Barbara Comstock Morse

Parent and Student Handbook

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Welcome Letter

The Elk Grove Unified School District is very proud of the performance of students in our schools, and we commend you, the parents/guardians, for your excellent support of academic achievement.

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

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

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

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

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

Dear Parents and Guardians:

Welcome to Barbara Comstock Morse Elementary School, where knowledge is power! Our focus today is as strong as it was when we opened in 1995 - meeting the needs of every student, every day. Many of our school's unique features, such as our uniform policy, Gifted and Talented (GATE) outreach opportunities, and our Academic Intervention Team, are evidence of this commitment. They are also significant factors in our identification as a California Title I Achieving School in both 2004 and 2005, and our noted API achievement in 2008, 2009, 2011 and 2012. We look forward to continuing Common Core implementation, and the California Assessment of Student Performance and Progress (CAASPP) testing for the new school years to come! To better support our students, professional development is readily available to our teachers, administrators, and parents. In 2013-14, Barbara Comstock Morse began Positive Behavior Intervention Support Program (PBIS), a systematic approach of using school-wide safety expectations understood by all students, staff and parents. We are also very proud of our recently inducted NEHS (National Elementary Honor Society).

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

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

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

Sincerely,

Kilolo Umi
Principal
Section 1: Parent Involvement and Title I
Barbara Comstock Morse Elementary School

Frequently asked Questions?

What is Title I?
When most people refer to Title I, they are actually talking about Title I, Part A of the Every Child Succeeds Act of 2015 (ESSA). The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State Academic Achievement Standards and State Academic Assessments.

I didn’t know that Barbara Comstock Morse Elementary was a Title I School. How does this affect my child(ren)?
The Title I policy supports that your child will receive instructions from highly qualified teachers and academic support (as needed). Further, parent involvement is actively encouraged in the classroom and throughout the school.

How will I be notified about the “current status” of my school’s Title I action plan?
- The School Accountability Report card;
- An annual invitation sent to parents for the Title I meeting mailed in the beginning of the year;
- The school newsletter, the school website, and phone notifications;
- Invitations to join or openly attend the School Site Council or parent advisory.

What do I do to maintain my school’s reputation as a high achieving Title I school?
- Talk/communicate with your child(ren) throughout the year;
- Read our Parent Involvement policy inviting you to be an active partner;
- Complete and return the Parent/School Compact;
- Use the Parent/School throughout the year with the teacher and your child;
- Join Parent Organizations;
- Consider attending the Community Parent Advisory with the Principal to share ideas.

Where would I find more detailed information about Title I and academic achievement resources?
- School-wide Title I meeting Thursday, September 6, 2018 @ 9:15 a.m. and 6:15 p.m.
- www.egusd.net (the district website)
- www.cde.ca.gov (state department of education)
Dear Title I Parent or Guardian:

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

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

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

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

We will hold our annual meeting: **September 6, 2018** at **9:15 and 6:15 p.m. for one hour in the Multi-Purpose Room.** Child care will be provided at 6:15 p.m.

We will hold additional meetings and set the meeting schedule at this initial meeting.

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

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

Sincerely,

Kilolo Umi, Principal
TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY
COMPONENTS

GENERAL EXPECTATIONS
Title I schools agree to implement the following statutory requirements:

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

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

  (A) that parents play an integral role in assisting their child’s learning;
  (B) that parents are encouraged to be actively involved in their child’s education at school;
  (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.
Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

To involve parents in the Title I, Part A programs, the following practices have been established:

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

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

The policy will be reviewed and updated annually.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

The School Parental Involvement Policy will be distributed in the Parent Handbook. In addition, the policy will be available at the September 16, 2018, Title I Meeting at 9:15am and 6:15pm. Daycare will be provided at the afternoon parent meeting.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

The School Parental Involvement Policy will be distributed in the Parent Handbook. In addition, the policy will be available at the September 6, 2018, Title I Meeting at 9:15am and 6:15pm. Daycare will be provided at the afternoon parent meeting. Also Back to School Night sessions are now available in the morning and the evening.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c][4][A]).
Parent Information nights held by the grade level teams, Scholastic Book Fair, regular School Site Council Meetings, regular ELAC meetings, Back to School Night, Open House, Goal Setting Opportunity Night, and Parent Education Nights.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

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

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by:

This School-wide plan is reviewed by the School Site Council and ELAC.

This policy was adopted by the Barbara Comstock Morse on 08/16/18 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program by the beginning of each school year in the parent handbook.

_______________________________                ________________________________
Kilolo Umi, Principal                        (Signature of Parent Representative)

_______________________________                ________________________________
(Date)                                      (Date)

California Department of Education

March 2018
School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school’s responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Barbara Comstock Morse will build the school’s and parents’ capacity for strong parental involvement. In order to ensure effective involvement of parents, in partnership with the schools and the community, to improve student academic achievement, the following activities shall be implemented: The compact is listed in the Parent Handbook and copy is held on file in the office signed by the student, parent and school representative.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

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

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children’s achievement (ESSA Section 1116[e][2]).

Barbara Comstock Morse has planned to facilitate math and reading fluency workshops and create opportunities for other parent involvement activities to include ELAC meetings and Parent Education Night.
With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

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

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

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

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Newsletters and flyers are printed in English and Spanish. They are distributed to students and posted on the school’s website.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are encouraged and welcomed to volunteer or observe as partners in the school’s activities. Parent volunteers may help in the lunchroom, library, in their child’s classroom and on the playground. A volunteer form must be completed. This form may be obtained in the office. To eliminate interruptions, please make arrangements with your child’s teacher at least 24 hours in advance via email or by telephone to observe your child’s classroom.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Translators are available and school communications are offered in English and Spanish. Hard copies are available as well as online.

This Compact was adopted by the Barbara Comstock Morse on 8/16/18 and will be in effect for the period of one year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program by the beginning of each school year in the parent handbook.

______________________________  ________________________________
Kilolo Umi, Principal  (Signature of Parent Representative)

______________________________  ________________________________
(Date)  (Date)

California Department of Education
March 2018
The Barbara Comstock Morse 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) agree that this compact outlines how the parents, the school staff, and the students will develop a partnership to share the responsibility for improved student academic achievement.

