



Parent & Student
Handbook
2015-2016

MANUAL PARA LOS PADRES Y ESTUDIANTES
DE LA
ESCUELA ELEMENTAL MONTARA

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School Hours

- Office hours: 8:00 a.m. to 4:00 p.m. Monday thru Friday.
- School Hours: 8:45 a.m. to 3:15 p.m. Monday, Tuesday, Thursday, & Friday
8:45 a.m. to 1:30 p.m. Wednesdays
- Breakfast Hours: 8:30 a.m. to 8:45 a.m.
- Minimum day schedule is 8:45 a.m. to 1:30 p.m.

- School gates do not open until 8:30 a.m. There is no supervision of students until that time. Please do not drop off students earlier than 8:30 a.m.

Attendance

- Student attendance is very important. When your child is absent or tardy they miss important instruction. Please make sure your child is here on time everyday.

- Absences - **All absences must be reported and cleared within 72 hours** of the student missing school. When a student is absent parents need to call the office at 252-5150 or send a note with the child upon return to school. State the reason for the absence, the dates of the absence(s) and sign the note. Students who are ill, or have a doctor's appointment will be excused. If you take your child to the doctor, please ask for a doctor's release to confirm the excused absence. Please try to schedule doctor and dentist appointments in the afternoons or after school in order to avoid missing important lessons. Unexcused absences include out of town trips, vacations, family emergencies or personal concerns other than illness.

- **Chronic Attendance Concerns**
 - Daily attendance is mandatory for students to benefit to the fullest from the instructional program. Chronic absences may lead to failing grades, poor test performance and in some cases, a recommendation for retention.
 - Parents are notified through attendance letters of the number of absence and tardy days. Letters are sent after the 5th, 9th, and 12th days of absence. Parents need to communicate with the school regarding any extenuating circumstances that are involved regarding student absences. If there are illness concerns, parents are requested to bring a doctor's note regarding the illness. After the 20th day of absence, students are referred to the Student Attendance Review Board (SARB) for further interventions.

- **Make up of work**
 - Students are responsible to make up work (1 day for every excused absence). However, it is the responsibility of the student or parent to arrange with the teacher for make-up work, tests, etc. Requests for homework should be made early enough to allow reasonable time for the teacher to assemble the work.

- **Tardies**
 - If your child is tardy, they must check in at the office and receive a tardy slip before going to class. Students who arrive more than 30 minutes late will be considered truant (Three truant tardies = 1 day of absence).
 - Tardiness impacts the student and school. First, there is a loss of valuable academic time for the student. Discussions and introduction of new concepts are missed. Second, it interrupts the classroom when a student is late and information needs to be repeated for the latecomer. Third, a child may be embarrassed by his/her late arrival. Fourth, increased record keeping takes additional time. Patterns of tardiness will be noted. Interventions will be discussed and referrals to the Student Attendance Review Board (SARB) may be made.

- **Early Dismissal**
 - Students will only be released through the office. **The office will require anyone picking up a student to show identification.** Please come to the office, show your identification, and sign your child out.
 - Students will not be released between 3:00 and 3:15 p.m. unless it is an emergency situation.
 - **Students will be released to only those individuals authorized in writing by the parent on the Emergency Card in the office.** If you frequently pick up your child before school is out, it will be considered a "Reverse Tardy" and the minutes will be counted as a tardy. Interventions will be discussed and referrals to the Student Attendance Review Board (SARB) will be made.

- **Prompt Student Pick After School**
 - Students must be picked up promptly at the end of each school day. If a child is left at the school site, attempts will be made to contact parents and individuals on the emergency card. Students will only be released to the individuals listed on the emergency card. If we are unable to contact anyone, Department of Children's Services (DCS) and/or the Barstow Police Department (BPD) will be called to take custody of your child.

- **Calendar**
 - A copy of the school calendar is included in the back of this handbook.

- **Withdrawal from School**
 - Please notify the school if you plan to withdraw your child/move. Records of transferring students are released to receiving schools upon request from the receiving school.

