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MEADOWLARK SCHOOL

3015 Sacramento Avenue
Acton, CA 91350
661-269-8140

PARENT AND STUDENT HANDBOOK

Board of Trustees
Ken Pfalzgraf, President
Lester Mascon, Vice-President
Brianna Taksony, Clerk
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District Administration

Dr. Eric Sahakian, Superintendent
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Khai Nguyen, Assistant Superintendent of Business Services
(661) 269-0750 Ext. 104

Paula Chamberlain, Director of Education/Pupil Services
(661) 269-0750 ext. 111

Jacqueline Erdrich, Director of Human Resource
(661) 269-0750 ext. 106

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(661) 269-0750 ext. 116

Meadowlark School Administration
Anetrise Jones, Principal
(661) 269-8140

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Meadowlark School

3015 Sacramento Avenue
Acton, CA 91350
Phone: 661-269-8140 Fax 661-269-9538
Web: http://www.aadusd.k12.ca.us

Dear Meadowlark Families,

Welcome to a new school year at Meadowlark School! I am eagerly anticipating a fantastic year ahead, filled with collaborative efforts between our dedicated staff and parents to foster a positive learning community where every student feels secure and valued.

At Meadowlark, our standards for behavior and academic excellence are set high. We firmly believe that every child deserves an opportunity to learn and be appropriately challenged. As educators, we hold the significant responsibility of meeting the diverse needs of all our students while nurturing a supportive emotional and academic environment.

Parents, teachers, support staff, and administration all play vital roles in encouraging our children to become enthusiastic and engaged learners. Your involvement is integral to our robust school program; we truly cannot achieve our goals without your support. Together, we can provide your child with a meaningful and purposeful education. Your active participation is not just encouraged but warmly welcomed. I am confident that by working together, we can enhance our school and create an even better environment for our students to flourish.

We invite you to engage in your child's education by:

- Volunteering to assist the teacher/class in various ways outside the classroom
- Joining and actively participating in the PTO, ASMO, and/or ELAC
- Attending school events and activities
- Participating in parent workshops
- Engaging in conversations with your child about their education
- Ensuring your child participates in learning every day
- Establishing a peaceful environment for your child to complete their school work/homework

Our regular school day begins promptly at 8:25 AM, and students are dismissed at 2:55 PM.

Please take the time to review and discuss the information provided in our Parent and Student Handbook. This handbook serves as a valuable resource for parents and children alike. You can access it, along with the School Plan and Calendar, on the Acton-Agua Dulce Unified School District website (www.aadusd.k12.ca.us) or the Meadowlark website (http://www.aadusd.k12.ca.us/Domain/8). If you have any trouble locating the information you need, please do not hesitate to contact the school office. Our dedicated staff will gladly direct you to the appropriate person or source.

Thank you for your ongoing support, and here's to a year filled with learning, growth, and achievement for all our Meadowlark students!

Educationally yours,
Anetrise Jones

DISTRICT VISION, MEADOWLARK MISSION & CHARACTER DEVELOPMENT

ACTON AGUA-DULCE UNIFIED SCHOOL DISTRICT VISION

We are committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest degree of potential and who will responsibly shape our future.

MEADOWLARK SCHOOL MISSION STATEMENT

At Meadowlark Elementary School, our mission is to cultivate a nurturing and inclusive learning environment where every child discovers their unique potential. Through innovative and student-centered education, we are committed to fostering a love for learning, building strong foundations in academic excellence, and instilling values that empower our elementary students to become compassionate, curious, and responsible contributors to our global community.

MEADOWLARK SCHOOL VISION

Our vision is to create a collaborative community that embraces innovation, celebrates diversity, and nurtures a lifelong love for learning. Through this, we aim to equip our students to navigate an ever-evolving world empowering them to emerge as resilient, compassionate leaders who embody the values of knowledge, integrity, and community engagement.

MEDAL OF HONOR: EXCELLENCE, RESPECT, INTEGRITY, & COURAGE

The Acton-Agua Dulce Unified School District is a proud partner of the Congressional Medal of Honor Foundation, which recognizes the important contributions made by our nation's military heroes. This collaborative effort ensures that our students learn important lessons about courage, commitment, sacrifice, patriotism and integrity that will inspire them to become great citizens of the Acton-Agua Dulce community and beyond.