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
   
   Our highly-qualified teachers will deliver standard-based/district adopted curriculum across all content areas.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.
   
   Parents/teachers have the opportunity to meet three times per year (at the end of the trimester), or as needed to discuss the School-Parent Compact as it relates to individual student achievement.

3. Provide parents with frequent reports on their children’s progress.
   
   Reports regarding student progress will be sent out to each parent by student, via mail or in person each trimester or as needed with the exception of school-wide reports such as School Accountability Report Card (SARC), and overall test scores distributed annually.

4. Provide parents reasonable access to staff.
   
   Parents are encouraged to contact staff members via email, by phone (via message during instructional hours), or in person.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
   
   Parents are encouraged and welcomed to volunteer or observe as partners in the school’s activities. Parent volunteers may help in the lunchroom, library, in their child’s classroom and on the playground. A volunteer form must be completed. This form may be obtained in the office. To eliminate interruptions, please make arrangements with your child’s teacher at least 24 hours in advance via email or by telephone to observe your child’s classroom.

As part of this Compact, parents agree to:

1. Monitor attendance.
2. Make sure that homework is completed.
3. Volunteer in their child’s classroom.
4. Participate, as appropriate, in decisions relating to their children’s education.
5. Promote positive use of their child’s extracurricular time.
6. Stay informed about their child’s education and communicate with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate.

7. Serve, to the extent possible, on parent advisory groups, such as the site Title I parent advisory, the District Categorical Advisory Committee, School Site Council, Parent Teacher Association, Gifted and Talented Education Advisory Committee, and English Learner Advisory Committee.

As part of this compact, students agree to:

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

Signatures:

Principal ____________________________

Parent  _____________________________________________________________

Student  _____________________________________________________________

Date  _______________________________________________________________
To Parents/Guardians:

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

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

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

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

Sincerely,

Kilolo Umi
Principal

Barbara Comstock Morse Elementary welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact Kilolo Umi at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]
Section 2:
General Information
General Information

Barbara Comstock Morse
BELL SCHEDULE

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

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

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

Arrival & Dismissal

Students should not arrive at school before 7:35 a.m., as there will be no supervision before that time. Students should line-up in their designated areas by 8:15 a.m., grades 1-6 and 8:00 a.m. for AM Kinder.

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

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

Before and after school care is available. For more information, please contact KIP Scholar Academy (KSA) at 916-385-4018 or Child Development Center at 916-682-5160. More details regarding before and after school care will be available in the front office.

Visitors

For the safety of all students, all visitors must sign in and obtain a visitor's pass from the office before going to a classroom or anywhere on campus (Penal Code 626.8). Parents are encouraged and welcomed to volunteer/observe as partners in the school’s activities. Please make sure that you arrange to volunteer at least 24 hours in advance with your child’s teacher or school representative.

Get Connected with BCM

BCM, Home of the Owls, has a lot of exciting programs for your students. However, it takes parent support to make it all happen. A Volunteer form must be completed. This form may be obtained in the office. In addition, it is required that you sign-out prior to leaving the campus for accountability reasons.

Office Phone Use

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

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

Attendance

One of the most important elements of successful learning is regular, on-time attendance at school! If an absence is necessary, either a note or a phone call is required to clear the absence.
Absence notes should have child's name, date(s), reason for absence, and parent signature. Please call the school office before 9 AM to report all absences at 688-8586.

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

1. Illness
2. Quarantine, as directed by the Health Department.
3. Medical, Dental, or Eye Appointments accompanied by a doctor’s note.
   - Parents/guardians are strongly encouraged to schedule medical appointments before or after school; however, please submit a doctor's note when appointments interfere with school.
4. Attendance at funeral of immediate family member. Only ONE day within the state of California, and no more than THREE days outside California Religious Holidays.

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

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

Extended Absence

If a student misses the first five days of the school year, the student will be dropped on the sixth day of school. A doctor’s verification of illness would be the only exception.

Early Dismissals

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

- **No early dismissals after 2:15 p.m.**
- Picture I.D. Required
- Person(s) must be on the child’s emergency list
- Students cannot walk home for early dismissal unless a parent/guardian or designee is present
- Must be 18 years or older.

Wellness Policy

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

Cafeteria Services

EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed
to improving the health and academic success of students and offers lunch daily at each school site. Lunches and breakfast are analyzed to ensure that the meals meet the nutritional needs of students and the Dietary Guidelines for Americans. All students are eligible to receive free breakfast/lunch for the 18-19 school year.

Watch for meal menus from Food Services.

**Library Books**

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

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

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

**Textbooks**

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

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

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

It is the policy of the Elk Grove School district that report cards and diplomas may be withheld from students who lose or damage their textbooks, until compensation is made.
Section 3:
Barbara Comstock Morse
School Programs
Special Programs

GATE Mission Statement

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

Updated GATE Identification Criteria

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

GATE identification will be based on students exhibiting exceptional ability in one of the following areas:
- Creative Ability
- Leadership Ability
- Visual and Performing Arts Ability
- Academic Ability
- Cognitive Ability

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

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

Naglieri Nonverbal Ability Testing (NNAT):

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

English Language Development

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

The ELPAC (English Language Proficiency Assessment for California) is administered to new students within 30 days of beginning school. All students who are still identified as English language learners are reassessed annually by October 31st.

Learning Center/Special Education

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

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

Student Study Team (SST)

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

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

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

Student Study Team Meetings may be scheduled during the school day to allow for maximum flexibility.
**Speech, Language, Hearing**
A speech and language specialist is assigned to our school to assist students with identified needs. To qualify, students must be assessed by the specialist and meet certain qualifying criteria. The specialist also works closely with the Learning Center and the Student Study Team.

**Health and Nursing Services**
The district nursing services are administered by a qualified school nurse who provides:
- Vision and hearing screening
- Updating medical information
- Supervision of the maintenance of appropriate records for each student
- No elementary school in the Elk Grove district has a resident nurse. Nurses are available on an on-call basis.

