bus if bus is stalled or stopped unless emergency requires evacuation. Pupils then are to be directed to safety, away from traffic or roadside.
- No food, drink, drugs, gum, sunflower seeds or tobacco is to be consumed on the bus.
- All school rules must be obeyed.

### **Restriction of privileges:**

Students that have serious or continuous discipline problems on the bus may lose the privilege of riding it. Should a student lose their bus riding privileges this will include to and from school, as well as, to and from all extra curricular activities. Parent will then be required to provide transportation for their children.

Please read the School Bus Safety Booklet that is distributed the first week of school.

## **GUIDELINES FOR SPECTATOR SPORTSMANSHIP**

Standards of appropriate crowd conduct are as follows:

1. Maintain individual self-control at all times.
2. Show respect for opponents.
3. Show respect for officials.
4. Understand the rules of the game(s).
5. Recognize and appreciate skill in performance regardless of team affiliation.
6. Show a positive attitude in cheering. Booming officials or opponents is never appropriate.
7. Refrain from use of obscene or abusive language.
8. Refrain from using noise-makers (e.g., cowbells, whistles, air horns).
9. Refrain from throwing objects.
10. Refrain from getting in the way of the activity.
11. Keep the facilities neat and clean. Always pick up after yourself and deposit all trash in the nearest trash can.

## CATALOG OF OFFENSES AND ADMINISTRATIVE CONSEQUENCES

It should be understood that the list of offenses which follows includes only the most common infractions of school rules. Because other forms of misbehavior are not listed does not mean they will be permitted. California State Law permits disciplinary actions, including suspensions, exclusions from school and/or school functions, and expulsion for disrupting the school in the performance of its duties. If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

### **Restriction of Privileges**

Students that receive one or more disciplinary referrals may be restricted from attending extra-curricular and co-curricular activities.

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person (ex. roughhousing). (Calif. Ed. Code 48900A or 48915A)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - c. May report to law enforcement agency
  - d. May recommend expulsion and/or CDS

- 2. Possessed, sold, or otherwise furnished a firearm (including imitation), knife, explosive, or any other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Calif. Ed. Code 48900B/M or 48915C(1/5) or 48915A(2))**

- CONSEQUENCES-
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Confiscate object
  - c. Report to law enforcement agency (mandatory Ed. Code 48902)
  - d. Suspend one to five days
  - e. Referral to counseling
  - f. Recommend expulsion and/or CDS

- 3. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code. (Calif. Ed. Code 48900J)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law

- enforcement
- b. Confiscate object
- c. Report to law enforcement agency (mandatory Ed. Code 48902)
- d. Suspend one to five days
- e. Refer to counseling
- f. Recommend expulsion and/or CDS
- g. Recommend Drug testing

**4. Unlawfully possessed, used, sold, or otherwise, furnished, or been under the influence of any controlled substance listed in chapter 2 (commencing with section 11052) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Calif. Ed. Code 48900C or 48915C/A)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Confiscate object
  - c. Report to law enforcement agency (mandatory Ed. Code 48902)
  - d. Suspend one to five days
  - e. Referral to counseling
  - f. Recommend expulsion and/or CDS
  - g. Recommend Drug testing

**5. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic, beverage, or intoxicant. (Calif. Ed. Code 48900D/C)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Confiscate object
  - c. Suspend one to five days
  - d. Report to law enforcement agency (mandatory Ed. Code 48902)
  - e. Refer to counseling
  - f. Recommend expulsion and/or CDS
  - g. Recommend Drug testing

**6. Committed or attempted to commit robbery, or extortion. (Calif. Ed. Code 48900E or 48915A)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Suspend one to five days
  - c. May report to law enforcement agency
  - d. May recommend expulsion and/or CDS

**7. Caused or attempted to cause damage to school property or private property (ex. graffiti on any school materials and/or property). (Calif. Ed. Code 48900F)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - c. Payment must be made for damages
  - d. May report to law enforcement agency
  - e. May recommend expulsion and/or CDS

**8. Stolen or attempted to steal school property or private property. (Calif. Ed. Code 48900G)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - c. Must report to law enforcement agency if over \$400.00. May report if under \$400.00
  - d. May recommend expulsion and/or CDS

**9. Knowingly received stolen school property or private property. (Calif. Ed. Code 48900L)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - c. May report to law enforcement agency
  - d. May recommend expulsion and/or CDS

**10. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. (Calif. Ed. Code 48900H)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. One to five days suspension
  - c. Refer to counseling for Tobacco Cessation Packet
  - d. May transfer to CDS

**11. Committed an obscene act or engaged in habitual profanity or vulgarity. (Calif. Ed. Code 48900I)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law

- enforcement
- b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
- c. May report to law enforcement
- d. May recommend expulsion and/or CDS
- e. Refer to Counseling

**12. Sexual Harassment as defined by Calif. Ed. Code Section 212.5 to mean unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting. (Calif. Ed. Code 48900.2, 48900I, 48915C)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. May request parent to attend school with child
  - c. One to five days suspension
  - d. May transfer to CDS
  - e. May report to law enforcement

**13. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties. (Calif. Ed. Code 48900K)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. May request parent to attend school with child
  - c. One to five days suspension
  - d. May transfer to CDS
  - e. May report to law enforcement

**14. Caused, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5 (Calif. Ed. Code 48900.3, 48900(q))**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. May request parent to attend school with child
  - c. One to five days suspension
  - d. May recommend expulsion and/or CDS
  - e. May report to law enforcement

**15. Harassment. The pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. (Calif. Ed. Code 48900.4, 48900A(1), 48900(o))**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law

- enforcement
- b. May request parent to attend school with child
- c. One to five days suspension
- d. May transfer to CDS
- e. May refer to Counseling
- f. May report to law enforcement

**16. Forging (Calif. Ed. Code 48900(k))**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. May have detention by teacher
  - c. May Suspend
  - d. May transfer to CDS

**17. Leaving campus without permission (Calif. Ed. Code 48900(k))**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. May have detention by teacher
  - c. May Suspend
  - d. May transfer to CDS
  - e. May call law enforcement
  - f. Teacher may require time absent to be made up in detention

**18. Disrupt school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Ex. #1 Threats, insults, and verbal abuse of school personnel; Ex. #2 Failure to appear for a staff assigned detention; Ex. #3 Cheating; Ex. #4 Gum) (Calif. Ed. Code 48900(k))**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - c. May report to law enforcement agency
  - d. Referral to counseling
  - e. Recommend expulsion and/or CDS
  - f. Recommend Drug testing

**19. Unacceptable affectionate behavior**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case

- will be considered)
- c. May report to law enforcement
- d. May recommend expulsion and/or CDS
- e. Refer to Counseling

**20. Bringing to school radios, tape players, IPODs, MP3 Players, recorders or other inappropriate items as outlined in the student/parent handbook (pg. 10)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Confiscate item(s)
  - c. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - d. Items will be held in the office for parent to pick up
  - e. May report to law enforcement
  - f. May recommend expulsion and/or CDS

NOTE: The school will not be held responsible for lost or stolen items. Items not picked up by June of that school year will be disposed of or become the property of SUESD.

**21. Cell Phone. Students may possess a cell phone but it must remain off during the school day (7:30 a.m. to 4:00 p.m.)**

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Confiscate item(s)
  - c. Student warning, detention, in-school suspension or one to five days suspension (seriousness of case will be considered)
  - d. May report to law enforcement
  - e. May recommend expulsion and/or CDS
  - f. May refer to Counseling

NOTE: The school will not be held responsible for lost or stolen items. Items not picked up by June of that school year will be disposed of or become the property of SUESD.

**22. Loitering/interfering with school activities without permission**

- CONSEQUENCES-
- a. May be asked to leave
  - b. May be referred to law enforcement agencies (P.C. 653)

**23. Tardies (Calif. Ed. Code 48900(k))**

A tardy is defined as the student not being at his/her proper work station or desk

when the tardy bell rings. An excused tardy is one in which the student brings a note from the office or another teacher asking that he/she be excused.

An unexcused tardy is exactly that, a tardy without a valid reason ("getting up late", "missed the bus", etc. are not valid excuses for being late). An unexcused tardy will carry the following penalty:

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Teacher/student conference
  - c. Teacher may contact parent
  - d. May refer to principal
  - e. Teacher may assign detention
  - f. May assign campus cleanup

**24. Truancy - Truancy is defined as:**

"Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the district" (Ed. Code 48260) or (Calif. Ed. Code 48900(k))

- CONSEQUENCES -
- a. Notify Parents-unless otherwise specified by law enforcement
  - b. Follow the SARB process

**The Staff of Strathmore Union Elementary School District reserves the right to bypass any or all of these consequences if the behavior warrants other actions.**

**OFFICE DISCIPLINARY PROCEDURES (Consequences)**

Referral of a student to the Principal is used as a last resort, after teachers have exhausted all other appropriate preventive and corrective measures. Once a student reaches the Principal's office the seriousness of the case will speak for itself. The case will be dealt with as rapidly, firmly and as fairly as possible. In many instances parents will be contacted.

