

OAKHURST ELEMENTARY SCHOOL
49495 School Road, Oakhurst, CA 93644



PARENT-STUDENT HANDBOOK 2022-2023

559-642-1580

Kathleen Murphy, Principal
kmurphy@basslakesd.org

Yvonne Horton, Office Manager
yhorton@basslakesd.org

Visit us on the web at
<http://www.basslakeschooldistrict.com>

TABLE OF CONTENTS

DISTRICT Local Control Accountability Plan (LCAP) goals for 2021-2024	4
<u>CHAPTER 1 - GENERAL INFORMATION</u>	5
Introduction	
School History	
Oakhurst Elementary School Mission Statement/Motto	
Bass Lake Joint Union Elementary School District Mission Statement	
District Board of Trustees	
<u>CHAPTER 2- GENERAL SCHEDULES</u>	6
Bell Schedule	
Holidays	
Parent/Teacher Conferences	
Arrival time on Campus	
After School Regulations	
Closed Campus	
Leaving School Early	
Drop-off and Pick-up Procedures	
Visitors on Campus	
Bad Weather/Power Failure	
<u>CHAPTER 3 – ATTENDANCE</u>	8
Attendance Procedures	
<u>CHAPTER 4</u>	12
District Parent/Student Right of Privacy	
Independent Study Contract (short-term)	
Bass Lake Independent Study School (BLISS)	
Responsible Use Permit of Internet and Technology	
<u>CHAPTER 5 – POSITIVE BEHAVIOR INTERVENTION & SUPPORT</u>	16
Multi-Tiered Systems of Supports	
Response to Intervention (RtI) for Reading	
Social and Emotional Learning	
Positive Behavior Intervention Support (PBIS)	
<u>CHAPTER 6</u>	20
District Bulling and Harassment Policy	
District Hate Motivated Behavior Policy	
<u>CHAPTER 7 - CAFETERIA</u>	22
Breakfast and School Lunch	
Milk Allergies	

<u>CHAPTER 8– DISTRICT FOOD POLICY</u>	23
<u>CHAPTER 9 – STUDENT DRESS CODE</u>	23
<u>CHAPTER 10 – CURRICULUM</u>	24
Textbooks	
Common Core State Standards	
<u>CHAPTER 11 - HEALTH INFORMATION</u>	25
First Aid and Illness	
Medication	
Communicable Diseases Policy	
Immunizations	
A Word about Lice	
<u>CHAPTER 12- ACADEMIC / CITIZENSHIP</u>	27
Reporting Periods	
Eligibility for Co-Curricular Activities	
<u>CHAPTER 13 – SCHOOL BUS RULES AND REGULATIONS</u>	27
<u>CHAPTER 14- SAFE AND SECURE CAMPUS</u>	30
<u>CHAPTER 15- OTHER</u>	31
Snack Break	
Telephone Use by Students	
Mobile Communications Devices	
Lost & Found	
Parent/Teacher Club	
Parent Volunteers	

The OES School Song

I want to be an Oakhurst Eagle I want to soar above the crowd.
 I'll do my best, while I'm at school, and I'll make my parents proud!
 I want to fly above the mountains, and see our valley far below.
 I'll dive on down to OES, the best school that I know!
GO EAGLES!

Bass Lake Joint Union Elementary School
Local Control Accountability Plan (LCAP) Goals for 2021-2024

1. Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or the workplace) provided by highly-qualified professionals in clean, caring, safe and secure environments.
 - a. Professional Development for ALL staff
 - b. Teacher-leader development and collaboration
 - c. Educational Technology Department (Chief Technology Officer and Technology Coach Support)
 - d. Teacher observation and evaluation system
 - e. Clean, caring, safe and secure learning environments
 - f. Basic needs of students
 - g. Highly-qualified staff

2. Each and every student will receive access to high-quality intervention and support programs, services and enrichment activities, with an emphasis on individualizing academic and social/emotional behavioral health and safety challenges and responsibilities in physically, emotionally and cognitively safe learning environments.
 - a. Under Multi Tiered Systems of Support (MTSS): Social/Emotional Behavior support
 - b. Reading Labs and support services
 - c. Extended Learning: after-school programs, Eagle Academy, Homework Club, Cadet Corp
 - d. Fresno Flats Community Day School
 - e. English Language Development Program – focus is on the Emergent Bilingual language learner
 - f. Healthy meals and snacks
 - g. Transportation
 - h. Comprehensive School Safety Program
 - i. Physical Education Program with PE Teacher addressing skills, health, sportsmanship which fosters positive mental health along with physical fitness
 - j. Foster youth and homeless student activities
 - k. Mathematics intervention/support

3. Each and every stakeholder will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies and abilities of students, parents, staff and the community.
 - a. District Health and Wellness Committee
 - b. District Safety Committee
 - c. District stakeholder surveys
 - d. School Site Council and District Bilingual Advisory Council
 - e. Parent Teacher Club
 - f. School-to-home communications, stakeholder meetings and special events

LCAP Highlights:

- Highly qualified, supported, and trained certificated and classified staff

- Professional Development activities for teachers, staff, principals and District leaders
- Extended learning opportunities for students, including after-school programs, enrichment activities, field trips, athletics, music/band, summer school and leadership
- Professional collaborative practices for planning and evaluation purposes
- Safe and secure learning environments
- Positive Behavior Intervention Support (PBIS) program enhancements and expansion District-wide (attendance, student engagement, student growth, positive school culture, social/emotional behavior support)
- Expansion of the Multi-Tiered Systems of Support (MTSS) which includes social/emotional behavior lab, counseling, mental health and safety
- Physical Education and Wellness Education programs, including PE teachers at each school site dedicated to improving student physical fitness and health, leading to greater social/emotional and mental health wellness
- Offering healthy meals and snacks
- Development of School Safety Plan at each school site, aligned to District Safety Plan
- Stakeholder engagement opportunities
- High-quality interventions, support and services for:
 - English Language Learner students
 - Intervention and support for ALL students in English Language Arts, Mathematics, Reading and Writing
 - Foster Youth
 - Socioeconomically disadvantaged youth
 - Special Education
 - Students experiencing homelessness
- Programs developed to address Chronic Absenteeism and Suspension Rates
- High-quality technology
- Addressing aging facilities
- Educational Program Options (BLISS Independent Home-School Program)
- Transportation Services

CHAPTER ONE

INTRODUCTION:

Welcome to Oakhurst Elementary School, home of the Eagles. This handbook is an important guide to assist you in the procedures used at OES. Please take the time to read and become familiar with this handbook. Many of your questions may be easily answered by referring to the appropriate section. We are looking forward to having a successful and enjoyable year with all OES families.

SCHOOL HISTORY:

Oakhurst Elementary School was built in 1950, serving students from Kindergarten through eighth grade in five classrooms. By 1971, OES had grown to over 450 students. Oak Creek Intermediate was built that year and the sixth through eighth grade students moved to the new campus. Due to OES student enrollment expanding, the fifth grade moved to OCI a few years later and then moved back to OES in the 1993-94 school year. A \$12.5 million community bond was presented and approved by the Oakhurst Community in 2006. The OES campus was completely transformed over a 2.5 year period to offer a 10,000 square foot multipurpose room, modular classrooms, and an office/library. The grounds were completely redesigned and now offer children the opportunity to play on the grassfield, baseball diamond, playground equipment and play games on the blacktop area.