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

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

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

**Project Wellness**
Barbara Comstock Morse is one of five elementary schools in the EGUSD that has a half time counselor who is funded by Title I fund, offering access to all students. The mission of this program is to help “create respectful, responsible and safe learning environments that support children’s social, emotional and mental health.” BCM’s counselor Shirley Arroyo teaches the Second Step curriculum by the Committee for Children to groups of 4-5 students at a time. Each of these Wellness groups meets for twelve 50 minute sessions. During these sessions students learn life skills which are critical to their success such as empathy, emotional management, problem solving and social skills. Our Wellness counselor also refers some students who would benefit to other counselors who meet with students on campus. Parent permission is required before any students receive services from the Project Wellness counselor.

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

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

**After School and Extended Day Programs**
Elk Grove Unified has long been recognized for excellence in after school and extended day programs. Research indicates that students who participate regularly in after school programs have better grades, greater school engagement, increased homework completion, reduced tardiness and absenteeism and greater parent involvement.
KIP Scholar Academy
KIP Scholar Academy (KSA) is available for your child during the 2018-2019 school year! The program provides three components for students to participate in daily: Homework Assistance, Literacy Assistance and Enrichment. The Program provides a supper as well, all free of charge! If you have any questions about the program or registration please contact the Site Coordinator at (916) 385-4018.

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

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

CDC also offers Before School, After School and during Off-Track/Non School Days serving children ages 3-12 years of age. For more information, please contact CDI at 916-682-5160. Please contact the number listed above for all early dismissals or visits to the program.
Basketball Club

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

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

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

Barbara Comstock Morse’s English Learner Advisory Committee (ELAC)
If you are interested in being an advocate for our English Learners, consider joining Barbara Comstock Morse’s ELAC.

The purpose of the ELAC, is to meet and advise the principal/vice principal, and school staff on the following programs and services for English Learners:
1. The school’s program for English learners
2. The development of the Site Plan
3. The school’s needs assessment
4. The school’s annual language census (R-30 LC Report)
5. Efforts to make parents aware of the importance of regular school attendance

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

School Site Council
The School Site Council fulfills a State requirement for a local governing group that helps to set goals and monitor school programs. One-half of the School Site Council membership shall consist of school district employee’s including the Principal, classroom Teachers, and other personnel representing school staff. The other One-half shall consist of parents or other community members elected by parents. Such members shall not be employees of the school district. Parent support is essential to the success of our school. You will have several opportunities to participate in the decision making process at Barbara Comstock Morse Elementary. The school holds regular School Site Council meetings during the 2018-2019 school year. We welcome and appreciate your attendance and participation. If you are interested, please contact your school site Principal, Ms. Umi at (916) 688-8586 for meeting information.

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

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

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

WATCH D.O.G.S.

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

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

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

Students in the fourth, fifth, or sixth grades are eligible for membership. For the scholarship criterion, a student must have obtained a cumulative grade point average of 3.5 in all subjects during the 3rd trimester of the prior school year AND 1st trimester of the current school year. Those students who meet this criterion are invited to complete a candidate’s form that provides the faculty council with evidence of the candidate’s responsibility at home, at school, and in the community. In addition, to evaluate a candidate’s level of responsibility, the faculty council uses two types of information: school administrative records and faculty input regarding their professional reflections on a candidate’s personal responsibility qualities. These forms and the candidate’s forms are carefully reviewed by the faculty council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or nonselection according to a predetermined schedule established by the chapter. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all of the criteria that led to their selection. This obligation includes regular attendance at chapter meetings held monthly during the school year, acting as a role model, paying yearly dues ($20) and participation in other chapter service projects, fundraisers and activities.

Please contact the BCM chapter adviser, Patricia Jones, with questions.
pajones@egusd.net
Section 4:
Guidelines for Academic
HOMEWORK GUIDELINES

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

GENERAL BELIEFS

1. Homework reinforces student performance.
   - Builds effective study skills.
   - Develops student responsibility.
   - Can be completed independently with some parent involvement.

2. Reinforces classroom instruction in a variety of ways.
   - Prepares for an upcoming lesson.
   - Extends classroom lessons.
   - Practice and review of learned concepts.

3. Provides use of resources that are available to the student.

4. Requires reasonable time completion.

5. Is not used as a punitive measure.

6. Requires a site plan from every school to be shared with parents in handbooks, Back-to-School nights, etc.

CHARACTERISTICS OF EFFECTIVE HOMEWORK

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

GRADING OF HOMEWORK

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

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

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

MINIMUM DAILY AMOUNT OF MINUTES PER GRADE LEVEL

Four days a week.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minutes which includes reading with or to parents, or by themselves</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>20 minutes</td>
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<tr>
<td>First</td>
<td>30 minutes</td>
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<tr>
<td>Second</td>
<td>30 minutes</td>
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<tr>
<td>Third</td>
<td>45 minutes</td>
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<tr>
<td>Fourth</td>
<td>1 hour</td>
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<tr>
<td>Fifth</td>
<td>1 hour</td>
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<tr>
<td>Sixth</td>
<td>1 hour, 15 minutes</td>
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</tbody>
</table>

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

Packet type homework that gives students a number of days to complete (i.e., several assignments given to students on Monday are due on Thursday) is acceptable to reach guidelines.
Parents and students will be informed of the grading policy at the beginning of the school year (i.e., Student/Parent Handbook, Back-to-School Night, teacher letters, school newsletters or classroom charts).

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

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

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

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

Identified individuals with exceptional needs (active IEPs) should have their grades based on progress toward their IEP goals and objectives. An “A” can be earned by a student in any subject, whether a goal is written or not, as long as appropriate adaptations are provided as determined by the IEP and individualized adaptation plan. Adapted curriculum for identified individuals with exceptional needs should be indicated on the report card and conveyed to the parents.

Report card common language examples include:

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

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

“Grade is a combination of intervention programs and classroom work.”

“Grades are based on student’s individual adaptation plan developed by classroom teacher, administration, and intervention personnel.”

“Report card grades are based on California Grade Level Standards. Student classroom grades reflects academic work at individualized grade level per adaptation plan.”
“Student is working below grade level standards in the following academic areas for which he/she receives intervention support.”