**Detention**

California Administrative Code, (Title 5, Section 22) is quoted for the information of students and parents. This law states that, "Pupils may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day." When a student earns detention from a staff member, the parent is notified prior to keeping them.

Detention is held in a room under the supervision of a certificated staff member. Students serving detention are expected to work on assignments from regular classes. Students who are late for detention will owe an additional day. Students who fail to report or who misbehave while on detention will be issued a referral.

Among the reasons for being assigned detention are truancy, excessive tardiness and other minor infractions.

**IN-SCHOOL SUSPENSION**

In-school suspension occurs when a student's behavior warrants removal from class(es) for a period of time, but suspension or expulsion from school is not recommended. It is an alternative to suspension or expulsion and is an effort by the administration to help the student. It gives the student the chance to correct the problem.

### **Student In-School Suspension Rules**

- Student must report to the principal's office upon arrival at school.
- Student must bring to the office all books, notebooks, and other materials needed for assignments. Daily assignments must be completed on time.
- Student must stay in designated area and not leave unless permission is given.
- Students may not visit with other students.
- Student will eat lunch in the suspension area.
- Student will not be allowed to participate in extracurricular activities during the period of in school suspension.

Failure to comply with these rules of ISS will result in suspension from school or parents being requested to attend school with their son/daughter.

### **Restriction of Privileges**

Students that receive one or more disciplinary referrals may be restricted from attending extra-curricular and co-curricular activities.

### **LOGICAL CONSEQUENCES**

In addition to consequences such as detention, ISS, suspension and expulsion, we also use logical consequences. Some examples of logical consequences are the following:

- Children deliberately dirtying the cafeteria or defacing school property could be asked to clean or fix it themselves or pay for the damage. This may require the student staying after school.
- If children run in the halls they may be asked to go back to the place where they began and start walking.
- Children acting inappropriately at any activity may be removed.
- Students wearing T-shirts with inappropriate message or pictures may be asked to turn them inside out.

### **Suspensions (At Home)**

#### **School's responsibilities:**

A suspension is a temporary removal from school for violation of school rules. The school will contact parents to request a conference to explain the basis of the suspension. The school shall also inform the parent, in writing, of the length of the suspension and the reasons. A notice will be given to the student to give to the parent or mailed within 24 hours of the suspension.

#### **Parent's Responsibilities:**

Suspension from school requires that the student remain under your personal supervision during the regular school hours and is not to be on or near a school campus during the time of suspension. The student also may not attend, as a participant or spectator, any school activity. We ask that you support the school's efforts to make your child more successful by not turning the suspension into a vacation. Have them do chores around the house or other appropriate activities.

You and/or the student have the right to request a meeting with the Superintendent or her designees to appeal this suspension; and also have the right to have access to the school records pertaining to this suspension during normal school hours and as can be conveniently arranged for both parent/student and school administrators.

### **Expulsion**

A student who violates the provisions of California Education Code, Sections 48900 and 48915 may be recommended for expulsion or termination of interdistrict transfer agreement from Strathmore Union Elementary School District.

### **SARB Procedure**

The SARB Coordinator for the District is Juan Carrasco. He will be responsible for the SARB process. Attendance:

1. Letter #1 is sent once a student reaches 5 absences/tardies/behavior referrals.
2. Letter #2 is sent once a student reaches 10 absences/tardies/behavior referrals.
3. Letter #3 is a SARB referral sent once a student reaches 15 absences/tardies/behavior referrals.

## CAFETERIA

Strathmore Union Elementary School District makes available both a breakfast and lunch program. Additional cafeteria information is provided at the beginning of each school year. All students are encouraged to utilize the school breakfast and lunch program.

We have a pre-pay program for breakfast and lunch. Money is only deducted from your child's meal account on the days he/she eats meals. If you send \$7.50 to cover full pay lunches, 5 lunches are paid for, no matter when they eat them, even if it is not until the end of the school year. Meal account numbers are the same for breakfast and lunch. It is not necessary to send separate money to pay for breakfast or lunch. The Accuscan computer meal machine will send a reminder notice home with the student when he/she only has enough money left for two more lunches.

When you send money to prepay for meals, a receipt will be generated and returned to you via your student. Parents may pay by cash or check (made payable to Strathmore Elementary or Middle School). **Please keep money in your child's account, as we can no longer carry negative balances on students.**

There are several advantages to both the parent and student who use the prepay system:

- No lost money.
- Children will not be tempted to skip meals and pocket their lunch money.
- Parents will not have to worry about keeping change on hand.
- We no longer have a borrow fund.

If you have any questions please call the district office at 568-1283.

**All students must eat lunch, unless the principal receives a signed note from the parent.**

Paid Meal Costs:

Student breakfast - \$1.00	Student lunch - \$1.50
Adult breakfast - \$1.50	Adult lunch - \$3.00

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDS, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800)795-3272 or (202)720-6382 (TTY). USDA is an equal opportunity provider and employer.”

“This institution is an equal opportunity provider.”

## **ILLNESS**

For the protection of your child, and others, students who are too ill to go out for recess, or to participate in PE, should stay at home. If a student becomes ill during the school day the parent or guardian will be notified and asked to take the student home.

## **ACCIDENTS**

If a serious injury occurs on the school grounds or on the bus, the parents will be notified and asked to pick up the child for their own observation, or examination by their family physician. Parents will be promptly notified of all injuries not considered minor. In the event that the parents cannot be reached, the student will be discharged to the person named on the emergency card. It is critical that the emergency card be filled out and up to date.

## **LICE**

One of the most common problems on any school campus is head lice. Our primary concerns in dealing with head lice are that they are easily transmitted from one student to another and unless an infected student has all nits (egg sacks) removed, the lice will most likely return. For these reasons, we recommend that students do not share hats, jackets, etc. Also, it is our district policy that a student who has been sent home for head lice must be completely nit free before returning to school.

## **P.E. CLASSES**

Students can be excused from P.E. for illness or injury with one of the following:

1. Parent note (not to exceed 3 days)
2. Doctor's written excuse for specified time.
3. School nurse/designee written excuse (not to exceed 1 day)

Without a note from one of the above, students will be expected to participate in P.E. daily.

## **SUN PROTECTION**

School sites must allow for outdoor use of sun-protective clothing and must provide for the use of sunscreen by students during the school day by an established policy.

## IMMUNIZATION REQUIREMENTS

To enter or transfer into public or private elementary and secondary schools (grades K-12), children under age 18 years must have:

<u>VACCINE</u>	<u>REQUIRED DOSES</u>	
<b>Polio</b> (OPV and/or IPV)	<b>4 doses at any age, but . . .</b>	3 doses meet requirement if given on or after the 4 <sup>th</sup> birthday 3 doses meet requirement for ages 7-17 years if at least one was given on or after the 2 <sup>nd</sup> birthday
<b>Diphtheria, Tetanus, and Pertussis</b> Age 6 years and under (Pertussis is required) DTP, DTaP or any combination of DTP or DTaP with DT (diphtheria and tetanus) Age 7 and older Tdap, Adacel, Boostrix, DTaP or DTP given on or after the 7 <sup>th</sup> birthday.	<b>5 doses at any age, but . . .</b>	4 doses meet requirements for ages 4-6 years if at least one was on or after the 4 <sup>th</sup> birthday
<ul style="list-style-type: none"> <li>For the 2011-2012 school year one dose of Tdap (Adacel, Boostrix, DTaP or DTP) vaccine on or after the 7<sup>th</sup> birthday is required for all students entering into 7<sup>th</sup> through 12<sup>th</sup> grades.</li> </ul>		See Information on Next page.
<b>Measles, Mumps, Rubella (MMR)</b>		
Kindergarten	<b>2 doses</b>	Both on or after the 1 <sup>st</sup> birthday
7 <sup>th</sup> Grade	<b>2 doses</b>	Both on or after the 1 <sup>st</sup> birthday
Grades 1-6 and 8-12	<b>1 dose</b>	Must be on or after 1 <sup>st</sup> birthday
<b>Hepatitis B</b>		
Kindergarten	<b>3 doses</b>	At any age
7 <sup>th</sup> grade	<b>3 doses</b>	At any age
<b>Varicella</b>		
Kindergarten	<b>1 dose</b>	
Out-of-state entrants (grades 1-12)	<b>1 dose</b>	For children under 13 years; 2 doses are needed if immunized on or after 13 <sup>th</sup> birthday.

\*Mumps vaccine is not required for children 7 years of age and older.

**EXEMPTIONS** – The law allows (a) parent/guardian to elect exemptions to immunization requirements based on their personal beliefs, and (b) physicians of children to elect medical exemptions. The law does not allow parents/guardians to elect an exemption simply because a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem. See the back of the blue California School Immunization Record (PM 286) for instructions and the affidavit to be signed by parents/guardians electing the personal beliefs exemption. For children with medical exemptions, the physician’s written statement should be stapled to the CSIR. Schools should maintain an up-to-date list of pupils with exemptions separately, so they can be excluded quickly if an outbreak occurs.