OES MISSION STATEMENT

We are the Oakhurst Elementary School Eagles who soar above the crowd. We do our best when we're at school which makes us all feel proud. At OES, young eaglets are appreciated for their unique strengths and nurtured in a safe environment. Our goal is to develop responsible life-long learners who are positive examples for all future fledglings.

OES MOTTO

Where Eagles soar with pride galore

BASS LAKE JOINT UNION ELEMENTARY SCHOOL DISTRICT MISSION:

To fulfill its commitment to the children and parents, the board has established this Mission Statement:

We will provide an education that emphasizes reading, mathematics, communication skills, and a broad based exposure to many academic disciplines. This education will be achieved in an environment which enhances integrity, respect, responsibility, and compassion for others. We recognize that these values are best learned when modeled by all adults and children.

BASS LAKE JOINT UNION ELEMENTARY SCHOOL DISTRICT

Board of Trustees:

Ronda Clarke, Julie Greenwood, Bill Atwood, Ann Mangold and Steven High
Dates of monthly board meetings included in school communiques and on the District website.

Superintendent: Randall Seals; 642-1555 or email at rseals@basslakesd.org

CHAPTER TWO

BELL SCHEDULE

Regular days are 8:00 am—2:20 pm

Minimum Days are 8:00 am- 1:20 pm

8:00 am	Classroom instruction begins
8:10—8:50 am	Grade 1 Reading Lab Pull-out (M-TH)
8:55—9:35 am	Grade 2 Reading Lab Pull-out (M-TH)
9:30 – 10:00 am	Kindergarten Recess (rotating schedule)
9:40—10:20 am	Grade 3 Reading Lab Pull-out (M-TH)
9:45 – 10:00 am	Grades 1&2 Recess
10:25 – 10:40 am	Grade 3-5 Recess
10:40—11:20 am	Grade 4 Reading Lab Pull-out (M-TH)
11:20—12:05 pm	Kindergarten Lunch
11:25 – 12:10 pm	Grade 5 Reading Lab Pull-out (M-TH)
11:30—12:15 pm	Grade 1 Lunch
11:40—12:25 pm	Grade 2 Lunch
11:50—12:35 pm	Grade 3 Lunch
12:00—12:45 pm	Grade 4 Lunch
12:10—12:55 pm	Grade 5 Lunch)
1:20 pm	Dismissal (Minimum Day)
2:20 pm	Dismissal (Regular Day)

Holidays (No School):

September 5	Labor Day
October 17-21	Fall Break
November 11	Veteran's Day Holiday
November 21-25	Thanksgiving Holiday
December 19-31	Winter Break
January 1-2	Winter Break
January 16	Martin Luther King, Jr. Holiday
February 20-24	February Break
April 7	Good Friday Holiday
April 17-21	Spring Break
May 29	Memorial Day

Parent Conferences are scheduled the weeks of October 10-14, 2022; April 10-14, 2023

ARRIVAL TIME ON CAMPUS:

Students who walk, ride a bike/scooter, or are driven to school are NOT allowed to arrive on campus **UNTIL 7:30 a.m.** Campus supervision is available beginning at 7:30 am in the multipurpose room.

AFTER SCHOOL REGULATIONS:

Students must walk, ride the bus or have a ride waiting for them after school. Students are not allowed to wait after school for outside sponsored activities, (i.e. soccer, baseball, etc.). Parents will be called to pick them up if left unattended.

CLOSED CAMPUS:

OES is a closed campus beginning at 8:00 am. This means that after a student arrives at school, he/she will not be allowed to leave until school is out, unless the student has been cleared through the front office for leaving school early.

LEAVING SCHOOL EARLY: Students who must leave campus early need to follow the procedures listed below.

1. The student should bring a note to school, in the morning from home indicating the reason for leaving, the time they need to leave, and who will be picking them up. The adult picking up the student must be listed on the Emergency Procedure Card.
2. The adult picking up the child **must check in at the office** before taking their child. The classroom teacher will be contacted and child sent up to office. Parents are not allowed to pick-up child from the classroom.
3. The adult must sign the student out with the secretary before leaving campus.

DROP-OFF AND PICK-UP PROCEDURES

The Bass Lake Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. As safety is a priority, the staff and I are committed to improving safety procedures to ensure all who roam our campus throughout the day are safe and secure. I thank you in advance for adhering to our procedures.

- Morning drop-off procedure, from 7:30 – 7:50 am:
 - Supervision/breakfast is available to all students in the MPR from 7:30 – 7:55 am
 - Parents can drop off children in the front or back parking lot drive-through; students will be assisted out of the car by OES personnel or student valet; parents remain in the vehicle if using drop-off

- Dismissal procedures (1:20 on Monday; 2:20 on Tuesday-Friday)
 - If using the drive-through in the front parking lot, parents MUST remain in the vehicle; students will be escorted to parent vehicle
 - Parents can wait outside the back gate for child
 - Students riding the bus will walk to their assigned bus from the classroom
 - Students are organized in a line for a specific destination: bus, back gate, BGC, Eagle Academy and the front drive-through.

VISITORS ON CAMPUS

- Please refer to Chapter 15 for updated information on District visitor policy procedures
- All parents must check-in to the office during the school hours of 8:00 am to 2:20 pm. This is for all those who volunteer on campus, either in the classroom or for another function. Volunteers or visitors to campus will be given an ID badge that must be displayed at all times while on campus. As a school, we must know who is on our campus at all times. When you are ready to leave campus, sign-out at the office and return the badge.
- If you need to check your child out early from school, you need to report to the school office. School personnel will call your child from the classroom to come to the office. Parents are not allowed to go directly to the classroom to take a child out of school.
- In the morning, parents are not allowed to wait outside the classroom prior to the start of school. The campus becomes closed at 8:00 am and parents must exit the campus, unless you are staying to volunteer, then follow the steps stated above.

BAD WEATHER/POWER FAILURE NOTICE:

We make every effort to hold school unless conditions create an unsafe environment for our students (i.e. heavy snow, ice, loss of power or water, etc.). We have delay schedules for busses in the event of such days. The Transportation Department will also send out an “all-call” in the early morning to notify families whether or not school is delayed or canceled due to weather conditions. We also utilize the following radio and television stations to disseminate this information: KTTN - AM 1090; KMJ - AM 580; and Fresno TV Stations (Channels 24 and 30).

Often times so many people are trying to call the school that the lines are constantly busy. The radio and TV stations receive the same information and broadcast it quite frequently. Please use these sources during poor weather conditions or emergencies.

CHAPTER THREE

ATTENDANCE

The Board of Trustees believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws, and may use appropriate legal means to correct problems of chronic absence or truancy.