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

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

**Standards Key**
- + Above grade level standards
- ✓ Meets grade level standards
- — Does not meet grade level standards
- NA Not formally assessed

Standards Key reflects progress toward achievement of standards.

**Grade Key**
- A Excellent
- B Good
- C Average
- D Needs Improvement (grades 3-6 only)
- F Unacceptable (grades 3-6 only)
- N Needs improvement (grades 1-2 only)

Grades indicate progress toward standards and may include the student’s effort, quality of homework, and class work.

**Citizenship/Work Habits Key**
- E Excellent
- G Good
- S Satisfactory
- N Needs improvement

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

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

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

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

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher needs to make contact through a conference, telephone contact and/or send the parent/guardian a written report. District deficiency notices must be given by five weeks prior to the end of the trimester if the student is performing below C level.
Criteria for determining grades for achievement may include but are not limited to:

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

Kindergarten Grades

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

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

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

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

Principal’s List/Honor Roll/District Honor Roll

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

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

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

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

- Reading/Language Arts
- Writing
- Math
- Spelling
- Science
- History/Social Science
Special Recognition awards for effort, greatest improvement, behavior, perfect attendance, citizenship, and special achievement may be available. Criteria for these awards will be determined at each school.

**Grading Criteria for Elementary Standards**

<table>
<thead>
<tr>
<th>Exceeding Standard:</th>
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<tbody>
<tr>
<td>● The student is meeting grade-level standards at an accelerated pace through instruction in standards-aligned materials provided through the District’s adopted language arts and mathematics programs.</td>
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<tr>
<td>o Examples of acceleration may include:</td>
<td></td>
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<tr>
<td>▪ Increased pace.</td>
<td></td>
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<tr>
<td>▪ Increased complexity of subject matter.</td>
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<tr>
<td>AND/OR</td>
<td></td>
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<tr>
<td>● The student has met his/her grade-level standards and is now receiving instruction based on standards for the next grade level through district adopted or approved materials.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Standard:</th>
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<tbody>
<tr>
<td>● The student is meeting grade-level standards through instruction in standards-aligned materials provided through the District’s adopted language arts and mathematics programs.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below Standard:</th>
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</thead>
<tbody>
<tr>
<td>● The student has not met his/her grade-level standards and is receiving remedial instruction and/or modified assignments based on the standards below his/her current placement.</td>
<td></td>
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</tbody>
</table>

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

http://www.egusd.net/cpl/standards_bench.html
Section 5:
Honors, Awards and Recognition
Presidential Academic Fitness Award (PAFA) Program
This award is presented at the completion of the sixth grade year. A student must have maintained a B+ average from fourth through sixth grades (3.5-3.9 academic achievement) to receive a Silver certificate or an A average (4.0 academic achievement) to receive a Gold certificate. Scores on the STAR total battery must be at least at the 80th percentile in the areas of language arts, mathematics, social science, and science.

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

Students in Fourth through Sixth Grades can receive Principal's Honor Roll status by receiving A's (4.0 academic achievement) in the academic areas (language arts, mathematics, science, history/social science). Effort and behavior are not considered for eligibility. Please refer to the district website for ongoing changes regarding new report cards and grading policies.

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

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

Positive Behavior Intervention Systems
All staff and community members are encouraged to recognize positive student behaviors. Students will be rewarded for following school rules and exhibiting good citizenship. Some procedures to recognize super students may include:

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

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

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

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

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

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

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

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

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

Procedures

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

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

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

Positive Behavior Intervention Support Program (PBIS)

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

Leadership Academy

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

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

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

California Digital Citizenship in Elk Grove Unified School District

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

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

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

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

All school rules fall under an umbrella of three simple school expectations:
1) *Be Safe*
2) *Be Respectful*
3) *Be Responsible*

Students shall not instigate other students into fighting

d. Students shall take responsibility for their behavior

e. Students shall respect the school, school property and the property of all others.

2. **Always act in a safe and appropriate manner (Hands Free).**
   a. Students shall not fight or play fight (this includes karate, pushing, kicking, tripping, and playing tag, biting, grabbing or holding other students).

3. **Follow Directions of all School Adults – the first time given.**
   a. Be courteous and respectful to all adults.

4. **Maintain Responsible Student Behavior.**
   a. Maintain a positive attitude:
      - Believe in yourself
      - Try your best
      - raise your hand and ask questions when you don't understand
   b. Come to school prepared to learn:
      - do your homework and read every night learning materials you need shall be ready (pencils, paper, rulers, etc.).

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

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

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

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

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

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

### Reporting of Pupil Progress

**Report Cards**
We have a minimum of three (3) reporting periods (trimesters) during the school year. There will be a total three (3) report cards with additional reporting as the need arises. Please refer to the school district website regarding new report cards and grading policies.

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

**Parent/Teacher Conferences**
Teachers will maintain contact with parents throughout the year in a variety of ways. Your teacher will discuss his/her communication plan with you at *Back to School Night on August 16, 2018 from 5:30 – 7:15 p.m.*
Section 6:
School Procedures/Initiatives
# The BCM Way