**PUPILS NOT MEETING REQUIREMENTS** – Refer pupils who do not meet these State requirements to their physician or local health department. Give families a written notice indicating which doses are lacking.

## 7<sup>th</sup> – 12<sup>th</sup> GRADE REQUIREMENT

A [new school immunization law](#) requires all students entering 7<sup>th</sup> through 12<sup>th</sup> grades in the 2011-2012 school year in California to be immunized with a pertussis (whooping cough) vaccine booster called Tdap.

Pertussis is a very contagious respiratory disease that can be severe and last for months. The immunity received from either the childhood immunization or the pertussis disease wears off over time, leaving older students and adults susceptible again to pertussis. Immunization with Tdap can protect students, schools and communities against pertussis.

The new requirement affects all students – current, new, and transfers – in public and private schools. The law has two phases:

- For the 2011-2012 school year, all students entering into 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades will need proof of a Tdap shot before starting school.
- For 2012-2013 and future school years, all students entering into 7<sup>th</sup> grade will need proof of a Tdap shot before starting school.

### What immunization (vaccine, shot) is necessary to meet the new requirements?

Students affected by the new requirements need documentation of one dose of Tdap to begin classes in the new school year.

Does the vaccine abbreviation or trade name on the student's record meet the Tdap requirement?		
<b>YES</b>	Tdap Adacel <sup>®</sup> Boostrix <sup>®</sup> DTaP or DTP	} <i>Given on or after the 7th birthday</i> <i>meet the requirement.</i>
<b>NO</b>	Td DECAVAC <sup>®</sup> TENIVAC <sup>®</sup> DT DTaP or DTP given before the 7th birthday (usual age limit) History of pertussis disease	<i>do not meet the requirement.</i>

CDPH currently recommends that all children receive a dose of Tdap vaccine at age 10 years or older. Tdap vaccine given on or after the 7<sup>th</sup> birthday meets the new school requirement. A dose of DTaP or DTP given at age 7 years or older will also meet the requirement but is seldom given at these ages.

Immunization before the 7<sup>th</sup> birthday does not fulfill the requirement, even if given immediately before the 7<sup>th</sup> birthday.

## **ADMINISTERING MEDICATION TO STUDENTS**

### **MEDICATION PROCEDURE: (All must be done)**

1. Pick up a medication form from the school office to be completed by the parent and doctor.
2. The form should be completed by the student's physician detailing the method and time schedules for taking the medication.
3. Medication must be brought to school in the original prescription bottle by parent or guardian.
4. School nurse and those who administer medication are trained.

### **FACTS YOU SHOULD KNOW:**

1. A note from home is not enough. Medication forms must be completed by physician and parent.
2. Medicine brought to school by the child, even with a note, cannot be given at school.
3. The pharmacist will be glad to give you another empty bottle with the prescription on it so that you can have one at home and bring a portion of your medicine to the school. Just ask for two bottles when you pick up your prescription and explain the other bottle is for the school.
4. Tylenol, cough drops, ointments, cold pills, eye drops, asthma inhalers, etc., are all medications and the medication procedure must also be followed with these.

By law, no exceptions can be made to these rules. If they are not followed, we cannot administer your child's medication at school. You must then come to the school and administer the medication to your child.

### **MEDICATION REQUIRED BY LAW TO BE ADMINISTERED BY A LICENSED MEDICAL PRACTITIONER (BOARD APPROVED 10/12/10)**

Medication examples: Insulin – Injection / Diastat – Rectal Suppository / Lorazepam – Oral (Cheek) Buccal

When a student is prescribed a medication that is required by law to be administered by a licensed medical practitioner the following will occur:

Currently, our School Nurse is a part time employee. On the days she is not scheduled to work, she will arrange with the Parent to come in or send a Designee to administer the medication. Should the Parent send a Designee, there must be written permission from both the Parent and the Physician on file (BP 5141.21). If the Parent, or their Designee, cannot administer the medication our School Nurse will arrange for a County Nurse, at no cost to the district, to come to SUESD and administer the medication. On days the Parent, the Designee, or the County Nurse is unavailable, our School Nurse will come in for 1 hour to administer the medication. She will fill out an overtime sheet for the extra hours.

#### Non – emergency situation:

1. Parent or Designee will administer the medication. SUESD must have written permission from the Parent and the Physician if a Designee is to administer the medication. Designee may be the student themselves.
2. School Nurse will administer the medication.
3. School Nurse will arrange for a County Nurse to administer the medication.
4. Should no licensed medical practitioner be available, 911 will be called at the Parent/Guardians expense.

## **ORAL HEALTH ASSESSMENT/WAIVER REQUEST FORM**

**CALIFORNIA EDUCATION CODE SECTION 49452**, now requires that your child have an oral health assessment (dental check-up) by May 31 in Kindergarten or first grade, whichever is his or her first year of public school. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement. If you cannot take your child for this assessment, you may be excused from this requirement by filling out a waiver form that is located in the School Nurses office.

## SEVENTH GRADE TYPE 2 DIABETES REQUIREMENTS

**CALIFORNIA EDUCATION CODE (49452.7) REQUIRMENTS-** (a) On and after July 1, 2010, the school district shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade pupils. The information sheet may be provided to the parent or guardian of incoming 7th graders with the information provided pursuant to Section 48980. The information sheet shall include, but shall not be limited to, all of the following:

### Type 2 Diabetes Information

#### **Description**

##### **Type 2 diabetes is the most common form of diabetes in adults.**

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

##### **Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.**

The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.

In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.

Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

#### **Risk Factors Associated with Type 2 Diabetes**

**It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.**

#### **Risk Factors**

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

**Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

**Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

**Inactivity.** Being inactive further reduces the body's ability to respond to insulin.

**Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

**Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

#### **Warning Signs and Symptoms Associated with Type 2 Diabetes**

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss

- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

## **Type 2 Diabetes Prevention Methods and Treatments**

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

**Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.

**Get more physical activity.** Increase physical activity to at least 60 minutes every day.

**Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

## **Types of Diabetes Screening Tests That Are Available**

**Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

**Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

**Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

**Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

## **STUDY HINTS**

Every child needs to develop good study habits in order to be successful at school. We have prepared a method for you to help provide a “study routine” for your children. We hope you will give it a try.

1. Select a regular time each day for homework and study. Allow the child some time after school to play as well as TV time in the evening. Just before or just after dinner may work best for completing homework.
2. Keep study/homework time reasonable. Since every student will have homework nightly and the length of time may vary, we suggest 20-40 minutes for primary students and 30-90 minutes for upper grades.
3. Keep distractions to a minimum. Do not have the student working near the TV or radio. Try to keep brothers and sisters from bothering the student. Allow no interruptions such as phone calls.
4. Check the work. When the student finishes, take a few minutes to look over the work. Check for neatness and obvious mistakes.
5. No homework? Finishes early? While assignments are usually given Monday through Thursday, there may be times that very little work is assigned and the child finishes early. We strongly suggest the student use the remainder of the time to either re-read assignments and study or read for pleasure. Provide a book for this purpose. If a child knows he/she will still have to put in the time, regardless of how much homework they say they have, then they are more likely to do a better job.

## **HOW PARENTS CAN HELP**

1. Help your child to understand that he/she is responsible for his or her own actions and behavior.
2. Expect your child to grow towards independence and offer challenging opportunities. He needs limits within which to function and direction as to how to respond.
3. Get both (or all) sides of the story before drawing conclusions. In case of a misunderstanding, contact the school.
4. Remember that teachers have about twenty-eight children to care for and need all the data you have about your child if they are to be effective in providing the right kind of program. Such things as health problems (or other circumstances which may affect your child’s education) should be shared with the school.
5. Remind yourself that teachers usually teach because they care about children, that their objectives and yours are usually the same and agreement on how to achieve the objectives requires good two-way communication.
6. Spend a few minutes with your child every night to check on his/her homework.

## **PROFICIENCY AND GRADING**

Strathmore Union Elementary School District sends home report cards by trimester for grades K-8.

In grades K-4 students adhere to the following grading scales:

### Overall Achievement

A – Advanced

### Progress Toward Standard

4 – Mastered/Proficient (90% or higher)

P – Proficient	3 – Standard Met (70-89%)
B – Basic	2 – Progressing
BB – Below Basic	1 – Below Standard
FB – Far Below Basic	

In grades 5-8, see Strathmore Middle School Grading Rubric.