Excused Absences

- Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code [48205](#))
- Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

- At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code [46010.1](#))
- Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Effect of Absence on Grades/Credits

If a student's absence is excused under Education Code [48205](#), he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code [48205](#))

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

- Personal illness (Education Code [48205](#))
- Quarantine under the direction of a county or city health officer (Education Code [48205](#))
- (cf. [5112.2](#) - Exclusions from Attendance)
- Medical, dental, optometrical, or chiropractic appointment (Education Code [48205](#))
- Attendance at funeral services for a member of the student's immediate family (Education Code [48205](#))/ Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code [48205](#))
- Jury duty in the manner provided by law (Education Code [48205](#))
- Illness or medical appointment of a child to whom the student is the custodial parent (Education Code [48205](#))
- (cf. 5146 - Married/Pregnant/Parenting Students)
- Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code [48205](#))
 - Appearance in court
 - Attendance at a funeral service
 - Observance of a religious holiday or ceremony
 - Attendance at religious retreats for no more than four hours per semester
 - Attendance at an employment conference
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- Service as a member of a precinct board for an election pursuant to Elections Code [12302](#) (Education Code [48205](#))
- To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code [49701](#), and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code [48205](#))
- Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code [48205](#))
- Attendance at a naturalization ceremony to become a United States citizen (Education Code [48205](#))

- Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code [46014](#))
- Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code [46014](#))
- Work in the entertainment or allied industry (Education Code [48225.5](#))
- Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code [48225.5](#))
- Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code [48225.5](#))
- A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code [48225.5](#))
- Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code [48205](#), [48260](#))
- For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code [48205](#))

Method of Verification

- Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code [48205](#))
- For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code [46012](#); 5 CCR [306](#))
- When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

- Written note, fax, email, or voice mail from parent/guardian or parent representative.
- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - Name of student
 - Name of parent/guardian or parent representative
 - Name of verifying employee
 - Date(s) of absence
 - Reason for absence
- Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
- Physician's verification.
 - When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but

may request a note from the medical office to confirm the time of the appointment.

- o If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

- Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code [46014](#), [48980](#))
- Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code [46010.1](#))
- Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code [48205](#). (Education Code [48980](#))

Chronic Absence and Truancy (Per District Board Policy)

The Board of Trustees believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

- The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates districtwide, for each school, and disaggregated for each numerically significant student subgroup as defined in Education Code [52052](#). Such data shall be used in the development of annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans.
- The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.
- The Superintendent or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.
- Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies

to remove identified barriers to school attendance. The Superintendent or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

Attendance Procedures:

Your child needs to be at school everyday by 8:00 a.m. Good attendance directly affects your child's academic performance in the classroom. However, when a student is absent from school a telephone call from the parent or guardian by 9:00 a.m. that day is required with the following information:

- A. Parent's or guardian's name
- B. Student's name
- C. Reason for absence
- D. Estimated date of return
- E. Whether or not assignments are needed

Per state mandates, we must verify a student absence. As such, if a parent does not contact the OES office by 9:00 am, an electronic phone call will be issued to all families who has a student out absent that morning. You will be asked to contact the OES office to verify the absence for the day. **Students who arrive after the school day start, which is 8:00 am, must check in through the front office.** If your child is absent in the morning, but will be on campus before lunch, please call the school office before 8:30 am so we can order your child a lunch for that day.

CHAPTER FOUR

DISTRICT PARENT/STUDENT RIGHT OF PRIVACY

It is not legal for a school or school Districts to print a list (or picture) of students in any way for distribution or publication. An example of what this law means to us is that it will prevent us from printing the names and pictures of our special awards recipient of student activities in the newspaper without parental permission. This is a practice we would like to continue. We are asking you to please sign the waiver located on the student's Emergency Procedure Card giving us permission to publicly acknowledge your child/children.

SCHOOL INDEPENDENT STUDY CONTRACT

The Board of Trustees authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives.

- A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code [51747](#); 5 CCR [11700](#))
- Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee. The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

- The minimum period of time for any independent study option shall be **five consecutive school days**.
- The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code [51747](#))
- The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.
- When a participating student misses three assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

If there is an emergency of a personal nature, please contact the school office; and we will assist you on what procedures to take.

BASS LAKE INDEPENDENT STUDY SCHOOL (BLISS)

The BLISS program is for students who wish to complete their education under supervision of their parent/guardian at home, with weekly oversight by a District credentialed teacher. The BLISS Program consists of the following three components:

- 1) Daily 15 - 45 minute live class session via Google Meet
- 2) Daily learning and coursework completed through an online program under the supervision of parent or guardian as a “learning coach.”
- 3) A weekly progress check appointment with the parent, student, and independent study certificated teacher to verify completion of assigned work, ensure satisfactory educational progress, and review weekly learning goals.

BLISS students have access to their school’s extracurricular activities. Students may participate in electives, band, sports, and dances provided they meet eligibility requirements.

RESPONSIBLE USE PERMIT OF INTERNET AND TECHNOLOGY

A student enrolled within the Bass Lake Joint Union Elementary School District (BLJUESD) is issued a Chromebook to use while on and off campus. Students will need to transport devices to and from school as necessary for instructional purposes. Use of the Chromebook and all technology is solely for the purpose of education and research within the instructional goals and objectives of BLJUESD. Chromebooks are to be used for educational purposes only. Like textbooks, Chromebooks are a learning tool and are expected to be returned in the same condition as they were issued.

Students and parents will be responsible for the cost of replacement to Chromebooks that are lost, stolen or purposely damaged. All parent student users will be required to complete an “Acceptable Use Agreement” and “Personal Responsibility Statement” before they will be assigned and given a Chromebook to access the internet. The Chromebook assigned to a student will follow the student while registered in the District. Below are the fees and are subject to change.

Cost of Chromebook Repair

- Missing Charger is \$40
- Water damage and/or total loss/replacement is \$350

Terms and Conditions for Use:

The Bass Lake Joint Union Elementary School District (District) Responsible Use Permit of Internet and Technology Resources Contract for Students and Parents (Contract) applies to student use of the Internet and technology resources, including computers and electronic communication devices, provided by the District, used on District property, and/or used off campus in connection with District activity or attendance. All such use must be responsible, proper, and supportive of the instructional program for the advancement of student learning. Electronic Communication Devices (ECDs) means any electronic apparatus capable of sending, receiving, reproducing, recording, storing, processing, displaying, and/or transmitting data, voice, text, and/or video/photo images. This generally includes, but is not limited to, cell phones, laptops, netbooks, chromebooks, smartphones, tablets, media players, memory sticks, and other current and future similar devices.

The internet offers access to computers and people across the world through, for example email, chat rooms, and social networking sites. The protection of students is of paramount concern to the Bass Lake Joint Union Elementary School District. The District uses a CIPA (Child Internet 20 Protection Act) compliant filter (Madera County Office of Education), and school staff monitor and supervise student use of the internet and District technology resources provided by the District and used on District property. However, it is impossible to control access to all material. As a result, users (and parents of users who are students) must understand that neither the BLJUESD nor its staff members control or condone the content of the information available through the internet or technology resources. Some of the information available through the Internet and Technology Resources is controversial and may be offensive.

Internet and technology resources must be used in a responsible, efficient, ethical, legal, and safe manner. Every student is responsible for proper usage of the internet and technology resources at all times. Care of electronic devices distributed by BLJUESD is the responsibility of the student and parent/guardian to which it is assigned. This includes costs associated with damages and lost or theft. The District provides each student free internet access while on-campus and a District email account for educational/instructional purposes.