Intra-District Transfers

- Intra-District transfers are conditional based on the following criteria:
 - On time daily attendance
 - No more than 5 tardies
 - No more than 9 absences
 - No more than 2 discipline referrals
- Not meeting the above criteria can result in a transfer being denied or revoked.

Report Cards

- Report cards are provided to parents at the end of each trimester in order to keep you informed about your child's progress.
 - Trimesters include the following dates.
 - First Trimester August 13 - November 5
 - Second Trimester November 9 - February 26
 - Third Trimester February 29 - June 2
 - Report cards are based on the *California Content Standards* for each grade level.
 - Assessments are given each trimester to evaluate student progress.
 - Progress is given on the following numeric scale:
 - 5 - Advanced
 - 4 - Proficient
 - 3 - Basic
 - 2 - Below Basic
 - 1 - Far Below Basic
 - An After School Intervention Program will be provided for students needing extra assistance in reading or math
 - Other Interventions may include
 - Student Study Team
 - English Language Learner Instruction

Discipline

- In order to meet the needs of our students and families, we have adopted Love and Logic, and Positive Behavior Interventions and Supports. These models help students learn appropriate ways to take responsibility for their education and behavior.
- Montara staff and students are dedicated to a safe learning environment. Students and staff treat each other with respect and courtesy. We are a bully-free school and expect all students to follow all school rules.
- Montara has a "Hands Off" policy. This means students are not allowed to play chase and tag games, and other games which result in them having their hands on each other. Rough play and play fighting are also not allowed.
- Bullying/Intimidation are also not acceptable behaviors at Montara.
 - California Education Code and BUSD Policy is very clear about the following:
 - Students may not bully, harass, tease, spread rumors, confront, put hands on, or have any physical conflict with other students. They also may not have friends, family members, or associates do any of the above on their behalf.
 - Also, a pupil may be suspended from school or recommended for expulsion if the pupil has intentionally engaged in harassment, threats, or intimidation, directed against other pupils. This includes being part of group of individuals who approach an individual pupil or group of individuals in order to harass, threaten or intimidate that pupil or group of pupils. (Ed. Code. 48900.4)

- Zero tolerance means our school personnel will not tolerate any of the following activities and the principal can suspend a child from school or recommend expulsion from Barstow Unified School district if your child has:
 - a. (1) caused, attempted to cause, or threatened to cause physical injury to another person; or (2) willfully used force or violence upon the person of another, except in self-defense
 - b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object
 - c. Unlawfully possessed, used or sold or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion
 - f. Caused or attempted to cause damage to school property or private property
 - g. Stolen or attempted to steal school property or private property
 - h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
 - i. Committed an obscene act, or engaged in habitual profanity or vulgarity
 - j. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code
 - k. Disrupted school activities or willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l. Knowingly received stolen school property or private property
 - m. Possessed an imitation firearm substantially similar in physical properties to conclude that it is a real firearm, i.e., a replica of a firearm that is so substantially similar in physical properties as to lead a reasonable person to conclude that the replica is a firearm
 - n. Committed or attempted to commit a sexual assault or sexual battery
 - o. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in, hazing as defined in Section 32050
 - s. A pupil who aides or abets, as defined in section 31 of the Penal Code the infliction or the attempted infliction of physical injury to another person.

EC48900.2 committed sexual harassment (grades 4-12)

EC48900.3 caused or attempted to cause, threatened to cause, or participated in an act of hate violence

EC48900.4 intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile education environment (grades 4-12)