The following policies are in effect at Strathmore Union Elementary School District:

- Progress reports are sent home with all students in danger of failing a class. If your child receives a progress report we strongly recommend scheduling a parent/teacher conference.
- Parent-Teacher conferences are held twice a year, after 6 weeks into the 1st trimester and at the end of the 2nd trimester.
- Proficiency tests and assignments covering grade level standards are given each trimester in all grades. Students must average no less than 70% to be promoted to the next grade. Students not passing will be required to attend intersession and/or intervention to meet minimum proficiency requirements.
- **REPORT CARDS:** Report cards are sent home three (3) times each year at the close of each marking period. Refer to the District calendar for the close of each marking period. If it appears that a pupil is not doing satisfactory work or is in danger of failing, a deficiency notice will be sent home mid-way through the marking period. If your child does not bring home their report card, please contact the school.

## **ATTENDANCE**

Regular attendance is required of all students. Students must have at least 90% attendance or no more than 10% absence (example: cannot miss more than 10 days out of 100; 18 days out of 180, etc.). Students with more than 10% absence will not be promoted to the next grade level.

Any student not being promoted to the next grade level due to attendance will be reviewed by the administration. Consideration will be given by administration when student has a medical condition. Administration will not count days excused with a doctor's note or the days prior within reason.

## **HONOR ROLL: GRADES 5-8**

(Revised 6/2007)

The following subjects will be used to qualify for Honor Roll: Social Science, Math, Reading, Writing, Science, Physical Education, Electives, and Band. The student must have a 3.0 overall grade average for the above listed subjects. The student will have no F's in the above listed subjects. The student must have a letter grade (no P's) in all the above listed subjects. Citizenship grades will not be used as a criterion for placement on the Honor Roll. Any student working below grade level (any student working on a modified program below the appropriate grade level) can only make Honorable Mention.

## **GRADE POINTS**

In all cases, the following will be used for the assignment of grade points:

A=4 Points B=3 Points C=2 Points D=1 Point F=0 Points

## **EXTRA CURRICULAR ACTIVITIES**

A student must maintain a 2.0 (C grade) cumulative grade point average (GPA) to participate in extra curricular activities, such as sports, but not to include educational activities. All graded subjects for the student determine the 2.0 average.

## **PROMOTION/GRADUATION REQUIREMENTS (K-8):**

In order to be promoted, graduate or participate in the graduation ceremony from Strathmore Union Elementary School District, students must successfully complete the following course of study:

1. Academics: Must have a 2.0 (C grade) cumulative grade point average, with at least a 1.0 (D grade) cumulative GPA in each class. All quarter or trimester grades for Social Science, Math, Reading, Writing, Science, Physical Education, Electives, and Band will be averaged in order to determine eligibility for promotion/graduation.
2. Attendance: Must have no more than 10% absence.
3. Discipline: Must have no more than 10 office referrals for the year.
4. Constitution: Must pass Constitution portion of Social Studies class. (8th grade)
5. Proficiency Test/Grade Level Standard: Must have passed the Language Arts and Mathematics proficiency tests/grade level standards with no less than 70%.
6. Notification is due to parent, if student is in danger of not being promoted/graduated, by April 15th of current school year.
7. Must meet the requirements of the State of California, County of Tulare, and Strathmore Union Elementary School District.
8. Any student who is enrolled in the Community Day School (CDS) for more than 30 days during their 8th grade year will not be allowed to participate in the end-of year graduation ceremony. Verified excused absences (see page 6) will not be included in the 30-day total.

Any Strathmore Union Elementary School District student who will reach 15 years of age during the school year could be sent to the Strathmore High School to continue his/her education.

NOTE: All exceptions are subject to review by the administration or School Board. Any student not being promoted to the next grade level due to attendance will be reviewed by the administration. Consideration will be given by administration when student has a medical condition. Administration will not count days excused with a doctor's note or the days prior within reason.

## **HOMEWORK GRADES 5<sup>th</sup> - 8<sup>th</sup>:**

Homework may be assigned Monday through Thursday, we suggest 30-90 minutes for upper grades.

Please Note:

1. Students may be disciplined for failure to do homework assignments.
2. It is the students' responsibility to approach their teachers for any missed assignments.
3. Students should do homework on days assigned.

## **TEXTBOOKS**

Strathmore Elementary School District furnishes textbooks to all students. We hope this significant investment of district funds will be treated with respect. Reasonable wear and tear is expected, however unreasonable damage will result in the parents/ students being financially responsible for the book replacement. We require all books that are to be taken home be covered for their protection.

It is school policy for students to pay replacement costs for textbooks that were issued to them.

## **INDEPENDENT STUDY**

Parent may request an Independent study contract from the school office, if done in advance (**Education Code 51747**). Student, parent, teacher and principal must sign the contract. The teacher must assign work for the number of days specified in the contract and verify successful completion and grading of the assignments. All documentation must be turned into the office at the completion of the contract.

Independent study must be approved by school site administration. The minimum period of time for any independent study option shall be five school days.

When circumstances justify a longer time, administration may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

## **USE OF PESTICIDE PRODUCTS**

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. We intend to use the following pesticides in your school this year: Surflan (Oryzalin 19044-88-3), Goal (Oxyfluorfen 111601), Round-up (Glyphosate 38641-94), Ant Spray (Methylethoxy), Wasp Spray (Tertramethrin/Permethrin), Tempo 20Wp (Cyfluthrin), Deltagard G (Deltamethrin), PT Orthene (Acephate), Maxforce Roach Gel (Hydramethylnon), Demand CS (Dimethylcyclopropane), Demon WP (Cypermethrin), Conquer (Esfenulaerate). You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's web site at <http://www.cdpr.ca.gov>

Many parents or guardians have requested prior notification of individual pesticide applications at our school sites. Listed here are the dates we are expecting the normal spraying for our school sites: Elementary site: quarterly, on the third Saturday of the month, beginning in July; Middle School site: quarterly, on the third Saturday of the month, beginning in September.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

The governing board of any school district shall annually issue a School Account-ability Report Card for each school in the school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request. The SARC can be also found on-line on the Districts web site [www.suesd.k12.ca.us](http://www.suesd.k12.ca.us).

## PERFECT ATTENDANCE AWARD

End-of-year Perfect Attendance award will be given to any student who has no absences or tardies for the entire year.

### GENERAL INFORMATION:

- **CHANGE OF ADDRESS OR TELEPHONE NUMBER:** In order to keep our files accurate, parents are requested to submit to the office any change of address, telephone, or emergency contact numbers. It is important to let the office know this information as soon as possible in case an emergency situation involving your child occurs.
- **FIRE DRILL:** Fire drills occur on a monthly basis. Each student follows fire drill procedures.
- **LOST AND FOUND:** All items found on or around the school grounds should be turned in to the office. Lost articles may be claimed there. At the end of each trimester, all unclaimed articles are donated to charity. Parents are urged to print names on coats, sweaters, gloves, lunch pails, backpacks, etc.
- **FOGGY DAY SCHEDULE**
  - Listen to Radio:       KTIP AM 1450  
                                  KJUG FM 104.9, 106.7 or AM 1270
  - Watch TV:               Channel 30  
                                  Channel 21 (Spanish)
  - Classes will begin and end at regular times.
- **TELEPHONE:** Students may use the office telephone in case of emergency only. Students must have teacher permission to make calls during school hours.
- **BICYCLES:** Students who ride bicycles to school are to park them in the rack and lock them. They are not to be removed until leaving school in the afternoon. The school cannot be responsible for any lost or damaged bicycles. Students must wear helmets when riding bicycles (as per State Law).
- **TARDIES/LEAVING EARLY**

If a student is tardy to school, he/she must report to the office. Three unexcused tardies of 30 minutes or more count as one day of absence. Students must make up time in detention. Students leaving school early are required to check in the office and be signed out by the parent or by the school secretaries.
- **VISITORS:** All visitors must check in at the office. While there, they will be issued a visitor's pass that they will be required to wear while on campus. Visitors will not be permitted to loiter on the school campus or in school buildings. Students are not permitted to have visitors during the school day.
- **DELIVERIES:** Balloon and flower deliveries are not allowed at school. If a delivery is made at the school, it will be denied.
- **BALLOON GIFTS** will not be allowed in classrooms, assemblies or at graduation.