Safety:

For the safety of the students, we suggest that users:

- Change passwords frequently and do not give passwords out to others
- Do not share account numbers, home addresses, last names, Social Security numbers, telephone numbers, or any other identifiable information, unless instructed otherwise by school personnel
- Do not share passwords or accounts
- Never arrange a face-to-face meeting with someone you “meet” on the Internet

Irresponsible Uses:

In order to use the internet and technology resources provided by the District, used on District property and/or used off campus in connection with District, users must not engage in any irresponsible uses including, but not limited to, the following: Any practices or activity prohibited by law, Board policy, or administrative regulations.

- Accessing, posting, forwarding, texting, submitting, publishing, or displaying inappropriate matter that is threatening, obscene, libelous, slanderous, disruptive, unlawful, or sexually explicit; incites students to commit unlawful acts on school premises; or that could be construed as harassment, discrimination, or disparagement of others based on their actual or perceived sex, gender, ethnic group identification, race, national origin, religion, physical or mental disability, age, or sexual orientation.
- Engaging in cyber bullying, sexting, or harassment.
- Engaging in use for the purpose of seeking financial or personal gain, engaging in political activity, or conducting commercial activity.
- Engaging in any illegal activity in violation of state or federal laws or regulations.
- Encouraging the use of drugs, alcohol, or tobacco.
- Promoting unethical activities, such as cheating on assignments or tests.
- Copying copyrighted material, commercial software, or files in violation of copyright laws.
- Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy District equipment or materials, or manipulating the data of any other user, including so-called “hacking,” or interfering with other users’ ability to send or receive email.
- Attempting to read, delete, copy, modify, or use another individual’s identity or private information.
- Using others’ passwords.
- Trespassing in others’ folders, work or files
- Impersonating another person or falsifying location, identity, or computer information
- Accessing social networking sites, chat rooms, music or video, unless approved by the District.
- Instant messaging or video chat, unless approved by District.
- Posting personal information (yours or others’) for purposes that are not academic or educational
- Use of proxies or other means of accessing filtered websites
- Use of unauthorized software

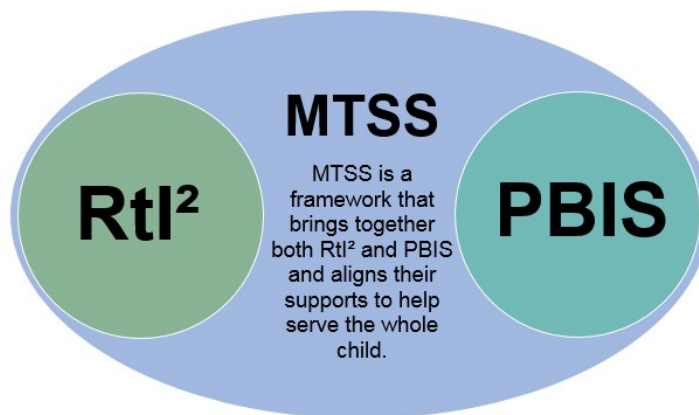
The Bass Lake Joint Union Elementary School District reserves the right to monitor all internet and technology resources for improper use. Electronic communications and downloaded material, including files deleted from a user’s account, may be reviewed by District officials to ensure proper use of the system. Note that system operators will have access to all user accounts, including email sent while using the District’s Internet connections and accounts. Where legal violations have occurred, law enforcement will be notified and potential criminal charges filed.

Violations of This Contract

The principal or designee shall make all decisions regarding whether or not a student has violated this Contract. The decision of the principal shall be final. Irresponsible use may result in cancellation of the student’s user privileges, disciplinary action, and/or legal action in accordance with law and Board policy.

CHAPTER FIVE

Multi-Tiered Systems of Support (MTSS)



MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does RtI². MTSS also includes:

- Focusing on aligning the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

RESPONSE TO INTERVENTION (RtI) FOR READING

We are pleased to continue offering our OES Reading Labs, a replica of the Response to

Intervention Model (RtI) to service identified students in grades 1-5 this year.

Every child at OES is assessed on the designated DIBELS Next assessment for each grade level with their scores input into a data system. Classroom reports are accessed, reflecting each child's rank based on the fall, winter and spring benchmark. Students are ranked in one of three categories: intensive (needs substantial intervention), strategic (additional intervention) or benchmark (at grade level). In addition to DIBELS Next, we use a variety of diagnostic assessments to determine which students are to be pulled out for reading lab instruction. The time schedule is as follows, Monday—Thursday:

First Grade:	8:10—8:50 am
Second Grade:	8:55—9:35 am
Third Grade:	9:40—10:20 am
Fourth Grade:	10:40—11:20 am
Fifth Grade:	11:30—12:10 pm

Our reading lab has two levels. Tier I is the classroom; Tier II is working with our reading specialist, Ms. Kirstin Korte. During our designated pull-out times, students remaining in the classroom receive differentiated instruction with their classroom teachers to meet their individual needs in Language Arts. All students are assessed three times throughout the year (September, January and May). Continued, on-going progress monitoring of all students takes place with the goal of every child reaching benchmark by the end of the year.

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults:

- acquire and apply the knowledge, skills and attitudes to develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decision.

The resources used to teach SEL lessons are aligned with the The Collaborative for Academic, Social and Emotional Learning (CASEL) framework, addressing FIVE broad and interrelated areas of competence:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship Skills
5. Responsible decision making

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

PBIS (positive behavior interventions and supports) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes. PBIS is an initialism most well-known to those working in schools and similar settings and comes from the federal Individuals with Disabilities Education Act (IDEA). In practice, this generally appears as 3 tiers of increasingly intensive and individualized behavior interventions and supports as well as a system of data collection and analysis.

Research based interventions (RBI) have many advantages and have become the standard of practice in many fields. Research Based Interventions (RBI):

- help legitimize and establish practices, fields, and professions, setting them apart as trusted, reliable, and creditable
- help establish baselines, standards, and norms to measure by and compare to
- create a kind of common and universal language and understanding of concepts, expectations, and outcomes
- help speed up progress by establishing what works and what does not, enabling others to build on top of these established outcomes rather than reinventing the wheel before moving forward
- allow many minds to look at and solve problems more quickly and efficiently (2 heads are better than one...)
- foster openness, honesty, transparency, and accountability
- establish a record of reliability
- provide peer reviewed hypothesizing, testing, and analysis of data
- apply the universally accepted scientific method
- lead to best practices and outcomes
- bolster, pull together, diversify, and solidify professional communities and circles of thought

Just like our RtI structure for reading, PBIS is a 3-tier system. Here are some general criteria that will help you distinguish which tier a child can be on:

Tier I...Classroom Support

- Lessons delivered in the classroom by teacher and/or Behavior Paraprofessional
- Daily Lessons/activities; 15-20 minutes in length
- On-going monitoring and documentation of behavior issues using tracking form

Tier II...Counseling Support

- Skill building intervention with small groups or 1:1
- Social Skills Intervention System Assessment
- Discipline/intervention data
- Behavior Support Plan
- Pre-SST Referral Process
- Check-in/Check-out
- Classroom accommodations
- Short-term crisis response

Tier III...Psychologist Support

- Behavior Intervention Plan
- SST Process with parents
- Manifestation Meeting
- Long-term Mental Health
- Referral for Consultation Checklist

Rewards and Incentives

Rewards and incentives are vital to a successful behavior modification plan. As such, the following list the many types of rewards and/or incentives available to students who display appropriate behaviors:

- DOJO Points
- PRIDE Student Award
- Weekly prizes from classroom store

- Students choose from a student-generated list of what they would like to earn for demonstrating positive behavior
- Classroom party (monthly)
- Citizenship Winners earn PE Extravaganza every quarter
- Academic Achievement Winners earn a PJ Movie Jam Extravaganza each semester

As part of our PBIS philosophy, it's also important to teach character traits/attributes. The goal is complete understanding, on the part of the student, to know what each topic means, what it looks like in the classroom and the expectation that each child will display the topic. Monthly topics to teach are as follows:

August:	Safety
September:	Friendship
October:	Courage
November:	Loyalty
December:	Compassion
January:	Honesty
February:	Responsibility and Kindness (It's National Kindness Month)
March:	Self-Discipline
April:	Respect
May:	Tolerance

SCHOOL WIDE EXPECTATIONS

The following includes the expectation of conduct and showing that a child is ready to learn:

- ⓐ **Line basics:** single file, face forward, be alert and silent, hands at sides, arm reach apart.
- ⓐ **Body Basics** (during direct instruction): four/six on the floor; kris-cross on the rug; eyes on teacher; sit-up straight; active listening (be aware of your feet; follow the teacher with your eyes; nod your head for understanding; ask for help if you don't understand).
- ⓐ **Space Basics:** the area around you belongs to you – it's your personal space; your desk and belongings are part of your personal space; keep your hands to yourself; ask for permission to enter someone else's space; no means no.
- ⓐ **Give Me Five:** stop/look/listen; count down from 5 to 0; be on focus by zero or consequences will apply.
- ⓐ **Café basics:** space basics; quiet voices, manners.

At OES, PRIDE represents being:

- Positive
- Respectful
- Independent
- Determined
- Engaged

Displaying PRIDE in the Classroom:

- Each classroom creates their PRIDE poster; highlighting what constitutes PRIDE

Displaying PRIDE in the Cafeteria:

- P = Walk into the MPR in line basics with a smile; use please and thank you
- R = Eat over tray/lunch box; keep hands to yourself; clean above/below table
- I = Remain in your seat until dismissed
- D = Raise hand if you need something
- E = Use your whisper voice at the table

Displaying PRIDE in the restroom (FLUSH):

- F = Floors stay dry
- L = Leave it clean
- U = Use it quietly
- S = Soft voices
- H - Hands washed

Displaying PRIDE on the bus:

- P = Greet bus driver when you get on the bus each day; say thank you when getting off
- R = Sitting in my seat, facing forward and hands to myself
- I = As soon as I sit down, I put my seatbelt on and keep it on until I get off the bus
- D = I can earn a PRIDE Ticket by following the bus rules
- E = Having quiet conversations with my friends while sitting in my seat

Playground Expectations

1. Use all school equipment, restrooms and drinking fountains properly and safely.
2. Keep hands and other body parts to themselves.
3. Eat in designated areas only.
4. Keep ALL toys at home. (They will be confiscated and kept until the end of the year).
5. Always be seen by a yard supervisor while out on the playground.
6. Follow the rules of the game being played and be a good sport.
7. Always show respect for adults and other students while out on the playground.
8. When the first whistle is blown, immediately get off the equipment or stop playing and FREEZE. When the second whistle is blown, WALK back to the classroom line.

CHAPTER SIX

DISTRICT BULLYING AND HARASSMENT POLICY

The Bass Lake Joint Union Elementary School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. These policies and procedures shall be disseminated annually to staff, students, and parents/guardians.

The Bass Lake Joint Union Elementary School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. This includes, but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, language, sexual orientation, gender identity, physical or mental disability, political or religious ideology, physical appearance, or economic status. (Education Code 48900.2, 48900.3, and 48900)

Definition

Bullying is defined as aggressive or unwanted and unwelcome behavior by an individual or groups of individuals who ridicule, harass, humiliate, or intimidate another while on school grounds, at a school sponsored activity, while travelling to and from school, on a school bus, during any activity related to school attendance, or that is directed against school district personnel or students and that constitutes sexual harassment, hate violence or creates an

intimidating or hostile educational environment. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts. Bullying behaviors may include, but are not limited to the following:

1. Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.
2. Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
3. Physical: Hitting, punching, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, beating, pinching, slapping, "pantsing", biting, spitting, or destroying property.
4. Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
5. Cyber bullying: Sending insulting or threatening messages/rumors by phone, email, websites, or any other electronic or written communication. This policy pertains to cyber bullying that is related to school activity that occurs at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period, or while going to or coming from a school sponsored activity that is directed specifically toward a student or school personnel. An investigation of cyber bullying shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitutes cyber bullying and to notify a teacher, principal, or other employee so that the matter may be investigated. Cyber bullying conducted using district-owned equipment or on school premises, as well as off-campus cyber bullying that impacts school activity or school attendance may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent, or designee also may file a complaint with the Internet site or service to have the material removed.

Reporting Violations of this Policy

The principal or designee at each school shall be responsible for receiving complaints alleging violations of this policy. All staff is expected to provide appropriate supervision to enforce standards of conduct, and if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow district and school procedures for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers and visitors are encouraged to report any act that may be a violation of the policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected.

Students are expected to report all incidents of bullying (including cyber bullying) teasing, or other verbal or physical abuse. Any student who feels he/she is a victim of such behavior should immediately contact a teacher, principal, staff person, and/or parent/guardian. Students are to be informed annually of the process by which they may make a report of bullying or harassment.

Retaliation is prohibited

Retaliation against a student because the student has filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is also prohibited. Students who knowingly file false bullying or harassment complaints or give false statements in an investigation shall be subject to discipline measures up to and including suspension and

expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

To ensure bullying does not occur on school campuses, the Bass Lake Joint Union Elementary School District will provide staff development training in the prevention of bullying and cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

First Reading: May 11, 2004

Adoption: May 12, 2004

Revision April 8, 2009

Revision Adopted: May 13, 2009

Revision: May 29, 2012

DISTRICT HATE MOTIVATED BEHAVIOR POLICY

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

- The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.
- The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.
- As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.
- The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.
- The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

- A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.
- Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

- Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

CHAPTER SEVEN

BREAKFAST and SCHOOL LUNCHES are served daily. This year, the State of California is offering all students FREE breakfast and lunch. In the morning, if your child wants a school lunch he/she will request one with the classroom teacher.

MILK OR FOOD ALLERGIES:

The State of California requires a *doctor's certificate* stating your child is allergic to milk or a specific food item(s). Child can receive either a juice or an alternative lunch

CHAPTER EIGHT

DISTRICT FOOD POLICY

In an effort to ensure the safety of students at school and to help avoid students contracting illnesses from food borne sources, the Bass Lake Board of Trustees adopted a District-wide food policy regarding food consumed and/or prepared at the school site. This policy was adopted and initiated in the 2004 school year.

Per District policy, parents are only able to **send purchased prepackaged items** to school for consumption. We realize this new policy may seem like a huge inconvenience, but in this day and age of food allergies, the intent is to ensure your child's health by protecting your child from contracting any illness from food borne sources.