EC48900.7 make terrorist threats against school officials and/or school property

Dress Code

- Students are expected to follow the BUSD Elementary Dress Code - 2015/2016

Clothing

1. Clothing must be neat and clean. Clothing must be seasonally appropriate, of proper fit, and in good repair as to not cause a safety hazard. Pant size must be appropriate. If the student removes the belt, pants must not fall more than two inches below the hipbone.
2. Clothing or accessories that suggest obscene gestures, pictures, wording (in any language), and/or are drug, tobacco, alcohol, or occult related are not permitted. Clothing or accessories that promote weapons or violence are not permitted.
3. BUSD school apparel such as T-shirts, sweatshirts, jackets and caps are permitted. Students are not to wear clothing designating membership in private clubs or representing gangs. Apparel representing community organizations may be worn upon approval of the school principal or designee.
4. Crop tops, clothing exposing bare midriffs, halter tops, plunging necklines, tube tops, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), shirts, spaghetti straps, and blouses which expose sides of the body, tight stretch or Spandex pants (unless covered by outer wear clothing), and see-through or mesh materials which expose bare skin ARE NOT PERMITTED at school or during school sponsored events/activities. Tank top straps must be at least one inch wide. Outer clothing will properly cover all underwear. No garment may be worn that is cut-off, ragged or torn. Clothing must be worn right side out and have appropriate hems, exhibit no slits, tears, or holes, and must be in good condition.

Footwear

5. Safe footwear must be worn at all times. All shoes in elementary grades (K-6) must have backs or back straps. Socks must be worn with open toed-shoes. No "heelies" (shoes with wheels underneath) are allowed. Heel height for shoes in the elementary grades shall be no higher than 1 inch. No slippers or house shoes are allowed.

Headwear

6. Hats or caps are to be worn in an acceptable manner. Hats or caps may not be adorned in any way. Hats or caps may not be worn in the classroom or inside school buildings. Hoods (hoodies) that are attached to shirts/sweatshirts/jackets may not be worn in the classroom or inside school buildings. All other hats, caps, "dew rags," bandanas, or any kind of headscarf are not permitted.

Accessories

7. Any apparel, jewelry, accessory, notebook, hair net, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes membership in or relationship to a group/gang (as identified by Barstow Police Department) which advocates or promotes drug use, disruptive behavior, violence or may be a potential safety hazard is not permitted. Accessories include but are not limited to: jewelry, personal items such as back packs, fanny packs, purses, book bags, gym bags, water bottles, lunch boxes, etc.

8. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings. Sunglasses are to be unmarked except for the student's proper name. Schools are not responsible if sunglasses are lost, stolen, or damaged.
9. Body rings/piercings, tongue studs, bracelets, large rings, dangling earrings, belt/wallet chains, studded chokers, belts or lanyards hanging from clothing or belt buckles which may be considered disruptive, a safety hazard, or used as a weapon are not permitted in the elementary grades. Stud earrings and hoop earrings no more than $\frac{1}{2}$ inch in diameter are allowed to be worn in the ears. Jewelry that does not meet dress code requirements will be removed at the direction of the principal or designee.
10. Make-up, perfume, cologne, and false fingernails are not permitted in the elementary grades.
11. Tattoos are to be covered at the elementary grades.
12. Gloves may be worn during inclement weather only.

Hairstyles

13. Hairstyles that are deemed a safety hazard or are disruptive to the educational process are not permitted. Extreme haircuts ("Mohawks" over one inch in height) or unnatural hair color are not permitted. Hairstyles that may fall and cover a student's eyes while in class or during school sponsored activities are not permitted.

Additional Information

14. Meeting the requirements of Administrative Regulation 5132 (student dress) does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.
15. Anything not specifically covered in the above rules and regulations that is disruptive to the educational process or considered to pose a safety hazard will be at the discretion of the school administration or designee with referral to Board Policy 5132 and Administrative Regulation 5132.
16. The state of California and the Barstow Unified School District Board of Trustees is also concerned about health issues related to safety. They include protection from sun damage to students. When out of doors, in sunny areas, students are encouraged to wear clothing including unadorned hats, caps, and sunglasses designed to protect students from sun damage. Sun screen lotion can be used by students during the school day without a physician's note or a prescription. (Education Code 35183.5)

Non-compliance of Dress Code

- Students who are unable/unwilling to comply with the standards of dress/conduct may be involved in one or more of the following actions designed to assist the student in developing acceptable behavioral patterns.
 - Conference with student and/or parent. Warning and parent contacted for apparel change
 - Detention time enforced and parent contact made for apparel change.
 - Parent/student/teacher/principal conference held to discuss violation.
 - Suspension.