<table>
<thead>
<tr>
<th>Setting</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathrooms</td>
<td>- Feet on Floor</td>
<td>- Flush toilet</td>
<td>- Use quiet voices</td>
</tr>
<tr>
<td></td>
<td>- Walk</td>
<td>- Return to class promptly</td>
<td>- Give others privacy</td>
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<td></td>
<td>- Wash Hands</td>
<td>- Put garbage in trash can</td>
<td>- Urine in toilet, not on the</td>
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<td></td>
<td>- Keep water in sink</td>
<td>- Problem? Inform an adult</td>
<td>floor</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>- Sit with feet on floor,</td>
<td>- Wait in line patiently</td>
<td>- Use quiet voices</td>
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<tr>
<td></td>
<td>bottoms on bench, and facing table</td>
<td>- Clean up your area</td>
<td>- Allow anyone to sit next</td>
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<td></td>
<td>- Walk at all times</td>
<td>- Use good manners</td>
<td>to you that chooses to</td>
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<td>- Food and drink stays</td>
<td>- Have positive conversations</td>
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<td>in cafeteria</td>
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<tr>
<td>Line-up/</td>
<td></td>
<td>- Maintain personal space</td>
<td>- Keep hands and feet to self</td>
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<tr>
<td>Pathways</td>
<td>- Walk</td>
<td>- Face forward</td>
<td>- Use quiet voices</td>
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<tr>
<td></td>
<td></td>
<td>- Listen for directions</td>
<td>- Use appropriate language</td>
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<tr>
<td>Playground</td>
<td>- Play fighting is prohibited</td>
<td>- Walk to/from playground</td>
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<td></td>
<td>- Stay within boundaries</td>
<td>- Have positive conversations</td>
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<td>- Use Ro Sham Bo to resolve</td>
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<td>conflicts</td>
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<td>- Play fairly</td>
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<tr>
<td></td>
<td></td>
<td>- Take care of equipment</td>
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<td></td>
<td></td>
<td>- Be considerate of other’s</td>
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<td></td>
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<td>games</td>
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<td>- Use good sportsmanship</td>
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<td></td>
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<td>- Be honorable</td>
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<tr>
<td></td>
<td></td>
<td>- Accept everyone</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Use appropriate language</td>
<td></td>
</tr>
<tr>
<td>Drinking</td>
<td>- Take a drink and move away</td>
<td>- Drink water before the</td>
<td>- Use appropriate language</td>
</tr>
<tr>
<td>Fountains</td>
<td>- Keep mouth off waterspout</td>
<td>whistle is blown</td>
<td>- Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>- Keep water in your mouth</td>
<td>- Prevent objects from jamming the</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>water flow</td>
<td></td>
</tr>
<tr>
<td>Arrival</td>
<td>- Earliest arrival 7:30 AM</td>
<td>- Be on time</td>
<td></td>
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<tr>
<td></td>
<td>- Remain in cafeteria until 8:05 AM</td>
<td>- Come prepared</td>
<td></td>
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<tr>
<td></td>
<td>- Walk quietly to lines</td>
<td>- Know your after school plan</td>
<td></td>
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<td></td>
<td></td>
<td>- See an adult? If not,</td>
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<tr>
<td></td>
<td></td>
<td>return to the supervised area</td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td>- Use crosswalk</td>
<td>- Gather all necessary</td>
<td>- Use appropriate language</td>
</tr>
<tr>
<td></td>
<td>- Be aware</td>
<td>materials</td>
<td>- Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>- Walk straight home</td>
<td>- Follow your after school plan</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Special Events</td>
<td>Library</td>
<td>Computers</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>• Pass required during school hours</td>
<td>• Enter/exit orderly</td>
<td>• Line up straight and quiet outside door</td>
<td>• Walk in and out quietly</td>
</tr>
<tr>
<td></td>
<td>• Enter with a purpose</td>
<td>• Use audience manners</td>
<td>• Only go to programs and websites approved by your teacher</td>
</tr>
<tr>
<td></td>
<td>• Wait patiently in line</td>
<td>• Appropriate applause</td>
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<tr>
<td></td>
<td>• Use indoor voice</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Know your telephone number</td>
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<td></td>
<td>• School sit (professional sit)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Use please and thank you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use appropriate language</td>
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</tbody>
</table>
**School Procedures**

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

18. Students shall be permitted to use cell phones and/or pagers before and after school. Signaling devices should be turned off during school hours and kept in backpacks. Signaling devices used during school hours will be confiscated and parent/guardian will be asked to come to school to pick them up.

**Bicycle Safety:**

*Bicycles, Scooters, Skates, Skateboards*

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

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

**Break Time/Recess Time**

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

**Four Square**

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

**The following are faults:**

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

**Disclaimer:**

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

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

*The following are fouls:*

- Hitting the ball with any part of the body other than the hands or forearms.
- Catching or holding the ball during play.
- Touching the pole.
- Hitting the rope.
- Stepping over the line between the sides of the court.

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

**Basketball**

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

Students who do not exhibit proper sportsmanship will lose their opportunity to play.

**Consequences for Disregarding the Rules and Code of Conduct**

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

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

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

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

<table>
<thead>
<tr>
<th>Progression of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Consequences</strong></td>
</tr>
</tbody>
</table>

**Level 1:**
Request for cooperation (verbal warning). (This level does not require written documentation.)

**Level 2:**
Student will receive a “Time-out” in the classroom for a 5-10 minute interval. Student will be told to move to a designated table or desk that separates the student from others and gives the student an opportunity to quiet down and think about appropriate behavior. If the student receives a second time-out within one day, a citation will be issued which will need to be signed and returned by parent/guardian for classroom documentation. The teacher will make an attempt to call home. A “Think-it-Through” self-reflection page will be given to the student to reflect on their choices. Three “Time-outs” require advancement to Level 3.

**Level 3:**
- Teacher will call parent/guardian to discuss disruptive and/or non-productive behavior.
- Loss of privileges and/or a logical consequence.
- A team meeting may be scheduled by the teacher to develop a behavior plan. Team members may include the teacher and other teachers involved with the student, the student, parent/guardian and an administrator when warranted.

**Level 4:**
When progression of consequences has failed to bring about a positive change and the student has been noncompliant with an established behavior contract, the student can and will receive the following consequences:
- Continued loss of privileges
- Suspension from the classroom
- Suspension from school

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

<table>
<thead>
<tr>
<th>Playground Consequences</th>
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</thead>
</table>

**Level 1:**
Request for cooperation (verbal warning).

**Level 2:**
Time-out (5 – 10 minutes) during recess.
Level 3:
A discipline citation will be written and placed in teacher's box. Teacher will decide on appropriate follow-up. Student will move to the next step on the classroom consequences continuum.