Many of you love the idea of sending cupcakes or cookies to school to celebrate your child's birthday. It's a wonderful gesture **but truly not necessary**. If you want to do something special for your child and his/her classmates, we offer the following suggestions:

Donate a book, in honor of your child's birthday, to the class.

Instead of a food item, provide the class with special stickers, pencils, erasers, a board game for the classroom, a children's CD for listening appreciation, bookmarks, or an item from your teacher's "wish list", just to name a few!

Please do not send your child flowers or balloons to school. As per our new school practice, these items will not be delivered to your child's classroom during the regular school hours, as we deem these items an instructional distraction to the classroom.

CHAPTER NINE

STUDENT DRESS CODE

Per District Board Policy, in cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Appropriate shoes must be worn at all times. Shoes that are secured by Velcro, shoelaces, or buckles are appropriate shoes. Slip on shoes that cover the entire foot are permitted, however, open-toed sandals or shoes that do not have backs are not allowed. In addition, no "Heel Wheels" are permitted on campus.
- Hats, caps, and other head coverings shall not be worn indoors. Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code [35183.5](#))
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#))

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code [32282](#)). Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

CHAPTER TEN

CURRICULUM

Textbooks

All textbooks are provided by the school district and will be issued to students by their classroom teacher. Textbooks are numbered and given a "condition" prior to being issued to the student. Textbooks are to be covered in order to prevent excessive wear and tear.

Students and parents will be responsible for the cost of replacement or repair to books that are lost or stolen or for books showing excessive wear and tear (i.e. torn pages, writing inside or on the cover, water damaged, etc.)

Students must return the book that was issued to them at the beginning of the school year. Students who have obligations for lost or damaged books and materials, or damage of school property will not receive their report card at the end of the school year.

Common Core State Standards

The Bass Lake Joint Union Elementary School District has fully implemented the new Common Core State Standards as of the 2014-2015 school year, in English Language Arts and Mathematics. The CCSS outline the skills and content in English Language Arts and math that students should master at each grade level. They also require that students in higher grades be able to read and write well not only in Language Arts, but across all curricular disciplines. The CCSS standards were designed to make sure that students gain a more in-depth mastery of the knowledge and skills they will need to succeed in college and compete in the global workforce. Because the standards have been adopted by the large majority of states, students across the country now have access to the same rigorous, world-class education.

The standards were developed by education leaders, teachers, principals and parents in a state-led effort. They are state standards, not federal government curriculum. Now, does CCSS tell teachers how to teach? The answer is no. The CCSS do not tell teachers how to teach, or what books students should read. Instead, they are standards for what students should know at each grade level, just as they always have. The CCSS cover reading, writing, speaking, listening and language.

- In reading, students are expected to read and understand texts of increasing complexity. They read more nonfiction material. In grade 6 and above, students read more in all their subjects.
- In writing, students do more writing in all of their classes. The CCSS require students to think critically and support opinions and ideas with evidence from things they've read. Students also conduct research projects.
- In speaking and listening, students must learn how to give effective oral presentations, and gather information and points of view from one-on-one and group discussions with peers.
- In language, students build their vocabularies through conversation and reading, and learn accepted English grammar.
- In math, students get more in-depth exposure to the most important skills and concepts. They will work on increasingly complex math concepts over the course of several grades, building on what they have already learned as they progress in school. In addition, they are expected to:
 - Make sense of problems and stick with them until they solve them.
 - Reason abstractly and calculate context.
 - Construct valid arguments and critique others' reasoning.
 - Apply what they have learned to solve real-world problems.
 - Identify and use patterns to help solve problems.
- In all curricular disciplines, students will have many opportunities to work cooperatively in small groups to problem-solve tasks assigned.

Source: The Parent Institute

CHAPTER ELEVEN

FIRST AID AND ILLNESS DURING THE SCHOOL YEAR:

First aid is administered in case of minor injuries. If illness or a serious accident occurs during the school day, an attempt is made to notify the home at once. For this reason the school requires an emergency number to call when parents are not at home. If the parent cannot be reached, the school will send the child to the hospital when necessary. It is important that the school be notified immediately of any changes in phone numbers for the benefit and welfare of the child.

MEDICATION:

California State Law states that MEDICATION, over the counter and prescription, *may not be dispensed* by school personnel without a *physician's order* and written permission from the parent. Occasionally a child under medical care may continue to attend school. In these special cases, school personnel may administer medication when parents provide a PHYSICIAN'S ORDER which includes name(s) of the medication, dosage, time(s), and duration that the medication is to be given to the child. The medication MUST be sent to school in the original container from the pharmacy.

At the beginning of each school year, or upon entry to school, a "Medication at School" form must be completely renewed including a new physician's order; in addition to the medications being newly ordered by your child's medical care provider, they must also be signed by the parent. At the end of the school year, all medications should be retrieved by the student's caregiver from the school office. Medications that are left will be destroyed.

COMMUNICABLE DISEASES:

If your child complains of stomachache, earache, sore throat, cold symptoms, or has not been free of fever for at least 24 hours, he/she should be kept at home for observation. If your child has dental pain he/she should be seen by a dentist. If your child is absent because of one of the :fever, chicken pox, mumps, red measles (Rubeola), German measles (Rubella), impetigo, ringworm, or scabies. Any symptoms of Covid-19 including the following must be evaluated by your child's health care provider and be followed up with a negative test for Covid-19.

Symptoms may appear 2-14 days after exposure to the virus. People with the following symptoms may have COVID-19 (per CDC guidance): Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and/or diarrhea. Emergency warning signs for COVID-19 can occur very quickly. If someone is showing any of these signs, seek emergency medical care immediately: Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake and/or, depending on skin tone, be pale, gray, or blue-colored skin, lips, or nail beds.

- Any child with a temperature of 99.8 or over (orally) will be sent home
- Keeping hands clean is one of the most important ways to prevent the spread of infection and illness

Hand washing with soap and water for 20 seconds can frequently prevent infection and illness from spreading from family member to family member and, sometimes, throughout a community. The basic rule is to wash hands before preparing food, before eating, after handling uncooked meat and poultry, before eating, after coughing, sneezing, or blowing one's nose into a tissue, after using the bathroom, and after touching animals or anything in the animal's environment. Also avoid touching any part of your face as viruses can be picked up by the mucous membranes of the eyes, nose and mouth.

IMMUNIZATIONS:

California state school law requires that all students attending on-campus learning must be fully immunized. These laws exist to provide the safest possible environment for all students. The District School Nurse can advise families regarding the need for and timing of all school-required immunizations.

Infants and young children are especially susceptible to disease and complications can be more severe. should be started at the age of two months and not be delayed; then immunizations need to be continued to and through school age.

A WORD ABOUT LICE:

People in all walks of life may be bothered with lice. Having head lice does not mean a person is "dirty". Transmission can occur quite easily from one infested individual to another. Children should be instructed not to share combs, brushes, hats, scarves, coats, and sweaters. It is recommended that all members of the family be treated. Currently there are no medications that completely kill head lice. Head lice have become partially immune to all medicated shampoos and creme rinses available from pharmacies; therefore, the only effective/reliable way to control head lice is to consistently and thoroughly break their life cycle All bed linens should be washed in hot soapy water (60C or 140F) and dried in a hot dryer for at least 20 minutes. Clothing, combs, and brushes should be cleaned. Carpets, upholstery, and mattresses should be vacuumed thoroughly.