ADMINISTRATION AND STAFF Who's Who in the District		
Superintendent	Eric Sahakian	661-269-0750
Assistant Superintendent -Business	Khai Nguyen	661-269-0750
Director Human Resource	Jacqueline Erdrich	661-269-0750
Director of Education/Pupil Services	Paula Chamberlain	661- 269-0750
High Desert School, Principal	Michelle Van Ornum	661-269-0310
Vasquez High School, Principal	Reyna Smith	661-269-0451
Who's Who at Meadowlark 661-269-8140		
Principal	Anetrise Jones	ajones@aadusd.k12.ca.us
Secretary	Alexandra Hernandez	ahernandez@aadusd.k12.ca.us
Office Clerk	Dana Haley	dhaley@aadusd.k12.ca.us
Psychologist	Heeidy Townsend	htownsend@aadusd.k12.ca.us
District Nurse	Cari Wright	cwright@aadusd.k12.ca.us
Preschool	Gaby Graber	ggraber@aadusd.k12.ca.us
Transitional Kindergarten	Mary Boyle	mboyle@aadusd.k12.ca.us
@Transitional Kindergarten	Keni Dawkins	kdawkins@aadusd.k12.ca.us
Kindergarten	Kelly Sutliff	ksutliff@aadusd.k12.ca.us
Kindergarten	Sandra Hamilton	shamilton@aadusd.k12.ca.us
Kindergarten	Jennifer Pfau - Clark	jpfau@aadusd.k12.ca.us
1st Grade	Krista Stumpf	kstumpf@aadusd.k12.ca.us
1st Grade	Sandi Jacobsohn	sjacobsohn@aadusd.k12.ca.us
1st / 2nd Grade	Adina Klaus	aklaus@aadusd.k12.ca.us
2nd Grade	Linda Lash	llash@aadusd.k12.ca.us
2nd Grade	Lori Wollman	lwollman@aadusd.k12.ca.us
3rd Grade	Michelle Fernandez	mfernandez@aadusd.k12.ca.us
3rd Grade	Taylor Sutliff	tsutliff@aadusd.k12.ca.us
3rd Grade	Gaby Scheidig	gscheidig@aadusd.k12.ca.us
4th Grade	Janet Bugielski	jbugielski@aadusd.k12.ca.us
4th Grade	Faith Coleman	fcoleman@aadusd.k12.ca.us
4th Grade	Nicole Santa	nsanta@aadusd.k12.ca.us
TOSA/Literacy	Candice Palacios	cpalacios@aadusd.k12.ca.us
Resource Specialist (RSP)	James Jordan	jjordan@aadusd.k12.ca.us
Special Day Class (SDC)	Brelyn Fernandez	bfernandez@aadusd.k12.ca.us
Social Worker	Emma Calles Reyes	ecallesreyes@aadusd.k12.ca.us
Speech/Language Pathologist	Lowell Hexom	lhexom@aadusd.k12.ca.us
Classified SLPA • Sped	Camille Mamaril	cmamaril@aadusd.k12.ca.us
Adaptive Physical Education (APE)	Gina Botton	gbotton@aadusd.k12.ca.us
Occupational Therapist (OT)	Shana Friedman	sfriedman@aadusd.k12.ca.us
Bilingual Aide	Edeling Venture	eventura@aadusd.k12.ca.us
Librarian	Barry Nolan	bnolan@aadusd.k12.ca.us
Custodian	Marcela Baez	mbaez@aadusd.k12.ca.us
Maintenance	Juan Ocampo	jocampo@aadusd.k12.ca.us

MEADOWLARK SCHOOL | 2024-2025 CALENDAR

Minimum Day | No School | Pupil Free Work Day | CAASPP Testing | Early Release Day

7 New Staff PD
8 Staff PD
8 AADUSD Board Meeting
9 Staff PD
13 District Breakfast (Staff)
13 Back to School Night 6 pm – 7 pm
14 First Day of School – Early Release
19 PBIS Kickoff
22 AADUSD Board Meeting

AUGUST '24

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Labor Day – No School
3 Fall Picture Day
10 PTO Meeting 8:35 am
12 AADUSD Board Meeting
17 Pastries with the Principal 8:35 am
23 – 27 Scholastic Book Fair
26 AADUSD Board Meeting
26 School wide Family Picnic *(student lunch time)*
27 Awards Assembly