Level 4:
Repeated misbehavior on the playground may result in a suspension from recess or school.
<table>
<thead>
<tr>
<th><strong>STEP 1</strong> Warning</th>
<th><strong>STEP 2</strong> Self-Reflection</th>
<th><strong>STEP 3</strong> Time-Out</th>
<th><strong>STEP 4</strong> Phone Call Home or Discipline Citation</th>
<th><strong>STEP 5</strong> Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>The student receives a verbal warning (the first level of progressive discipline). The student may lose recess.</td>
<td>The student may complete a <strong>self-reflection</strong> page at a back table. The reflection would be based upon safety, respect, and / or responsibility. This would be a time for the student to reflect upon his/her choices. After completing a self-reflection assignment, the student would rejoin his/her peers. The student may lose recess.</td>
<td>The student may be <strong>sent to another classroom</strong> for a time-out for no longer than 15 minutes. The student may be sent with work from the classroom. The student may lose recess.</td>
<td>The student and teacher may <strong>phone home</strong> at recess. A note may be sent home if the parent cannot be reached by phone. The student may lose recess.</td>
</tr>
<tr>
<td>Playground</td>
<td>The student receives a verbal warning (the first level of progressive discipline).</td>
<td>The student may take a <strong>5 to 10 minute time-out</strong> during recess.</td>
<td>A <strong>discipline citation</strong> is written and placed in the teacher’s box. The classroom teacher determines an appropriate way to follow-up. The student moves to the next step on the classroom consequences continuum.</td>
<td>Repeated misbehavior on the playground may result in a <strong>suspension from recess or school</strong>.</td>
</tr>
</tbody>
</table>
The 2018-2019 school year marks the fifteenth year of our “Hands Free” school policy. This year also begins our eleventh year of our “Keep it Clean” effort – a campaign of awareness with students about using only positive language here at school. Please discuss these policies with your student on a daily basis. As part of the awareness campaign, we will be highlighting these policies every afternoon in our Closing Activities. Below are some talking points for your use in addressing “Hands Free” and “Keep it Clean” at home:

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

**“Hands Free” Thoughts for the Day**

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

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

**“Keep it Clean” Thoughts for the Day**

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

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

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

- The school will not be responsible for lost or stolen hats or sunglasses.
- Appropriateness of new fashions will be reviewed and authorized by school administration.

Barbara Comstock Morse Uniform Plan

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

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

The purpose of a uniform plan for our site continues (1) to focus on school as a workplace for students (2) to focus students away from clothing label competition as well as the wearing of inappropriate types of clothing, (3) to develop a sense of school family pride. The District provides support for the school’s adoption of a dress policy through state and local policies. Based on CAC, Title 5, Section 302; EGUSD BP #5132; and Education Code 35291.5.

For more information on our school uniform policy, financial assistance, and/or a breakdown of clothing attire, please visit our office or contact us at 916-688-8586.
Consequences for not following Dress Code

- Students who come to school in violation of the stated dress code will call home or parent/guardian’s work place immediately and make arrangements to change into appropriate attire
- Students are encouraged to wear professional attire.

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

Cell Phone Usage

Cell Phones may not be used during operating hours, 7:30 – 2:35 PM. If cell phones/mobile devices are used during these hours, your child’s phone may be confiscated and held for parent pickup.

For liability reasons, we encourage students to not have phones exposed during the school day or around peers. Barbara Comstock Morse will not be responsible for loss or stolen phones. Phones must be turned off or on silent in their backpacks.

School Field Trips

- To attend a school field trip, students must return a correctly completed field trip form by the deadline stated in the accompanying cover letter to their classroom teacher or teacher sponsor.
- No permission slips or trip donations will be accepted after 4:00 pm on the designated due date.

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

The Elk Grove Unified School District requires the use of chaperones on all field trips. If for any reason, a scheduled field trip does not have the sufficient number of chaperones, then the field trip will be canceled.
Section 7:
Medical Information
ADMINISTRATION OF MEDICATION FOR PUPILS

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

Student Insurance

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

Emergency Information

In case of a serious accident, we make every effort to contact the parents or guardian. In order to do this, be sure the office and your child's teacher has the following current information:
- Parent/Guardian home and work phone numbers
- Emergency contact person's name and phone number in case the parent/guardian can't be reached.

Head Lice Policy

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

If your child is found to have head lice:
1. He/she will be sent home
2. You will be given a letter explaining treatment and care
3. All students in the class will also be given a treatment and care letter
4. Your child may return to school once all nits (eggs) have been removed with proper treatment
5. Your child may not return to class until having been cleared in the office first.
Section 8:
Elk Grove Unified School District
Discipline Policy/Education Codes
Item 1: Suspension/Expulsion/Reference Chart

SUSPENSION

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

Reasons for Suspension*

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

- **Assault/Battery [E.C. 48900(a)]**
  Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

- **Weapons [E.C. 48900(b)]**
  Possessing, selling or otherwise providing any weapon—including firearms, knives, explosives, or other dangerous object.

- **Alcohol/Intoxicants/Controlled Substances [E.C. 48900(c)]**
  Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substances, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

- **Substance in Lieu of Alcohol/Intoxicants/Controlled Substances [E.C. 48900(d)]**
  Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

- **Robbery or Extortion [E.C. 48900(e)]**
  Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

- **Property Damage** [E.C. 48900(f)]
  Causing or attempting to cause damage to school property or private property.

- **Property Theft** [E.C. 48900(g)]
  Stealing or attempting to steal school or private property.

- **Tobacco or Nicotine Products [E.C. 48900(h)]**
  Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- **Obscenity [E.C. 48900(i)]**
  Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

- **Drug Paraphernalia [E.C. 48900(j)]**
  Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

- **Disruption or Defiance [E.C. 48900(k)]**
  Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

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

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

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

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

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

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
- Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

- Receiving Stolen Property** [E.C. 48900(l)]

Receiving stolen school or personal property.