CHAPTER TWELVE

REPORTING PERIODS:

In an effort to keep communication open about your child's academic progress we have two scheduled parent-teacher conferences each year. The first is within the first eight weeks of school to give you information as to your student's progress to that point. The second is mid-way through the second semester. Teachers will have a report card to give to the parents at the two scheduled conferences (October 2022 and April 2023). Parents are encouraged to contact the teacher to request an appointment for a conference at any time during the year, if they feel the need. Teachers will contact parents to schedule a conference or have a phone conference when they feel it necessary. Written report cards are sent home every quarter. These grades are put into the student's cumulative record. In the case of eligibility for extracurricular activities, etc., (4th & 5th grades) these are the grades to be used.

ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES (Fourth and Fifth Grade only):

When offered, students who wish to participate in co-curricular activities must maintain eligibility status. Eligibility is determined by letter grades on a quarterly basis (every nine weeks). If a student becomes ineligible, they are not allowed to participate until the next report card period, provided they improve to the standard during that next nine-week period.

1. Students must maintain a C average from each of the following subjects: English, Reading, Math, Science, Social Science, and Physical Education.
2. Students must maintain a C average in citizenship grades.
3. Students may lose their participation privileges at any time based on their conduct and disciplinary reasons. They may be "ineligible" for a period of time based on the seriousness of the act (usually a minimum of one week is imposed). Parents will be notified in such cases.

CHAPTER THIRTEEN

DISTRICT SCHOOL BUS RULES AND REGULATIONS

Student conduct on school buses, as part of the school environment, follows all the requirements and provisions as outlined in the code. Disciplinary action removing a student's privilege to ride a school bus must be the result of behavior serious enough to warrant suspension from riding the bus from home/school and school/home.

Bus Routes:

- Route #10: Highway 41 North/Bass Lake
- Route #4: Kidz Can 2/YHS/Grant Mercantile/Road 426
- Route #6: Joyful Noise/Hwy 49/Hwy 41 South/Royal Oaks/Victoria Lane
- Route #11: Special Day Class Students
- Route #15: Wawona Bus

The privilege of any student to ride a school bus is conditioned upon his good behavior and observance of the following rules and regulations. There is not room for variance from the rules and regulations, as any variance could endanger the safety and welfare of several children.

Education Code

Section 14263 -- of Regulations and Laws relating to Pupil Transportation in California reads as follows: Authority of Driver. (a) Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

(b) Boards of trustees shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Bus Rules and Regulations – While On the Bus

- The driver is in full charge of the bus and the students. Students shall comply fully and promptly with the driver's instructions and without arguing viewpoints.
- Upon boarding the bus, students shall immediately be seated, facing forward, and remain in that seat for the remainder of the route, unless given permission by the driver to change seats. Lying down in the seat is not acceptable.
- The driver may assign seats on the bus, and students shall sit in their assigned seat.
- Students shall be courteous to the driver and to fellow students.
- Students shall not mar or otherwise deface the bus.
- Students are not to tamper with mechanical equipment, accessories or controls of the bus.
- Students are to refrain from loud talking, excessive noise, and unnecessary movement, which can divert the driver's attention and may result in an accident.
- Students are to keep their hands to themselves.
- Students shall assist in keeping the bus safe and clean at all times.
- Eating and drinking on the bus are prohibited.
- Students are not to throw litter of any kind on the floor of the bus as a bag or box is provided for trash.
- Students shall keep all body parts and clothing inside the bus at all times.
- Students shall never leave the bus through the rear door, except during an emergency situation.

- The driver will not let students off the bus at places other than the regular bus stop at home or at school unless by written authorization of the parent signed by the principal or school secretary. **Phoned in bus changes shall not be honored except in emergency situations.**
- In case of a road emergency involving the bus, or the bus and another vehicle, the students are to remain in the bus, unless given other instructions by the driver.
- The following improper behaviors can result in suspension of riding privileges, and/or suspension from school.
 1. Insolence, not following driver’s instructions, vulgar actions or gestures, obscene or profane language, hitting, fighting, pushing, shoving, or other disruptive and disturbing actions.
 2. Throwing articles or objects in or from the bus.
 3. Obstructing the aisle in any manner.

57659136. Occupying more space in a seat than is needed, and refusing to allow other passengers to sit down.

57659137. Possession of unacceptable items such as glass containers, live animals, water guns, squirt bottles, helium-filled balloons, radios, walkman-type devices, video games, cell phones, pagers, skateboards, scooters, roller blades, bicycles, etc.

57659138. Possession of or use of fireworks, lighters, or matches.

57659139. Possession of or use of any tobacco product.

57659140. Possession of or use of any weapon.

Note: When a student brings home a “Bus Conduct Report to Parents”, the parents must sign and return the form to the bus driver prior to boarding the bus.

Bus Rules and Regulations – Prior to Loading (on the road and at school)

Students shall be at the bus stop 5 minutes before the scheduled time of pick up. The bus cannot wait for those who are late. Students are to wait until the bus has come to a complete stop before moving toward the bus and attempting to board. At the bus stop, students shall remain in an orderly line at least 6 feet away from the bus without engaging in horseplay or other disruptive activities while they are waiting.

Bus Rules and Regulations – Leaving the Bus

Students are to remain in their seats until the bus has come to a complete stop before standing, entering the aisle, and attempting to leave the bus at school or at their bus stop.

Bus Rules and Regulations – Video Cameras

Video cameras may be in use to record student activities on the bus, and the tape will be used as evidence in disciplinary hearings.

Bus Rules and Regulations – Extra Curricular Trips

Bus discipline rules and regulations apply to any trip under school sponsorship. Students shall comply with requests of a competent chaperone appointed by the school or the driver.

Bus Rules and Regulations – Disciplinary Actions

The following proposals have been drawn up concerning the disciplinary actions of students involved in discipline problems on school buses. **The punishments stated constitute the possible penalty in each case.** More severe punishments may be administered at the discretion of the administrator involved. Other bus regulations, not specifically covered, may be governed by the minimum penalty of the category in which they are placed. Warning Citations may be issued at the discretion of the driver.

A. Throwing items

- 1st offense – 3 days off bus
- 2nd offense – 5 days off bus
- 3rd offense – 10 days off bus

B. Refusal to sit in assigned seat

- 1st offense – 3 days off bus
- 2nd offense – 5 days off bus
- 3rd offense – 10 days off bus

C. Insubordination

- 1st offense – 3 days off bus
- 2nd offense – 5 days off bus
- 3rd offense – 10 days off bus

D. Possession/Use of Weapons or Controlled Substances (including tobacco products), or possession of fireworks, lighters, or matches.