SEPTEMBER '24

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

8 PTO Meeting 8:35 am
8 ELAC Meeting 10:00 am
10 Hispanic Heritage Celebration TBD
10 AADUSD Board Meeting
11 End of Quarter 1
15 School Site Council 3:30 pm – 4:30 pm
17 Great California Shakeout 10:17 am
17 PTC – Minimum Day
18 PTC – Minimum Day
21 PTC – Minimum Day
23 - 31 Red Ribbon Week
24 AADUSD Board Meeting
30 Fall Festival

OCTOBER '24

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 Veterans Day - No School
12 PTO Meeting 8:35 am
14 AADUSD Board Meeting
22 Minimum Day
22 Awards Assembly
25-29 Thanksgiving Break

NOVEMBER '24

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6 Minimum Day
10 School Site Council 3:30 pm – 4:30 pm
10 PTO Meeting 8:35 am
10 ELAC Meeting 10:00 am
19 AADUSD Board Meeting
16 – 20 Santa Workshop
20 Minimum Day
20 End of Quarter 2
23-31 Winter Break
TBD Winter Concert

DECEMBER '24

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-10 Winter Break
13 No School – Non Contract Day
14 PTO Meeting 8:35 am
20 M.L.K. Day – No School
23 AADUSD Board Meeting
27 – 31 Great Kindness Week
28 Pastries with the Principal 8:35 am
31 Awards Assembly

JANUARY '25

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY '25

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

11 PTO Meeting 8:35 am
11 ELAC Meeting 10:00
11 School Site Council (3:30 pm - 4:30 pm)
13 AADUSD Board Meeting
14 & 17 Presidents' Day – No School
27 AADUSD Board Meeting
20 Black History Month Celebration TBD

MARCH '25

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 – 7 Read Across America
11 PTO Meeting 8:35 am
13 AADUSD Board Meeting
14 End of Quarter 3
20 – 21 Minimum Days
20 -21 Parent Teacher Conference
24 Non-Student Day – PD Day
27 AADUSD Board Meeting
28 Awards Assembly

APRIL '25

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4 Talent Show 5:30 pm – 7 pm
8 Spring Picture Day
8 PTO Meeting 8:35 am
8 ELAC Meeting 10:00 am
8 School Site Council (3:30 pm - 4:30 pm)
10 AADUSD Board Meeting
15 Pastries with the Principal 8:35 am
16 & 17 Kindergarten Roundup (3:30 pm – 5:00 pm)
18 Minimum Day
21-25 Spring Break

MAY '25

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-9 Staff Appreciation Week
5 – 16 CAASPP Testing
6 School Site Council (3:30 pm - 4:30 pm)
8 AADUSD Board Meeting
13 PTO Meeting 8:35 am
15 Open House 6 pm – 7 pm
15 Minimum Day
22 AADUSD Board Meeting
23 Field Day
23 Minimum Day
26 Memorial Day – No School
30 Awards Assembly
TBD Spring Concert

JUNE '25

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 School Wide Carnival
4 Senior Grad Walk @ ML/HD
6 4th grade promotion
6 Minimum Day
12 AADUSD Board Meeting
19 Juneteenth
20 First Day of ESY/ Summer School
26 AADUSD Board Meeting

JULY '25

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Independence Day
18 Summer School Ends

Updated 6/14/24

GENERAL INFORMATION

BELL SCHEDULE

- 8:10 AM – Playground supervision begins
- 8:25 AM – All students **should** be lined up
- 8:30 AM – School tardy bell rings
- 10:10 – 10:30 – Recess – Kindergarten & 1st
- 10:30 – 10:50 – Recess – Grade 2 & 3
- 10:50 – 11:10 – Recess - Grades 4
- 11:45 – 12:30 – Lunch – Kindergarten
- 12:15 – 1:00 – Lunch - Grades 1 & 2
- 12:45 – 1:30 – Lunch - Grades 3 & 4
- 2:55 PM – Dismissal
- 3:05 PM – Supervision ends. All students must be picked up.

Minimum Day Dismissal Time – 12:45 PM

SCHOOL OFFICE

The office is open from **8:10 AM to 3:30 PM** Monday through Friday.

Phones are answered during office hours only. Our office staff strives to provide the best possible services. You can always call our school office and leave a message when our school office is closed. We will return your phone call as soon as possible.