- Possessing Imitation Firearm [E.C. 48900(m)]

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

- Sexual Harassment [E.C. 48900(n)]

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

- Threats and Intimidation [E.C. 48900(o)]

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

- Prescription Drug Soma [E.C. 48900(p)]

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

- Hazing [E.C. 48900(q)]

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

- Bullying [E.C. 48900(r)]

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

- Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]

Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

- Sexual Harassment (Grades 4-12) [E.C. 48900.2]

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

- Hate Violence (Grades 4-12) [E.C. 48900.3]

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

- Other Harassment (Grades 4-12) [E.C. 48900.4]

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

- Terrorist Threats [E.C. 48900.7]

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

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

**School property includes, but is not limited to, electronic files. [E.C. 48900(u)]

EXPULSION

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

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

- Serious Physical Injury [E.C. 48915(a)(1)(A)]

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

- Possession of Knife or Dangerous Object [E.C. 48915(a)(1)(B)]

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

- Unlawful Possession of a Controlled Substance [E.C. 48915(a)(1)(C)]

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

- Robbery or Extortion [E.C. 48915(a)(1)(D)]
• **Assault or Battery on a School Employee [E.C. 48915(a)(1)(E)]**

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

• **Possession, Selling or Furnishing a Firearm [E.C. 48915(c)(1)]**

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

• **Brandishing a Knife [E.C. 48915(c)(2)]**

  Brandishing a knife at another person.

• **Selling a Controlled Substance [E.C. 48915(c)(3)]**

  Unlawfully selling a controlled substance.

• **Sexual Assault or Battery [E.C. 48915(c)(4)]**

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

• **Possession of an Explosive [E.C. 48915(c)(5)]**

  For all other acts and conduct for which a student is subject to discipline under Education Code sections 48900 through 48900.7 and which are not specifically listed or addressed under Education Code section 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student’s conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]
Disciplinary Practices
A student may be disciplined, suspended, or expelled for acts enumerated in Disciplinary Practices and Progressive Discipline that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off campus.
4. During, while going to, or coming from a school sponsored activity.
5. For conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

Alternatives, Interventions and Progressive Discipline
The Elk Grove Unified School District has a defined and progressive set of interventions, remediations and consequences that schools follow when a student misbehaves. The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

- Parent Contact – verbal or written communication with the parent or guardian
- Counseling – individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student’s behavior.
- Personal Responsibility – students participate in directed activities such as written apologies, restitution, school/community service, conflict resolution skills
- Detention – Students participate in behavior modification for a period of 30 minutes to two hours during non-instructional time
- Community Service - Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference – a formal meeting between the parents or guardians and school personnel to discuss the student’s needs
- In-School Suspension – assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

Grounds for Suspension or Expulsion
A student shall not be disciplined, suspended or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900 inclusive of:

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of “Look-Alike” Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
● Theft or Stealing [E.C. 48900(g)]
● Tobacco [E.C. 48900(h)]
● Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
● Drug Paraphernalia [E.C. 48900(j)]
● Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
● Possession of Stolen Property [E.C. 48900(l)]
● Imitation Firearm [E.C. 48900(m)]
● Sexual Assault or Sexual Battery [E.C. 48900(n)]
● Harassment of a Student Witness [E.C. 48900(o)]
● Prescription Drug Soma [E.C. 48900(p)]
● Hazing [E.C. 48900(q)]
● Bullying and Bullying by Electronic Act [E.C. 48900(r)]

(Please see the Table of Education Codes Related to Discipline for more detail.)

Students who commit these offenses may be suspended from school and/or to the Superintendent’s
designee with the recommendation for reassignment to an alternative program or expulsion and
transfer to an alternative program. Major acts of misconduct must be reported to the school
administrator immediately after the incident and may result in the immediate removal of a student
from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined
period of time by a teacher or school administrator. A principal or designee may suspend a student
for up to five days. A teacher may suspend a student for the remainder of the class in which the
misbehavior occurred and for the next day’s class. A suspension may be extended under certain
conditions.

There are two kinds of suspension – on-campus suspension and home suspension. Students placed
on home suspension are not permitted on or near the school campus, nor are they allowed
to participate in any school activities during suspension. They may, however, be required to complete
assignments and tests which will be made available to them through an intermediary.

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

If a student’s behavior is a threat to the safety, health or emotional well-being of others, and previous
methods of prevention and intervention have not been successful, that student may be suspended in
accordance with state law and district policy.

Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code 48900(a)-(e) or if the student’s presence causes a danger to persons. [E.C. 48900.5]

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

The Role of Parents and Guardians

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning.

Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are available online in English, Spanish, Hmong and Vietnamese.

The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated.

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of the Student Support and Health Services.

Table of Education Codes Related to Discipline
### Education Codes Related to Discipline

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mandatory Expulsion [E.C. 48915(c)]</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Possession, selling or otherwise furnishing a firearm. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.</td>
<td>Alternative to Suspension</td>
</tr>
<tr>
<td>(2) Brandishing a knife.</td>
<td>•</td>
</tr>
<tr>
<td>(3) Unlawfully selling a controlled substance.</td>
<td>•</td>
</tr>
<tr>
<td>(4) Committing or attempting to commit a sexual assault or battery.</td>
<td>•</td>
</tr>
<tr>
<td>(5) Possession of an explosive.</td>
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</tr>
<tr>
<td><strong>2. Mandatory Recommendation for Expulsion [E.C. 48915(a)(1)]</strong></td>
<td>Unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.</td>
</tr>
<tr>
<td>(1) Causing serious physical injury to another person except in self-defense.</td>
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<tr>
<td>(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.</td>
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<td>(3) Unlawful possession of any drug except for (1) the first offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.</td>
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<tr>
<td>(4) Robbery or extortion.</td>
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<tr>
<td>(5) Assault or battery upon a school employee.</td>
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<tr>
<td><strong>3. Acts of Violence [E.C. 48900(a)]</strong></td>
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</tr>
<tr>
<td>(1) Caused, attempted to cause, or threatened to cause physical injury to another person.</td>
<td>Alternative to Suspension</td>
</tr>
<tr>
<td>(2) Willfully used force or violence upon another person.</td>
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<tr>
<td><strong>4. Weapons and Dangerous Objects [E.C. 48900(b)]</strong></td>
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</tr>
<tr>
<td>(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.</td>
<td>Alternative to Suspension</td>
</tr>
<tr>
<td>(2) Explosives, use or possession.</td>
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<tr>
<td><strong>5. Drugs and Alcohol [E.C. 48900(c)]</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.</td>
<td>Alternative to Suspension</td>
</tr>
<tr>
<td><strong>6. Sale of “Look-Alike” Controlled Substance or Alcohol [E.C. 48900(d)]</strong></td>
<td>Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.</td>
</tr>
<tr>
<td><strong>7. Robbery or Extortion [E.C. 48900(e)]</strong></td>
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<tr>
<td>Violation Description</td>
<td>Alternative to Suspension</td>
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<tr>
<td>Committed or attempted to commit robbery or extortion.</td>
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<tr>
<td><strong>8. Damage to Property [E.C. 48900(f)]</strong></td>
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</tr>
<tr>
<td>Caused, or attempted to cause damage to school or private property.</td>
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</tr>
<tr>
<td><strong>9. Theft or Stealing [E.C. 48900(g)]</strong></td>
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<tr>
<td>Stealing, or attempting to steal school or private property.</td>
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</tr>
<tr>
<td><strong>10. Tobacco [E.C. 48900(h)]</strong></td>
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<tr>
<td>Possessed or used tobacco or nicotine products.</td>
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<tr>
<td><strong>11. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]</strong></td>
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</tr>
<tr>
<td>(1) Directed at peers.</td>
<td>●</td>
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<tr>
<td>(2) Directed at school personnel.</td>
<td>●</td>
</tr>
<tr>
<td><strong>12. Drug Paraphernalia [E.C. 48900(j)]</strong></td>
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</tr>
<tr>
<td>Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.</td>
<td>●</td>
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<tr>
<td><strong>13. Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]</strong></td>
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</tr>
<tr>
<td>Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.</td>
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<tr>
<td>Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade three may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1) [E.C. 48900(k)(2)].</td>
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</tr>
<tr>
<td>(1) Disrupting school activities. Examples of disruption of school activities under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to: Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or the intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.</td>
<td>●</td>
</tr>
<tr>
<td>(2) Refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties. Examples of willful defiance of valid authority under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to: Continuing to</td>
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remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