- **AFTER SCHOOL ACTIVITIES:** Students will not be allowed to remain at school after dismissal unless they are participating in an assigned school activity. Parents signed permission must be on file.
- **CLOSED CAMPUS:** All students are to remain on campus until dismissed at end of the school day unless students are going home for lunch. In this case they must have a signed permission slip on file in the office. Exceptions:
  - Parent signs the child out in the office.
  - Note sent with child by parent to leave early.
- **APPLICATIONS FOR WORK PERMITS:** Work permits may be obtained in the middle school office. Students must be 12 years of age or older.
- **STUDENT INSURANCE FORMS:** Student insurance is an optional service not provided by the District. California Education Code, Section 49472 however, gives the school districts the option of making available insurance coverage for students from approved companies. California Education Code, Section 49473 allows the school to pass out the company's information to the students. No other obligations on the district's part are mentioned or implied. Student insurance may be applied for at any time during the school year; however, early enrollment is encouraged so that full year's coverage will be in force. The forms are to be returned to the insurance company if you choose to purchase this coverage for your student.
- **STUDENT PLACEMENT:** All students are placed into their next year's class by their homeroom teacher or principal. All aspects of each student's characteristics are taken into consideration during placement. Students are placed where their teachers feel they can be most successful. Therefore, parent requests will be taken into consideration. However, if the staff feels the request will not suit the student it will not be honored. Parent request must be put in writing to the principal at each school requesting a teacher by May 1st of the ending school year.
- **VIDEO SURVEILLANCE:** Cameras are located on all campuses and school buses to monitor activities for the safety of our students.
- **McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT:** The McKinney-Vento Homeless Education Assistance Act requires every school district to designate a local liaison whose responsibilities include ensuring that homeless children are identified, enrolled in and attend school. It further assures homeless children opportunities for academic success equal to children with adequate housing. For Strathmore Union Elementary School District the liaison is Rebecca Flores. Any information regarding Strathmore families experiencing homelessness should be referred to Rebecca Flores at 568-1283.
- **FOSTER CARE CHILDREN:** AB 490 requires every school district to designate a local liaison whose responsibilities include ensuring that children under foster care are identified and placed in the least restrictive educational placement and has access to the academic resources, services, and extra curricular and enrichment activities that are available to all pupils. For Strathmore Union Elementary School District the liaison is Rebecca Flores. Any information regarding Strathmore students in foster care should be referred to Rebecca Flores at 568-1283.
- **NO CHILD LEFT BEHIND ACT:** On January 8, 2002, the No Child Left Behind Act became the law of the land for educational reform. On that date, Democrats and Republicans in Congress joined together with President Bush in an historic agreement to improve the educational opportunities for every American child. Accountability, local control and flexibility, new options for parents, and record funding for what works became the cornerstones of the nation's education system. In an effort to provide all Strathmore parents, guardians and community

members with further information about the No Child Left Behind Act, a guide is available upon request at every school site office. This guide summarizes the main provisions of the law; answers common questions, and provides information on where you can find additional resources. To obtain a copy, go to any of the district's school site offices.

- **WILLIAMS UNIFORM COMPLAINT PROCEDURES:** A school district shall use the uniform complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment.
- **SUESD CESSATION PROGRAM:** The SUESD Cessation Program is a program that can help you quit using tobacco. In addition to cessation counseling, participants also review a packet of material and are referred to various other resources to help them quit. For further information contact Alice Williams, at the District office at (559) 568-1283. This program is available to staff, parents and students.
- **TOBACCO-FREE SCHOOLS:** The Governing Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event. Employees and visitors may smoke outside on school or district grounds, except in those areas designated as nonsmoking or otherwise prohibited by law. Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students and the community. Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate. Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may: 1) Direct the person to leave school property; 2) Request local law enforcement assistance in removing the person from school premises; 3) If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time.

## UNIFORM COMPLAINT PROCEDURES ANNUAL NOTICE

The Board of Education recognizes that the district has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging: Unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis. Complaints regarding allegations of unlawful discrimination must be filed no later than six months from the alleged occurrence or when knowledge was first obtained.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee. The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations.

### **COMPLIANCE OFFICER**

The Board of Education designates the following compliance officer to receive and investigate complaints and ensure district compliance with law: Dr. Shelly Long, District Superintendent, 19811 Orange Belt Drive, P.O. Box 247, Strathmore, CA 93267, (559) 568-1283.

### **PROCEDURES**

The following procedures shall be used to address all complaints filed under the Uniform Complaint Procedures. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

#### **STEP 1: FILING OF COMPLAINT**

Any individual, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630) Complainants have the right to file a complaint regarding discrimination on the basis of sex, including all forms of sexual harassment, with the U.S. Dept. of Education, Office of Civil Rights, Room 239, 50 United Nations Plaza, San Francisco, CA 94102.

**STEP 2: MEDIATION**

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Mediation (i.e. bringing the parties together) is optional and cannot be required in individual cases.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

**STEP 3: INVESTIGATION OF COMPLAINT**

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, and local educational agency representatives to present information relevant to the complaint. The investigation may include an opportunity for the parties to the dispute to meet to discuss the complaint or to question each other or each other's witnesses. Complainants who wish to file formal complaints through the district's grievance procedure, and that are not alleging discrimination on the basis of sex, will be referred to the appropriate district employee (the Superintendent/designee) to receive such complaints. Complainants who are alleging discrimination on the basis of sex, and who wish to remain anonymous and not to proceed with a formal complaint through the district's grievance procedure, will be referred to the Title IX coordinator (the Superintendent/designee).

**STEP 4: DISTRICT RESPONSE**

Within 50 days of receiving the complaint, the compliance officer shall prepare and send the complainant a written report of the district's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant.

**STEP 5: FINAL WRITTEN DECISION**

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant. This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any (Title 5, Section 4631)
2. The rationale for the above disposition (Title 5, Section 4631)
3. Notice of the complainant's right to appeal the decision to the California Department of Education within 15 days, and procedures to be followed for initiating such an appeal (Title 5, Section 4631)
4. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved

### **APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652) When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (Title 5, Section 4652)

### **CIVIL LAW REMEDIES**

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance complainant may contact Tulare-Kings County Legal Services, 900 W. Oak, Visalia, CA 93291, (559) 733-8770.

**COMPLAINTS CONCERNING STRATHMORE UNION ELEMENTARY SCHOOL  
DISTRICT**

The Governing Board believes that the quality of the educational program can improve when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective process.

The Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, Board members should listen to the complaint and show their concern by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration.

In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is made. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.
2. If a complainant is unable or unwilling to resolve the complaint directly with the person involved, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. If a complainant is unable to resolve the complaint/problem/ solution directly with the person involved, or with the immediate supervisor or principal, he/she may then submit an oral or written complaint to the District Superintendent. Complaints related to a Board member or to the Superintendent shall be initially filed in writing with the school board.
4. When a complaint cannot be resolved orally, the reverse side of this form should be used to file a written complaint.



Definition:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

(Adult to student)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejections of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors or programs available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

(Adult to student and/or peer to peer)

1. Unwelcome sexual flirtations or propositions.
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominately single sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully cornering or blocking normal movements.
9. Limiting a student's access to educational tools.
10. Displaying sexually suggestive objects.

Notifications:

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48989)
2. Be displayed in a prominent location near each school principal's office. (Ed Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. ( Education Code 212.6)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Ed Code 212.6)
5. Be provided to employees and employee organizations.

Enforcement:

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians.
4. Notifying child protective services.
5. Taking appropriate disciplinary action.

The Superintendent or designee shall investigate all complaints of sexual harassment thoroughly in accordance with Board Policy and regulations. This investigation shall include talking with the complainant, the alleged harasser, any other witnesses, and any other persons who may be mentioned as possessing information. The Superintendent or designee shall document all investigations and shall inform the complainant, as well as the alleged harasser, of the decision regarding any complaint.

Persons found to have knowingly made false allegations of sexual harassment should be subject to disciplinary action. Persons submitting an unsubstantiated good faith complaint or report of sexual harassment shall not be subject to disciplinary action.

## **PARENT INVOLVEMENT**

**BP 6020(a)**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

**Strathmore Union Elementary School District**  
**Title I, Part A District Wide Parental Involvement Policy**

**PART I: GENERAL EXPECTATIONS**

1. The Strathmore Union Elementary School District agrees to implement the following statutory requirements:
  - The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
  - The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
  - The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools 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.

**PART II: DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Strathmore Union Elementary School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
  - To involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA, SUESD will gather input and approval from SSC, ELAC and DELAC.
  
2. The Strathmore Union Elementary School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - To involve parents in the process of school review and improvement under section 1116 of the ESEA, both SUES and SMS will send out a site specific annual needs assessment to parents and staff. Students at SMS will also participate in completing a needs assessment.
  
3. The Strathmore Union Elementary School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Weekly administration meetings
  - Availability of a Technology Technician
  - School to Home Messaging System
  - Necessary funds for parental involvement activities
  - CBET Program - Parent Education
  - School Nurse
  - Migrant Liaison

4. The Strathmore Union Elementary School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the State-operated preschool program by:

Distributing a monthly district wide Newsletter  
Providing a district wide CBET Program - Parent Education  
Sharing common events, activities and holidays when all schools are in session at the same time.

5. The Strathmore Union Elementary School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

#### Action 1: The Evaluation

- As part of the annual review of the Student Handbook, which includes the following documents: a.) Parent Involvement Board Policy, b.) Parent Involvement Administrative Regulations, c.) SUES School Parent Involvement Policy, d.) SMS School Parent Involvement Policy, e.) SUES School Parent Compact, f.) SMS School Parent Compact, and g.) SUESD District Wide Parental Involvement Policy, Parents serving on the SSC, ELAC and DELAC will evaluate the content and effectiveness of the parental involvement policies in improving the quality of its Title I, Part A schools.
- The evaluation will include the following:
  - Identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - Identifying ways to overcome the barriers identified.
  - Proposing revisions to the various parental involvement policies to improve the effectiveness of parental involvement.