If you need to pick up your child for any reason during school hours, please come to the school office. Meadowlark utilizes The Raptor System which requires all adults to have a driver's license to be scanned whenever entering the school campus and when picking up students.

THERE WILL BE NO INTERRUPTIONS ALLOWED TO CLASSES DURING THE PROTECTED INSTRUCTIONAL BLOCK FROM 8:35 am – 12:45 pm UNLESS IN THE EVENT OF AN EMERGENCY. This block is dedicated to core content instruction.

You are encouraged to schedule medical/dental appointments during non-school hours. If your student has an appointment during school hours, please bring your student to school promptly after your appointment. You may be requested to have a note from your doctor indicating the visit.

ARRIVAL/DISMISSAL

Students who travel by car, to and from school, must follow the valet line procedures for exiting and entering a car. Students may not arrive on campus before **supervision begins at 8:10 AM**. Your child should be in line in front of their classroom at 8:25 AM. It is important that all students be on time for the start of school. Punctuality is a life skill that will carry into your child's future. Every minute of instruction is valuable. If your child arrives after 8:30 AM, he or she will be marked tardy. (See Tardies page 13)

Students who take the bus to and from school are escorted by a school employee, when at school. Parents should be waiting at the bus stop assigned to your child when the bus arrives after school. If a parent wishes to walk their child to school, we ask that you please escort students across the crosswalk in the parking lot and leave campus once students enter the campus. Students who are picked up in the Valet line will be seated in the valet grass area.

STUDENT SUPERVISION BEFORE AND AFTER SCHOOL

Supervision of students begins at **8:10 AM**. To ensure the safety of all children, students **SHOULD NOT** be on the school grounds before that time. If you leave for work early, please make necessary arrangements to have your child(ren) taken care of until supervision

begins. Students are expected to be in line and ready to enter their classrooms at 8:25 AM. Students must be picked up after school no later than **3:05 PM**.

Parents are asked to strictly adhere to these times during which supervision is available.

PARKING LOT / VALET SAFETY

Only students accompanied by an adult are allowed in the parking lot. Please use the crosswalk when crossing the parking lot. Thank you for helping keep our kids safe! Please respect the following **SAFETY** rules:

- Cars may only enter the Valet Line turning right from Sacramento.
- Please **NO TEXTING AND/OR CELL PHONE USE for SAFETY!**
- The speed limit is **NO MORE THAN 5 MPH.**
- **Pull all the way forward when dropping off or picking up your child(ren)**
- Have your child ready to exit the car when you arrive in the parking lot.
- Make sure you have the yellow Valet Card visible in the passenger window. Extras are available in the office.
- Students must be dropped off and picked up in the valet lane; **no drop off or pick up is permitted in the red zone, bus section, or staff parking lot.**
- No student is allowed to exit or enter a car parked in the lot unless accompanied by an adult and escorted across the crosswalk.
- When parking, you must be parked in a designated parking space.
- There is **NO PARKING** in the valet or drive through lanes.
- You must keep your car engine running while you are dropping off or picking up your child in the valet lane. Please pay attention to the cars around you.
- You must exit the valet lane immediately after dropping off/picking up your child.
- If your child is not in the Valet area after school, you must park your car in a designated parking spot, use the crosswalk, collect your child, and then escort your child back, using the crosswalk.

VALET SIGN! - In an effort to make the after school valet system more efficient, we are asking parents to place the **YELLOW VALET SIGN with your child's/children's name(s) and teacher in the passenger side window**. The staff member at the entrance of the valet grass area will announce the name(s) to have your child(ren) ready when you pull forward in the line.

SCHOOL VISITATION

The school staff welcomes scheduled visits to the campus from parents and guardians. You must identify yourself and sign in at the office prior to visiting the classroom. You will be required to have your driver's license scanned into our Raptor System which will print out a "visitor's badge", which needs to be worn while you are on campus. This request is made to protect the children from unauthorized visitors and to help locate the teacher for you if the class is out of the room. You may be asked to leave if your presence disrupts the teacher's lesson and instructional process. *All volunteers must have a fingerprint screening and TB test on file at the school or district to be allowed on campus or any activity involving students. These are both available through the District Office.*

It is the practice of the school district that visitors who wish to tour the campus or observe a classroom make arrangements with the school principal prior to visiting the campus.