Volunteers

- Volunteers are important in creating a successful learning environment for our students.
- We always welcome you and encourage you to help our teachers and staff. You are greatly appreciated. If you are interested in volunteering, please talk with your child's teacher.
- All volunteers, including field trip chaperones, must attend the BUSD Volunteer Training, submit a TB Clearance, and be Fingerprinted prior to being in the classroom.
- All volunteers are expected to follow the BUSD Volunteer Guidelines at all times.

Library

- Montara is proud of our library. We have a large selection of books available for check out to our students. If you would like your child to be able to take books home, please sign the library permission slip and send back to your child's teacher. Books are checked out for one week. Students with overdue books will not be allowed to check out more books until they are returned. Lost books must be replaced at the current value. If books are not returned, or are damaged, students may be excluded from field trips and other school events.

Medication at School

- All medications, including over-the-counter medications, must be turned into the office with a doctor's statement of how they are to be taken. A form is available in the office.

Parent Involvement Policy

Montara Elementary School recognizes that it is the responsibility of the teachers and staff to provide a high quality instructional program. This will be accomplished through aligning our curriculum to the California Common Core State Standards. We will provide an environment that promotes active learning and assists each student in achieving the essential learning requirements for their grade level. Scaffolded instruction, to provide academic content at the student's instructional level, will be provided in both reading and mathematics. Intervention programs will be provided for students who are struggling to meet expected levels, and frequent assessment will be done to ensure their progress toward the academic standards.

Montara Elementary School encourages, supports, and values the participation and involvement of parents and families in the educational experience of their children. We recognize each parent as their child's first teacher and acknowledge the powerful influence of parents on their child's life. Montara Staff works to ensure that the school is family-friendly and we strive to welcome and serve parents and families in positive and supportive environment.

Students learn best when families and schools work together and develop relationships of shared responsibility and mutual support. Our goal is to collaborate with parents of students of all ages and all grades. We recognize that families are diverse in culture, language, and needs and will implement strategies to enhance effective school-to-home and home-to-school communications about school programs and student progress.

Montara School will assist parents in learning how home environments can support the academic achievement and overall success of students. Parents and families are encouraged to be involved in their children's learning at home through homework and other curriculum-related activities. Communicating the value of an education and the importance of high expectations will be emphasized. We know that one of our responsibilities is to help share the California Common Core State Standards for each grade level, and help parents access educational information, services, and opportunities for their children. Strategies such as school-based parent resource rooms, parenting and child development classes, home visitation opportunities, and adult education programs will be offered to support parents. Special assistance will be provided to ensure that non-English speaking parents also participate as full partners in their child's education.

In order to build an effective home-school partnership, Montara Elementary School will provide the following:

1. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local assessments. These meetings will focus on how parents and teachers can work together to monitor their child's progress in order to improve student achievement. Family activities will also be scheduled throughout the year to encourage families to participate in fun, educational activities in a non-intimidating environment. Some involvement opportunities planned this year include:

Back-To-School Night, Parent/Teacher Conferences, Bingo for Books, and Family Nights.

2. Assisting parents in understanding academic content is critical to student success. Montara school will provide standards in student/parent friendly language and provide these standards to parents at conferences and upon request. Parent conferences and meeting are used to advise/assist parents in understanding academic content at each grade level. We will work hard to ensure that teachers are accessible to meet with parents at times that are convenient to them. Several times throughout the year parent workshops will be held to inform parents of the content areas of focus for their students, provide tips and materials for helping their students at home, providing time for parents to ask questions and get help.
3. Title I Parent Meetings, at varied times, are held in order to accommodate the needs of our parents. This schedule will include flexible meeting times/days to allow all parents to be involved. Information presented at these meetings will be provided, in writing, for parents who are unable to attend.
4. Parent conferences will be held, Fall and Spring (as needed), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information, and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum, assessments, and student achievement through Parent Newsletters, Report Cards, Progress Reports, Montara Parent-Student Handbook, Handouts, and Mailings. Invitations to meetings will be sent in a timely manner with an additional follow-up reminder sent close to the meeting date.
6. A school-parent compact outlines how parents, school staff, and students share the responsibility for improving learning. This compact will be updated on a yearly basis and given to parents at Parent Conferences. Parents of new students will be provided a copy upon enrollment at Montara.
7. Every effort will be made to communicate with parents in a format that is easily understandable by all. All parent communications are translated into Spanish for our Spanish speaking parents.
8. Reviewing/Evaluating the Title I Program at the end of each year.