- Immediate referral to Principal/Sheriff's Department

E. Fighting/hitting on bus or at bus stop

- 1st offense – 5 to 10 days off bus
- 2nd offense – Remainder of school year

F. Abusiveness to driver (verbally)

- 1st offense – 5 to 10 days off bus
- 2nd offense – Remainder of school year

G. Abusiveness to driver (physically)

- 1st offense – Off bus for remainder of school year

H. Obscene language and/or gestures

- Each offense – 3 to 10 days off bus

I. Having body parts and/or other items out of windows

- Each offense – 3 days off bus

J. Destruction of school bus

- 1st offense – 5 to 10 days off bus plus damages assessed
- 2nd offense – Remainder of school year plus damages assessed

K. Excessive noise/mischief which might interfere with the driver's concentration or ability to hear emergency vehicles

- Each offense – 3 to 5 days off bus

L. Unacceptable items on bus such as glass containers, live animals, water guns, squirt bottles, helium-filled balloons, radios*, walkman-type devices*, video games*, cell phones, pagers, skateboards, scooters, roller blades, bicycles, etc. (*Subject to driver's discretion on field trips)

- Each offense – 3 days off bus

M. Multiple violations of any or all of the above

- Off bus for remainder of school year

If a student is suspended from one school bus, he/she is suspended from all other buses as well. **A school bus suspension is not an excused absence from school.** Students will be expected to be at school each day of their bus suspension.

Bus Rules and Regulations – Kindergarten Students

All of the above listed items also apply to Kindergarten Students. In addition, it is necessary for the safety of all that the child is capable of sitting in his/her seat for the entire bus ride to his/her destination. A parent or other adult (designated in writing) must meet the child at his/her bus stop. If no adult is present when the bus arrives at the child's stop, the driver will have to take the child back to the school office. The parent or designated adult will then have to come to the school office to pick up the child.

Bus Rules and Regulations – Responsibilities, Penalties, and Due Process

Any complaints of students, parents, or drivers not specified in these regulations shall be reported to the Principal or Director of Transportation. When actions taken by the driver or other school employees are not supported by the parent or guardian, the proper channel for the hearing of the issues shall be as follows:

- At the request of the parent or guardian, the Principal will schedule a meeting to review the facts and to hear the various viewpoints of the student, parent and driver. After reviewing the facts and hearing all viewpoints, the Principal will make a decision as to the disposition of the case. Should the parent or guardian feel that a fair decision was not made; an appeal may be made to the Director of Transportation, who will review the case and make recommendations to the Superintendent for final decision.

CHAPTER FOURTEEN

SAFE AND SECURE CAMPUS

The most important aspect of Oakhurst Elementary School is providing a safe and secure campus at all times. The Bass Lake Joint Union Elementary School District updated the School Safety Plan and each school site regularly conducts emergency drills (fire and lock down) working with various agencies. Each month, a fire drill is scheduled. This provides the opportunity for staff and students to practice the procedures of evacuating the classroom and lining up in their designated area. Each month, a fire drill is scheduled. Each quarter, a lock down drill is scheduled. The scenarios for these drills are carefully crafted as to not scare anyone. Lock down drills vary and include the following:

- Pull the pin drill. A situation in which students and teacher must remain in the classroom and the teacher “pulls the pin.” The outside door is locked, the blinds are shut, and everyone is quiet.
- A lock down drill when we are all in the MPR. This drill consists of students evacuating to designated areas inside the MPR: in less than 5 minutes, the main area is empty, the doors are all locked so no one can enter the building.
- A lock down drill when students are outside of the classroom. This drill consists of teaching students to quickly get to the nearest classroom or building for safety purposes.
- Classroom doors are locked at all times during the instructional day
- All staff wear their ID badge at all times while on campus.
- All parents and/or visitors to OES wear a badge while on campus at all times.
- Back gate is locked from 8:00 am – 2:20 pm.

The District uses CatapultEMS, an emergency management system. Users can report and manage real-time information about evolving threats, including the location and well-being of students and staff during an emergency situation. Monthly safety drills allow staff and students on campus to practice and hone skills should a real emergency occur.

CHAPTER FIFTEEN

SNACK BREAK:

A Snack Break is given to students at the morning recess. The recess is staggered by grades from 9:30 a.m. to 10:45 a.m. Children are asked to bring a nutritious snack to eat at this time. Juice, cheese, nuts and fruit are some of the items we encourage students to bring.

TELEPHONE USE BY STUDENTS: The school phone is for business only. Students will be allowed to use the office phone only if they have been given permission by their teacher.

Teachers will give permission based upon established need. The phone will not be used for personal business.

MOBILE COMMUNICATION DEVICES

The Board of Trustees recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.9 - Academic Honesty)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 6163.4 - Student Use of Technology)

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus *during non instructional time* as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

- Mobile communication devices shall be turned off during instructional time.
- Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.
- When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure. (cf. 5145.12 - Search and Seizure); (cf. 5145.2 - Freedom of Speech/Expression)
- When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.
- A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.
- The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

** If there are continual offenses the student may be assigned a school suspension for continual defiance of school policy. Points will also be deducted from the student's Code of Conduct Agreement.*

Students who use their devices for any type of harassment while on campus can and will be suspended.

The California Legislature passed Assembly Bill 272 on January 1, 2020, authorizing school Districts to adopt a policy to limit or prohibit student smartphone use, while also granting students certain specific rights to possess and use a smartphone at school. The bill provides specific authorization, while also defining some limitations. AB 272 provides that a student shall not be prohibited from possessing or using a smartphone at school:

- During an emergency situation or as a response to a perceived threat of danger;

- When a teacher or administrator gives permission to a student to possess or use a cell phone, subject to reasonable limitations imposed by the person giving permission;
- When necessary for the health or well-being of a student, as determined by a licensed physician and surgeon; and,
- When possession or use of the cell phone is required pursuant to a student's Individualized Education Program (IEP).

If the above points per AB 272 do not apply to a specific child, the use of a cell phone during instructional time is prohibited in the classroom. Please do not contact your child via his/her mobile communication device during school hours as this presents a disruption to the instructional program. OES recommends parents to refrain from sending a cell phone to school as telephones are available for student use when necessary. However, there are children who attend after-school functions to which the cell phone may be necessary. If this is the case, your child can store his/her cell phone safely in his/her backpack.

LOST AND FOUND

Throughout the year students may lose or misplace items either on the playground or elsewhere. Usually, articles are brought to the office. Students can check the front office for their missing items. Items collected will be kept until the end of each semester (January and June), at which time they will be donated to a good will organization.

OAKHURST ELEMENTARY SCHOOL PARENT/TEACHER CLUB

The PTC meets the second Thursday of the month. We encourage all interested parents to come to the meetings and help our school grow. OES Parent/Teacher Club can be more than fund-raising but we need your help! So, please call the school office at 642-1580 for more information. Feel free to email PTC at oesptc@basslakesd.org.

PARENT VOLUNTEERS

The information below is the current 2022-2023 policy for parent volunteers or school visitors. OES teachers LOVE to have an active parent volunteering in the classroom. If you are interested in serving as a parent volunteer, here are the steps to take. As always, if you have any questions, please contact Miss Sherry in the office at 642-1580.

To be a parent volunteer, we ask you to do the following:

- Complete a volunteer form and provide proof of full Covid vaccination or weekly test to confirm negative test AND TB test result.
- The school will provide you an official volunteer tag to be worn each time you are on campus.
- Each day you visit as a volunteer, prior to proceeding to the classroom, you must sign-in at the office and wear your volunteer badge. When leaving campus, return badge to office and sign-out.
- As a courtesy to your child's teacher, please coordinate an agreed upon time for you to work in the classroom. It's a challenge for teachers to create work when the volunteer comes to the classroom unannounced or at an unscheduled time.
- All volunteers **must** adhere to the District's student dress code.