CLOSED CAMPUS

The Acton-Agua Dulce Unified School District maintains a closed campus policy. Once students arrive at school, they must enter the campus and not leave until dismissal time. The only exception is when a student is signed out through the office for a medical appointment, illness, or other reasons excused by education code. (See Attendance page 12)

RELEASE OF STUDENTS DURING SCHOOL HOURS

All students will be released from school grounds according to the following policies:

- Students will be released only through the school office. Students will only be released to parents or emergency contacts indicated on the student's Emergency Card.
- Should it be necessary for someone other than persons listed on the Emergency Card to pick up a student, a written note with the parent's signature will be required. The person picking up the child will also need to present proper identification. School personnel may copy this identification.

- A "Student Sign-Out" document (located in the office) must be signed by the adult checking out the student.
- Parents are discouraged from checking students out early except for medical appointments, funerals, illness and other reasons considered excused by the education code.

To prevent classroom disruptions, students *may not be checked out* early on minimum days or during the last 30 minutes of school on regular days without prior written notice to the teacher or principal.

PRESS RELEASES AND PHOTOGRAPHS

From time to time, students are photographed or videotaped for classroom and campus activities including oral language presentations, plays, Spelling Bee, Yearbook, newspapers, physical education, Videos, etc. Press releases are also made concerning these and other activities. If you do not wish for photographs to be taken of your child or a press release made with your child's name, please put your request in writing **annually** to the teacher and the principal

CHILD CUSTODY ISSUES

Custody disputes may only be handled through the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child or to the child's school records. The only exception is when a signed restraining order or proper divorce papers specifically state visitation limitations. These papers must be current and must be on file in the child's cumulative record in the office.

Any request to release a student that seems questionable will be handled by the principal or administrative designee. The Sheriff's department may be contacted to resolve conflicting parental claims if the situation becomes a disruption to the school, or the child's welfare is in question. Students' school days may not be disrupted for visits with non-custodial parents, relatives, or family friends.

STUDENT'S LEGAL NAME

The school is required to use each student's legal name on all records as the name is shown on the student's birth certificate. If a child's name has been legally changed, certified court records, adoption papers, or other legal records must be presented to the principal and copies made for the student's permanent record folder.

PETS

Due to the unpredictability of animals and potential allergic reactions, pets are not allowed on campus.

FOOD, PARTY, AND TOY GUIDELINES

Healthy Food, Healthy Students (Please visit http://www.aadusd.k12.ca.us to view the *AADUSD Wellness Policy*)

- Children should have a healthy nutritious breakfast before they come to school each day to energize them for learning. This will help them to have better energy and concentration.
- Breakfast and snack foods are not available in the cafeteria before school and/or during morning recess; students have approximately two hours of school before the "breakfast/snack," so a breakfast at home is essential, if not eaten at school.
- We ask that students not bring candy, soda, or other sugary items to school in their lunches.
- **Homemade foods for general distribution to students (such as class parties) are not allowed.** Only individually wrapped commercial food items will be permitted and must be approved by the classroom teacher prior to delivery.
- If you wish to provide a birthday snack on your child's birthday or for a class party, please check with the teacher in advance. Again, only individually wrapped commercial food will be permitted. Gift bags, balloons, and other celebratory items are not permitted at school.
- Since some students have food allergies, please check with the teacher before planning to purchase food for parties or birthday treats.
- No open beverage containers (cups, soda cans, etc.) may be brought on campus. Students may not bring sodas or energy drinks to school.

Party Invitations

- Please check with the teacher before asking your child to distribute private party invitations at school.
- If invitations are distributed in the classroom, all students must receive an invitation.

Toys at School

- Toys may not be brought to school unless the child has his/her teacher's permission.
- Permission is rarely granted for bringing toys to school except for special "share" days. These toys may not be taken out to recess or on the bus.

CLASSROOM ASSIGNMENTS AND REORGANIZATION

Class lists are formed by a committee of teachers and reviewed by the school principal. The goal is to create a well-balanced group of students based on several variables such as abilities and gender. All placements must remain firm for the first few weeks of school in order to allow the enrollment to stabilize. At that point, it is sometimes necessary to reorganize classrooms. Every effort is made to reorganize as early as possible to cause the least amount of disruption to our children. Parents will be notified in writing when these changes occur. We ask that parents be supportive throughout any reorganization and that they keep in mind that it is not done arbitrarily, but out of necessity.