#### Action 2: Proposed Revisions

- The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The proposed revisions to the various parental involvement policies to improve the effectiveness of parental involvement will be submitted to the SUESD Projects Director by the SSC, ELAC and DELAC, if needed, upon the conclusion of the evaluation. The Projects Director will then revise the various policies as needed.

The Strathmore Union Elementary School District will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

Topics	Parent Information and Training
State’s academic content standards	1. District wide Newsletter 2. Annual Title 1 Meeting 3. Parent Teacher Conferences 4. Progress Reports 5. Report Cards 6. Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports. 7. SSC Meetings 8. ELAC Meetings 9. DELAC Meetings 10. CBET Program - Parent Education 11. Academic Family Nights
State’s student academic achievement standards	
State and local academic assessments including alternate assessments (The requirements of Title 1: Part A)	
How to monitor their child’s progress	
How to work with educators	

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- District wide Newsletter
- Annual Title 1 Meeting
- Parent Teacher Conferences
- Progress Reports
- Report Cards
- Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports.

- SSC Meetings
  - ELAC Meetings
  - DELAC Meetings
  - TCOE SSC / ELAC / DELAC Annual Training
  - CBET Program - Parent Education
  - Academic Family Nights
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Weekly administration meetings
    - District wide Newsletter
    - Annual Title 1 Meeting
    - Parent Teacher Conferences
    - Progress Reports
    - Report Cards
    - Parent Notifications: AYP Status, API Status, AMAO Status, and Student Score Reports.
    - SSC Meetings
    - ELAC Meetings
    - DELAC Meetings
    - TCOE SSC / ELAC / DELAC Annual Training
    - CBET Program - Parent Education
    - Academic Family Nights
    - PTO
    - Evening Events including: Back to School Night, Fall Festival, and Dinners
    - School Nurse Inservices and Health Related Training
    - NTI Connect Ed
    - SUESD Website
    - Counselor Training
    - Safe Schools Training
    - Administrators Program Improvement Training
    - Projects Director Annual Co-Op Conference
    - Porterville Public Schools Parent Volunteer Awards Program
    - Planning for Student Success an inservice attended by SUES Administration, parents and teacher.
- The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating

in the education of their children. The following activities are available at SUESD:

- Parent involvement opportunities exist at many levels at SUESD, including planning and designing programs, implementing strategies as volunteers in the classrooms, after school, and on committees such as School Site Council, GATE, ELAC and DELAC. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The district also has an active Parent Teacher Organization (PTO) that organizes events throughout the year including Book Fairs, Red Ribbon Week activities, Science Fair, etc. Parents also have the opportunity to participate in the Migrant Parent meetings held regularly in the district.
  - Parents are also encouraged to be involved in their child's educational process through participation in "Top Dog" and academic awards assemblies, through scheduled and informal parent/teacher/student conferences, by participating as chaperones on field trips, through family math, literacy, and science nights, and through educational meetings such as gang awareness and gang prevention nights held at the middle school campus.
  - Regular communications are distributed to parents in both English and Spanish and cover a variety of topics including beginning of the year welcome packets, monthly parent newsletters, notifications of all meetings and school events, school calendars, and student assessment and grade reports. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested.
  - Other notification procedures on such issues as parent choice options and safe school status are in place to meet the required timelines indicated by No Child Left Behind. At the beginning of each school year, the district Superintendent sends notice to parents of their right to request information regarding the professional qualifications of their child's teacher and that they will be notified if their child is being taught by a teacher who is not highly qualified according to the requirements of NCLB.
- The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- SUESD Policy and procedure requires all parent information to be sent in both English and Spanish. Alternative formats are also used when needed and when feasible.

**PART III: ADOPTION**

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by both the SES and SMS School Site Council meeting agendas and minutes held on 6/10/11.

This policy was adopted by the Strathmore Union Elementary School District Board of Trustees on June 11, 2007 and will be in effect for the period of 5 years. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1<sup>st</sup> of each school year and have the School Site Councils annually evaluate the policy's content and effectiveness.

**Strathmore Elementary School**  
**Title 1, Part A School Wide Parental Involvement Policy**

**PART 1: GENERAL EXPECTATIONS**

Strathmore Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School 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's school-parent compact as a component of its School Parental Involvement Policy.
- 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.

**PART II**      **DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT  
REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY  
COMPONENTS**

1. Strathmore Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - To involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA, SES will gather input and approval from SSC, ELAC, DELAC and GATE DAC.
2. Strathmore Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Strathmore Elementary School will annually send the School Parental Involvement Policy out to the parents of participating students in the Student Handbook. A copy of the School Parental Involvement Policy will be available in the school office for local community members.
3. The Strathmore Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - Strathmore Elementary School will update its School Parental Involvement Policy to meet the changing needs of parents and the school as the school population grows and its demographics change.
4. Strathmore Elementary School will convene an annual meeting to inform parents of the following:
  - of their child's school participation in Title 1,
  - about the requirements of Title 1,
  - of their rights to be involved,
    - (A) Student Handbook
    - (B) School to Home Messaging System
    - (C) Monthly Newsletters
    - (D) Regularly Scheduled Parent/Teacher Organization Meetings
  - about their school's participation in Title 1:
    - (A) Annual Back to School Night
    - (B) School to Home Messaging System
    - (C) Monthly Newsletters
    - (D) Periodically held Parent/Teacher Conferences
    - (E) Monthly Parent/Teacher Organization Meetings
    - (F) Regularly Scheduled School Site Council Meetings

5. Strathmore Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, if requested, paid for with Title 1 funding as long as these services relate to parental involvement:
  - Back To School Night/Title 1 Meeting
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  
6. Strathmore Elementary School will provide timely information about Title 1 programs to parents of participating children in a timely manner:
  - Back To School Night/Title 1
  - API/AYP Notifications
  - Winter Interventions
  - After School Daycare “HEART”
  - School to Home Messaging System
  - Migrant Liaison
  - School Nurse
  - CBET Program - Parent Education
  - Necessary funds for parental Involvement activities
  - Monthly Newsletters
  
7. Strathmore Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - Back To School Night/Title 1
  - Fall Parent Teacher Conferences
  - Regularly Scheduled Progress Reports
  - Regularly Scheduled Report Cards
  - Trimester Benchmark Exams
  - End of Unit Exams
  - Spring Parent Teacher Conferences
  - California State Grade Level/Content Standards
  - Yearly STAR CST results
  
8. Strathmore Elementary School will provide parents of participating children 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:

- Periodic phone calls home
  - Home visits
  - Back To School Night/Title 1
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Parent initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
9. Strathmore Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating students:
- Weekly administrative meetings
  - E-Mail
  - Monthly Board Meetings
  - ELAC/DELAC/SSC Meetings
  - District School Parent Meeting, if requested

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Strathmore Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Periodic phone calls home
  - Home visits
  - Back To School Night/Title 1
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Parent initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
  - School to Home Messaging System
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Student Handbook
  - Periodic phone calls home
  - Home visits
  - Back To School Night/Title 1
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Additional Parent or teacher initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
  - School to Home Messaging System
3. The school will, with the assistance of its district, provide assistance to parents of children they serve by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
- The State’s academic content standards,
  - The State’s student academic achievement standards,
  - The State and local academic assessments including alternate assessments,
  - The requirements of Title 1
  - How to monitor their child’s progress, and
  - How to work with educators:
    - Migrant Liaison
    - School Nurse
    - CBET Program - Parent Education
    - DELAC/ELAC/SSC Training
    - GATE Training
    - New Curriculum Adoptions
    - Computer Lab Accessibility
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Back To School Night/Title 1
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Family Math Night
  - Family Literature Night

- Family Science Night
  - Book Fairs
  - Computer Lab Accessibility
  - DELAC/ELAC/SSC Training
  - Gate Parent Training
  - Classroom Visitations
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Staff In-service Days
  - Professional Growth Conference Days
  - Family Nights
  - Home Visits
  - School Nurse
  - Migrant Liaison
  - School Psychologist
  - Staff Meetings
  - Parent Teacher Conferences
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- School to Home Messaging System
  - Newsletters (bi-lingual)
  - Notices home (bi-lingual)
  - Interpreters at meetings
  - Interpreters at conferences
  - Bi-lingual Psychologist

**PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

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

- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Involving the parents on ELAC/DELAC and Gate DAC in providing advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

\* \* \* \* \*

**PART V. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by 3/23/11 ELAC agenda and minutes.

The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1st of each year and have parents, guardians and school staff annually evaluate the policy’s content and effectiveness. Strathmore Elementary School’s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

**Strathmore Middle School**  
**Title I, Part A School Wide Parental Involvement Policy**

**PART 1: GENERAL EXPECTATIONS**

The Strathmore Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School 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's school-parent compact as a component of its School Parental Involvement Policy.
- 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.

**PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Strathmore Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - To involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA, SMS will gather input and approval from School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC) and GATE District Advisory Council (GATE DAC).
2. The Strathmore Middle School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Strathmore Middle School will annually send the School Parental Involvement Policy out to the parents of participating students in the Student Handbook. A copy of the School Parental Involvement Policy will be available in the school office for local community members.
3. The Strathmore Middle School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.
  - Strathmore Middle School will update its School Parental Involvement Policy to meet the changing needs of parents and the school as the school population grows and its demographics change.
4. The Strathmore Middle School will convene an annual meeting to inform parents of the following:
  - that their child's school participates in Title I,
  - about the requirements of Title I,
  - their rights to be involved:
    - (A) Student Handbook
    - (B) School to Home Messaging System
    - (C) Monthly Newsletters
    - (D) Regularly Scheduled Parent/Teacher Organization Meetings
  - about their school's participation in Title I:
    - (A) Annual Back to School Night
    - (B) School to Home Messaging System
    - (C) Monthly Newsletters
    - (D) Periodically held Parent/Teacher Conferences
    - (E) Monthly Parent/Teacher Organization Meetings
    - (F) Regularly Scheduled School Site Council Meetings

5. The Strathmore Middle School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding, as long as these services relate to parental involvement.
  - Back To School Night/Title I Meeting/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Cool Night South
  - U.C. Merced Talent Search Program
  
6. The Strathmore Middle School will provide timely information about Title I programs to parents of participating children in a timely manner.
  - Back To School Night/Title I/Hosted Barbeque
  - API/AYP Notifications
  - Winter Intercessions
  - After School Daycare “CHOICES”
  - School to Home Messaging System
  - Migrant Liaison
  - School Nurse
  - Community Based Educational Tutoring (CBET) Program – Parent Ed.
  - Necessary funds for parental Involvement activities
  - Monthly Newsletters
  
7. The Strathmore Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through the following:
  - Back To School Night/Title I/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled Progress Reports
  - Regularly Scheduled Report Cards
  - Trimester Benchmark Exams
  - End of Unit Exams
  - Spring Parent Teacher Conferences
  - California State Grade Level/Content Standards
  - Yearly STAR CST results
  
8. The Strathmore Middle School will provide parents of participating children, if requested by parents, the following 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:

- Periodic phone calls home
  - Home visits
  - Back To School Night/Title I/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Parent initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
9. The Strathmore Middle School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating students in the following manner:
- Weekly administrative meetings
  - E-Mail
  - Monthly Board Meetings
  - ELAC/DELAC/SSC Meetings
  - District School Parent Meeting, if requested

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. The Strathmore Middle School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school, parents, and the community to improve student academic achievement through the following activities specifically described below:
- Periodic phone calls home
  - Home visits
  - Back To School Night/Title I/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Parent initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
  - School to Home Messaging System
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy through:

- Student Handbook
  - Periodic phone calls home
  - Home visits
  - Back To School Night/Title I/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Regularly Scheduled Family Nights
  - Parent initiated conferences
  - Parent initiated classroom visitations
  - Bi-lingual District Psychologist
  - Student Study Team Meetings
  - School to Home Messaging System
3. The school will, with the assistance of its district, provide assistance to parents of children they serve in understanding topics such as the following, and by undertaking the actions described in this paragraph:
- The State’s academic content standards,
  - The State’s student academic achievement standards,
  - The State and local academic assessments including alternate assessments,
  - The requirements of Title I
  - How to monitor their child’s progress, and
  - How to work with educators:
    - Migrant Liaison
    - School Nurse
    - CBET Program - Parent Education
    - DELAC/ELAC/SSC Training
    - GATE Training
    - New Curriculum Adoptions
    - Computer Lab Accessibility
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Back To School Night/Title I/Hosted Barbeque
  - Fall Parent Teacher Conferences
  - Regularly Scheduled ELAC/DELAC/SSC Meetings
  - Regularly Scheduled PTO Meetings
  - Spring Parent Teacher Conferences
  - Family Nights
  - Book Fairs
  - Computer Lab Accessibility

- DELAC/ELAC/SSC Training
  - Gate Parent Training
  - Classroom Visitations
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Staff In-service Days
  - Professional Growth Conference Days
  - Family Nights
  - Home Visits
  - School Nurse
  - Migrant Liaison
  - School Psychologist
  - Staff Meetings
  - Parent Teacher Conferences
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand using:
- Connect Ed Communications System
  - Newsletters (bi-lingual)
  - Notices home (bi-lingual)
  - Interpreters at meetings
  - Interpreters at conferences
  - Bi-lingual Psychologist

**PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

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

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or

conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- Involving the parents on ELAC/DELAC and Gate DAC in providing advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

\* \* \* \* \*

## **PART V. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs as evidenced by 4/3/09 ELAC agenda and minutes.

The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1st of each school year and have parents, guardians and school staff annually evaluate the policy's content and effectiveness. The Strathmore Middle School's notification to parents of this policy will be in an understandable and uniform format, and to the extent practicable, the school will provide a copy of this policy to parents in a language the parents can understand.

## INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS

1. **STRUCTURED ENGLISH IMMERSION PROGRAM (SEI) - (ELD, SDAIE, L1 Support) English Learner (EL) with less than reasonable fluency in English (levels 1-2).** The Structured English Immersion Program, CA Code 300-304, is an English language acquisition process for children in which nearly all classroom instruction is in English, but the curriculum and presentation are specially designed for children who are learning the language. Students will be taught subjects “overwhelmingly” in English with primary language provided as needed to motivate, clarify, direct, support, and explain. The goals of the Structured English Immersion Program are to provide lessons that are comprehensible to the English Learner (EL) so that the student will: a) learn and demonstrate a reasonable level of proficiency in English (listening, comprehension, speaking, reading, and writing) and b) attain parity with their native English-speaking, grade-level peers in achievement of academic subjects. The English Language Development (ELD) teachers use the State/District adopted ELD standards-based texts and materials to instruct and assist ELs’ in their acquisition of English language skills (comprehension, listening, speaking, reading and writing). The State ELD standards encompass three major areas of importance to the English Learner. The ELD standards: 1) guide the EL into the State/District English Language Arts Standards, 2) provide English language skills in social settings, and 3) present English language skills to be used in academic contexts. For all English language lessons and core curricular lessons (based on State/District adopted Standards) teachers use activities and strategies which are designed for ELs, i.e. specially designed academic instruction in English (SDAIE), and are appropriate for their English proficiency level. Teachers and/or biliterate instructional aides provide primary language assistance to students as needed. ELs are taught the same grade-level core curriculum as their native English-proficient counterparts, but the teachers make it more accessible by using the English as a Second Language (ESL) component of textbooks, SDAIE techniques, realia, visuals, performing arts, hands-on activities, modified lessons, strategies, and/or materials.
2. **TRANSITIONAL PROGRAM – (ELD, SDAIE, L1 Support and Acceleration of core) English Learner (EL) with reasonable fluency in English (level 3).** The Transitional Program is designed to effectively develop English language and accelerate core toward meeting state standards. Teachers continue to use State/District adopted grade-level texts and materials, English Language Development and Specially Designed Academic Instruction in English (SDAIE) with native language support as needed. After monitoring ELs responses and discussions in class and analyzing student work, teachers modify lessons, change strategies and/or materials, etc. to assist an EL in overcoming academic deficits before they become irreparable. If necessary, the teacher refers a student to the site Principal for intervention services.

3. ENGLISH LANGUAGE MAINSTREAM PROGRAM - (ELD, SDAIE and Acceleration of core) English Learner (EL) with reasonable fluency in English (levels 4-5). The English Language Mainstream Program is an English only, State/District standards-based core curriculum program designed to develop English literacy and academic skills. The program uses State/District adopted grade-level texts and materials in English, and the teachers present instruction in English (For details, see “Strathmore Elementary School Curriculum Guide “ and “Strathmore Middle School Curriculum Guide”). This program is designed for native English-speaking students, second-language students who initially score “Advanced” on the CELDT, and second-language students who meet the criteria for “Redesignation” to English proficient.
4. Alternative Program (ELD, L1 instruction) Parents have the right to request a Parental Exception Waiver from an English Program for an alternate program. This program will be offered when 20 parents of English Learners at a single grade level request such waiver and principal grants waivers based on district policy.

Note: 1) At any time during the school year a student may be changed from Structured English Immersion to English Language Mainstream at the request of a parent. ELs, whose parents were granted waivers for their children to be in the English language mainstream program, will continue to receive additional and appropriate services by their teachers to meet both their English language and their academic needs until such time they are Redesignated FEP. 2) Upon demonstrating academic competency in English, EL students will be reclassified to Fluent English Proficient status. At the time an EL is Redesignated FEP, the site Principal places the student in the English only mainstream program. 3) Teachers of ELs hold certificates issued by the State authorizing services to English Learners, or are enrolled in classes that will result in said certificate. 4) All pupils under the age of 10 must be placed, for not less than 30 calendar days, in an English language classroom the first year of enrollment in a California school.