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<thead>
<tr>
<th>Event</th>
<th>Alternative to Suspension</th>
<th>Suspension</th>
<th>Expulsion</th>
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</thead>
<tbody>
<tr>
<td>(3) Failure to follow school rules.</td>
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<tr>
<td>(4) Failure to follow directive or instruction of staff or teachers.</td>
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<tr>
<td>(5) Failure to follow conduct code for school bus passengers.</td>
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</tbody>
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14. Possession of Stolen Property [E.C. 48900(l)]

Knowingly received stolen school property or private property.*

*School property includes, but is not limited to, electronic files. [E.C. 48900(u)]

<table>
<thead>
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15. Imitation Firearm [E.C. 48900(m)]

Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

<table>
<thead>
<tr>
<th>Event</th>
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16. Sexual Assault or Sexual Battery [E.C. 48900(n)]

Committed or attempted to commit a sexual assault or battery.

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<thead>
<tr>
<th>Event</th>
<th>Alternative to Suspension</th>
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<th>Expulsion</th>
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<tbody>
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</table>

17. Harassment of a Student Witness [E.C. 48900(o)]

Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
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18. Prescription Drug Soma [E.C. 48900(p)]

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

<table>
<thead>
<tr>
<th>Event</th>
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<th>Expulsion</th>
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<tbody>
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19. Hazing [E.C. 48900(q)]

Engaged or attempted to engage in hazing.

<table>
<thead>
<tr>
<th>Event</th>
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</table>

20. Bullying and Bullying by Electronic Act [E.C. 48900(r)]

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

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil.

<table>
<thead>
<tr>
<th>Event</th>
<th>Alternative to Suspension</th>
<th>Suspension</th>
<th>Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

21. Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]

<table>
<thead>
<tr>
<th>Event</th>
<th>Alternative to Suspension</th>
<th>Suspension</th>
<th>Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Aided or abetted in the infliction or attempted infliction of physical injury to another student.</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>22. Sexual Harassment [E.C. 48900.2]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>23. Acts of Hate Violence [E.C. 48900.3]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>24. Other Harassment [E.C. 48900.4]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students because of race, ethnicity, national origin, religion, disability, or sexual orientation. The harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>25. Terrorist Threats [E.C. 48900.7]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Making terrorist threats against school officials and/or property.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>26a. Attendance – Truant [E.C. 48260]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Absent from school without a valid excuse.</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>26b. Attendance – Repeat Truant [E.C. 48261]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Absent from school more than one day without a valid excuse.</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>26c. Attendance – Habitual Truant [E.C. 48262]</strong></td>
<td>Alternative to Suspension</td>
<td>Suspension</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board.</td>
<td>●</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prohibition on Possession and Use of Tobacco and Nicotine Products

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

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

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

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

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

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.
Item 3: Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES

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

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

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

- Adult Education
- After School Education and Safety

Uniform complaint procedures shall also be used to address any complaint alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and
state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district’s Parent & Student Handbook. A copy of our UCP complaint policies and procedures is available free of charge and is available on the District’s website at the following link: http://www.egusd.net/about/district/policiesprocedures/notices/
Section 9:
Verification Notices
Verification of Parent/School Compact
Student Handbook Discussion

3rd Trimester

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

Parent/Guardian’s Name (Please Print)______________________________________________

Student’s Name (Please Print)______________________________________________________

Date: ___________________________ Teacher ___________________________ Grade ________

----------------------------------------------------------------------------------------------------------------------------

Verification of Parent/School Compact
Student Handbook Discussion

2nd Trimester

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

Parent/Guardian’s Name (Please Print)______________________________________________

Student’s Name (Please Print)______________________________________________________

Date: ___________________________ Teacher ___________________________ Grade ________

----------------------------------------------------------------------------------------------------------------------------

Verification of Parent/School Compact
Student Handbook Discussion

1st Trimester

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

Parent/Guardian’s Name (Please Print)______________________________________________

Student’s Name (Please Print)______________________________________________________

Date: ___________________________ Teacher ___________________________ Grade ________
Safety Comes First @
Barbara Comstock Morse Elementary

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

Put Safety First

Volunteer as a Crossing Guard Just for One Day

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

Be courteous to others

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

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

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

Barbara Comstock Morse is a Tobacco-free School

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

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