TELEPHONE USE AND CELL PHONES/SMART WATCHES

The office and classroom phones are available for emergency use only. Please be sure your child's plans are settled prior to the beginning of the school day before he/she leaves home. Students shall be permitted to carry cell phones in their backpacks. They must be turned off during the school day and may only be used after school hours. **Smart watches are not allowed at school.** Please check with the administration should you need further explanation. **The school is not responsible for lost or damaged phones or watches.**

ATTENDANCE

ABSENCES: EXCUSED AND UNEXCUSED

A student may legally be absent in the state of California only for the reasons given below. All other reasons for absences are considered "unexcused" according to California Education Code.

* The student is ill and/or contagious to attend school.
* The student must see a doctor or dentist.
* The student is attending a funeral of an immediate family member (1 day excused in California; 2 days out-of-state).
* Students may be released to attend religious services, but the student must attend school for a minimum number of instructional minutes.
* Upon parent written request and the principal's approval, a student may be released for justifiable reasons including court appearance, employment conference, and attendance of a religious observance.

INDEPENDENT STUDY

If your student has to be absent for 5 consecutive days or more, please obtain an **Independent Study Contract** from the school. Whenever possible, a minimum of 3 days advance notice is requested, to allow time for teachers and the school office to process paperwork. The student will be given assignments based on the classroom core curriculum for each day of the absence. When the work is accurately completed and returned upon the student's return to school, the absences may then be counted as excused absences.

STUDIO WORK

Students who have a valid work permit and are absent from school to work on location will be given an excused absence under the following circumstances:

- The student is taught by a credentialed studio teacher on the set using the district's or other state adopted instructional materials and the student presents verification of this instruction to the school office upon return to school.
- The absences are for 5 days or more, and the student's parent completes an Independent Study Contract with the school, the student completes all required assignments accurately, and the work is returned to the teacher/school office upon return.

REPORTING ABSENCES AND TARDIES

Every absence, even for part of the day, interferes with your child's progress in school because instruction is taught in sequence, geared to the child's readiness and ability. Each skill must be built on carefully developed previous ones. It is especially important that all children **be in school regularly** because the foundation for all subsequent years is being put into place.

If your child is going to be absent, call the school at **661-269-8140** or
Email dhaley@aadusd.k12.ca.us by **9:30 A.M..**

When your child must be absent, please send a note, email or call the office and give the following information for each day the child was absent. You may also leave a message on our answering machine at any time. The school answering machine is on whenever the office is closed or if the office is unavailable to answer the phone. Please provide the following information:

* Date you are calling or writing
* Child's first and last name
* Date(s) of absence
* Reason for absence
* Teacher's name
* Your name or signature

If you do not clear the absence, your child will be marked as "unexcused".

TARDIES

Students should be on campus **no later than 8:25 AM** every day. Students, who have not passed the office when the tardy bell rings at 8:30, must report to the office for a tardy pass. (Students who ride the bus are not marked tardy when the bus arrives late.) Please send a note with your child and have him/her report to the office when your child arrives late. We know there are times when tardies are unavoidable. Punctuality is an important part of success in education. Students who are tardy miss school announcements, assignments, and can be disruptive to the class and office procedures. Please reinforce that punctuality is an important expected behavior, and understand that there is a district policy regarding excessive absences and/or tardies.

Students who have an unexcused tardy for more than 3 times during a grading period (trimester) may have their Citizenship grade affected which may reflect on their report card. Students who have an unexcused tardy in excess of 30 minutes three times in a year are declared truant according to the California Education Code.

MAKE-UP WORK

Students will be given the opportunity to make up school work missed due to an **excused** absence and will receive full credit if the work is turned in according to a reasonable make-up schedule set by the teacher. Students who have an **unexcused** absence may be assigned to complete the work but may not be given full credit for the completed work. A student who is suspended from school may be required to complete any assignments and tests missed during the suspension. (Ed. Code 48913)

* **ONE OR TWO DAY ABSENCES:** When a student is absent for up to two days, he or she should request missed assignments from the teacher upon return to school.
* **THREE OR MORE DAYS EXCUSED ABSENCES:** When a student is absent for excused reasons for three or more days, the parent may call the office and request that the work be left at the office for pick up. **Twenty-four hours notice is needed for the teacher to provide make-up work.**

EARLY DISMISSAL

When students leave school early, they miss out on important instruction. Parents should request early dismissal only for unavoidable emergencies. **Please send a note with your child stating the reason and time you will be at the office to pick up your child.** This will ensure that the classroom instructional day is disrupted as little as possible.