## **STRATHMORE ELEMENTARY SCHOOL SCHOOL-PARENT COMPACT**

Strathmore Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

*This school-parent compact is in effect during school year 2011-12.*

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

Strathmore Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standard as follows:
  - Adopt State Adopted Curriculum
  - Hire Highly Qualified Teachers
  - Hire Highly Qualified Para-professionals
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Annual parent-teacher conferences will be held in the Fall
  - Annual parent-teacher conferences will be held in the Spring
  - Additional parent-teacher conferences will be held as requested by the teacher or parent
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Progress Reports will be sent home during the 7<sup>th</sup>, 18<sup>th</sup> and 32<sup>nd</sup> weeks of school.
  - Report Cards will be sent home at the end of each trimester.
  - Additional progress reports will be sent home as requested by the parent or teacher.
4. Provide parents reasonable access to the staff.
  - Staff members are available for parent access 7:45 – 8:08 each school day.
  - Staff members are available for parent access during their prep period.
  - Staff members are available for parent access 3:00 – 3:15 each school day.
  - Staff members are available for parent access for any scheduled appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents may volunteer in their child's class during mutually agreed upon times between the parent and teacher.
  - Parents may volunteer in the school library during school library hours.
  - Parents may join our Parent Teacher Organization.

- Parents may volunteer to be a member of our School Site Council, the English Language Advisory Committee, and the GATE District Advisory Committee.
- Parents may visit their child’s classroom at any time if they check in at the office and do not disrupt classroom instruction.
- Parents may visit their child’s classroom at the invitation of, or by request of the teacher.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Provide a quiet time and place for homework and monitor TV viewing time.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day and is on time.
- Ensure that my child attends any extended day/year tutoring opportunities offered.
- Regularly monitor my child’s progress in school.
- Participate at school and attend parent teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

**Student Responsibilities**

We, as students will support our learning in the following ways:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so they can help me be successful in school.
- Participate in the classroom.
- Respect the school, classmates, and staff.

**Staff Responsibilities**

We, as staff will support our student’s learning in the following ways:

- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Teach classes through interesting and challenging lessons that promote student achievement.
- Communicate regularly with families about student progress.
- Provide a warm, safe and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in making school an accessible and welcoming place for families, which help each student achieve the school’s highest academic standards.
- Respect the school, students, staff, and families.

School	Parent(s)	Student
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Date	Date	Date
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## **STRATHMORE MIDDLE SCHOOL SCHOOL-PARENT COMPACT**

The Strathmore Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

*This school-parent compact is in effect during school year 2011-12.*

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

The Strathmore Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standard as follows:
  - Adopt State Adopted Curriculum
  - Hire Highly Qualified Teachers
  - Hire Highly Qualified Para-professionals
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Annual parent-teacher conferences will be held in the Fall
  - Annual parent-teacher conferences will be held in the Spring
  - Additional parent-teacher conferences will be held as requested by the teacher or parent
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Progress Reports will be sent home during the 7<sup>th</sup>, 18<sup>th</sup> and 32<sup>nd</sup> weeks of school.
  - Report Cards will be sent home at the end of each trimester.
  - Additional progress reports will be sent home as requested by the parent or teacher.
4. Provide parents reasonable access to the staff.
  - Staff members are available for parent access 7:45 – 8:15 each school day.
  - Staff members are available for parent access during their prep period.
  - Staff members are available for parent access 3:00 – 3:15 each school day.
  - Staff members are available for parent access for any scheduled appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents may volunteer in their child's class during mutually agreed upon times between the parent and teacher.
  - Parents may volunteer in the school library during school hours.
  - Parents may join our Parent Teacher Organization.

- Parents may volunteer to be a member of our School Site Council, the English Language Advisory Committee, and the GATE District Advisory Committee.
- Parents may volunteer their time in our after school sports program.
- Parents will be allowed to visit their child’s classroom during mutually agreed upon times between the parent and teacher.
- Parents may visit their child’s classroom at the invitation of, or by request of the teacher.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Provide a quiet time and place for homework and monitor TV viewing time.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day and is on time.
- Regularly monitor my child’s progress in school.
- Participate at school and attend parent teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

**Student Responsibilities**

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so they can help me be successful in school.
- Participate in the classroom.
- Respect the school, classmates, and staff.

**Staff Responsibilities**

- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Teach classes through interesting and challenging lessons that promote student achievement.
- Communicate regularly with families about student progress.
- Provide a warm, safe and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in making school an accessible and welcoming place for families, which help each student achieve the school’s highest academic standards.
- Respect the school, students, staff, and families.

School	Parent(s)	Student
Date	Date	Date

**SIGNATURE PAGE - Field Trips**

During the school year, students will occasionally be going on field trips. Parent permission on the “Full Year Field Trip Permit and Authorization for Medical Treatment” form is required for students participating on field trips within the county. This permission will also cover athletic events which take place away from the school grounds. Field trips outside the county will require parent permission for each trip.

All students participating in any field trip will be expected to do the following:

1. Obey all school rules.
2. Follow the dress code.
3. Obey school bus rules.
4. Go with and return with their respective group.

Please note:

1. Students who do not meet these responsibilities will not be allowed to participate in field trip activities.
2. Students causing problems while on field trips will be expected to call home so that parents can pick them up from the field trip location.
3. Any student who has earned five (5) or more referrals will not be allowed to participate in any field trip activities.

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**Full Year Field Trip Permit  
and  
Authorization for Medical Treatment**

I hereby authorize any school official to seek necessary medical or surgical care for my child in the event of any emergency that might occur while he/she is attending the above activity. In case of emergency, contact:

Student’s Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

My child’s doctor is \_\_\_\_\_ Phone \_\_\_\_\_

Child’s allergies or health conditions of which the school should be aware of:

---

Is child taking medication? Yes \_\_\_ No \_\_\_ If yes, please list \_\_\_\_\_

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

**THIS SECTION MUST BE RETURNED TO THE TEACHER**

**STRATHMORE UNION ELEMENTARY SCHOOL DISTRICT**

Teacher\_\_\_\_\_

Your child \_\_\_\_\_ will have the use of the Internet soon. In class we will be visiting sites around the world, and searching for data on the World Wide Web. Strathmore Union Elementary School District has gone to some effort to prevent the access of unacceptable materials through our computer system. One safeguard includes the use of a filtering program to help stop objectionable material. Another safeguard involves the training of our students. The students are coached regarding their responsibility in the use of the Internet. In addition, all student access will be in the presence of an adult, either a Teacher or Aide. And finally, no students will be allowed access without written permission from their parents/ guardians.

However, it is possible that all of our efforts will still allow some material which is unacceptable to be accessed. Students will be counseled to immediately leave any site that shows material that is not acceptable. If students deliberately attempt to access materials that are unacceptable, they will lose the privilege of using the Internet and computers in the Strathmore Union Elementary School District.

Student User Agreement

As an Internet user, you are expected to follow these rules:

1. BE POLITE: Never send, or encourage others to send abusive messages.
2. USE APPROPRIATE LANGUAGE: You are a representative of the SUES District on the World Wide Web. Never swear or use inappropriate language.
3. PRIVACY: Never reveal any address, phone number, or personal information.
4. CONCERNING E-MAIL: You must sign YOUR name to any message you send.
5. ACCOUNTABILITY: You will lose your Internet and possibly your computer privileges if you use the Internet inappropriately.

PERMISSION

I have read this policy and agree to use the Internet appropriately.

\_\_\_\_\_  
Date

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

I have read this policy with my child. My child DOES\_\_\_\_ DOES NOT\_\_\_\_ have permission to use the Internet.

\_\_\_\_\_  
Date

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

**SIGNATURE PAGE - HANDBOOK**

DEAR PARENTS AND STUDENTS

You have just reviewed the Strathmore Union Elementary School Handbook. We trust this handbook will serve as a means of communicating between the home and school. There are several examples of policies and regulations discussed in this handbook that you will be responsible for during this school year. We suggest you keep it readily available throughout the year. We will attempt to be available to clarify any school matters.

We believe close cooperation between the home and school is essential to promote the best interests of the child. Parents are encouraged to visit school and to attend scheduled meetings of parents and teachers. Mutual benefits occur when there is a meaningful exchange of information between home and school. It is our hope that this handbook will be helpful to you and that it will promote understanding.

A parent or guardian and student is requested to detach and sign the receipt at the bottom of this sheet and return it to the child's teacher.

Detach here

---

We have read and reviewed the Strathmore Union Elementary School Handbook. In signing, we indicate an awareness and understanding of school practices and procedures.

Student name (print) \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian name (print) \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

**THIS SECTION MUST BE RETURNED TO THE TEACHER**

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