Parents make valuable contributions to the educational process and will be included as participants in important school decisions. Montara School will provide a parent resource center in the office where materials are available for parents. Montara School encourages participation in the Montara Parent Teacher Organization (PTO). The members are active in Fund Raising, Math and Science Night, providing prizes and awards for the Accelerated Reader Program, Classified and Teacher Appreciation Weeks, Bingo 4 Books, and volunteering in classrooms and other areas of the school. Teachers at Montara will be provided with staff development to help them work effectively with parents. This staff development will consist of weekly staff meetings, special workshops, and attending conferences.

Parents are also encouraged to become involved in School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Parent members for the SSC are elected annually, and represent the parents as a whole in contributing to the decisions being made at the school level. Every year EL parents at Montara are surveyed and have elected to have an EL representative on the School Site Council. The members of the SSC are involved in:

1. Planning, reviewing and revising the Single School Plan for Student Achievement and Safe Schools Plan
2. Setting goals and objectives for the year
3. Planning for budget expenditures
4. Developing/Approving the Parent-School Compact
5. Planning and implementing parent involvement activities
6. Staff development and parent education
7. Communication between school and parents

Montara School acknowledges that our parents play a vital role in their child's educational success. We believe that parents have certain responsibilities for their child's learning. These include:

1. Supporting their child's learning at home by:
 - a. Monitoring attendance
 - b. Monitoring completion of homework (BUSD Homework Policy BP/AR 6154) and reading practice
 - c. Monitoring television watching
 - d. Encouraging positive use of extracurricular time
2. Participating, as appropriate, in decisions related to their child's education.
3. Volunteering in the classroom
4. Participating in school activities on a regular basis
5. Actively communicating with the school staff regarding their child's needs and circumstances
6. Being aware of, and following rules and regulations of the school and school district

We also encourage parents to enroll their 4-year-old children in the District First 5 Kindergarten Readiness Program or Transitional Kindergarten Program. These programs are designed to prepare children to be successful in Kindergarten, and help parents learn how they can help their children be ready to enter the full-day Kindergarten program. We realize that not all students will be able to attend the Pre-Kindergarten program. To assist these parents and students in their transition to Kindergarten, Montara will hold a pre-enrollment in the spring of each year. At pre-enrollment students will be assessed so that the school can provide materials to parents to work with their student over the summer. In the fall at Back-to-School night teachers will provide strategies for helping students with the transition to kindergarten. At this time Kindergarten teachers may also be available to meet with individual parents.

At the end of each school year, an annual review of the Title I program is completed. This will be accomplished partially through a parent survey, provided for all parents. In addition to data from this survey, student assessment data, CASSP test scores, classroom observation data, and other measures will be reviewed and the Title I program will be modified as needed.

Montara Elementary School
551 S. Avenue H, Barstow, CA 92311
760-252-5121

To: Montara Families:
Re: Montara Student Handbook

Please complete this page and return it to your child's teacher immediately to acknowledge that you have received a copy of the Montara Student Handbook.

I hereby acknowledge receipt of the information required by Education Code Sections 48900 and 60850.

_____ Name of Student	_____ Grade
_____ Name of Student	_____ Grade
_____ Name of Student	_____ Grade
_____ Name of Student	_____ Grade
_____ Signature of Parent or Guardian	_____ Date