Parents/guardians must not go to the classroom first. All students need to be signed out through the office. After signing your student out, the office staff will call the classroom and have your student come to the office.

Early dismissals are not allowable on minimum days or during the last 30 minutes of regular days without prior written notice to the teacher or principal. *Education Code* Section 48260 defines **truancy**. The law declares that pupils be considered truant if they are **absent on three occasions** in one school year for **more than any 30-minute period during the school day**, or any combination of these, without a valid excuse.

EMERGENCY AND DISASTER INFORMATION

We will be conducting emergency, fire, and lock down drills during the school year. We feel it is important to have our children prepared for any emergency that may arise, such as an earthquake, fire, animals on campus, etc.

EMERGENCY CARDS & DISASTER RELEASE FORMS

For the safety of the child, each student must have a current Emergency Card on file. During the first week of school, parents must complete a new Emergency Card (front and back) providing all requested information. **AT LEAST ONE LOCAL CONTACT**

MUST BE INCLUDED. These cards are kept on file in the school office for the duration of the school year. You are also asked to provide this information on a Disaster Release form each August.

Please be certain to inform any person on the Emergency Card that they are your child's emergency contact for school. It is also important to let your child know who may pick him/her up in an emergency. We advise that you make a copy of your child's completed emergency card before sending it back to school.

Updating information: Remember! If your work, cell, or home telephone number changes, it is very important to provide the school with this updated information immediately. It is imperative that we be able to contact you in case your child becomes ill or is injured or in case of an emergency.

DISASTER RESPONSE & RELEASE INFORMATION

In the event of a disaster such as an earthquake, your child will remain at school under the supervision of school personnel until you or someone listed on the emergency card comes to check your child out. If necessary, the school staff is prepared to keep students overnight or for as long as necessary. **Please discuss this arrangement with your child. This will help your child to be well prepared and to stay calm in the event of a disaster.**

STUDENT CHECKOUT IN A DISASTER

After an earthquake or other disaster, students may be evacuated to the field or other safe location. Parents are asked not to park on the access road (Sacramento) or in the parking lots for the school so that these areas may be reserved for emergency response vehicles.

In the event of an emergency, a calm organized release of students to their parents is very important. Please cooperate with the following procedures:

* Parents must report to the **Check-In-Gate at the far end (southwest end) of the valet exit.**
* You will give your child(ren's) name(s) and the teacher(s)' name(s).
* You will then go to the **Check-Out-Station at the entrance gate.** Your child will be brought here while you sign the child out. You or the person checking out the child may be asked to show picture identification at this time. You will be asked to indicate your destination in case other family members come for the child and need to know where the child has been taken.
* **Only parents or others listed on the child's emergency release form may check a child out at any time, including during a disaster.**

SCHOOL EVACUATION

If it should ever be necessary to evacuate students from the school, the number you have designated on the emergency form as the main contact number will be called. A notice of the relocation site will also be posted on the school gate and broadcasted by the radio stations listed below. If possible, another district school will be used as the relocation site.

SCHOOL CLOSING FOR INCLEMENT WEATHER

When weather or other conditions prevent the school buses from running, schools will likely be closed. Normally, the decision to close school is made by 6:30 AM and the district's emergency call system will call your main contact phone number with an automated message in English and in Spanish. If you question whether school will be open on a particular day and have not received a call, please tune in to one of the following stations to listen for school closings:

Palmdale	**Palmdale**	**Palmdale**	**Palmdale**
K-MIX 106.3 FM	KLKX 93.5 FM	KHJ 1380 AM	KUTY 1470 AM(Span)
Palmdale	**Palmdale**	**Lancaster**	**Los Angeles**
OASIS 105.5 FM	KTPI / KVOY 103.1 FM	KIIS 97.7 FM & KIIS 1220 AM	KFI 640 AM

HEALTH SERVICES

ILLNESS OR INJURY

If your child becomes ill during regular school hours, the nurse or office staff will provide basic care until parents or someone listed on the Emergency Card can arrive. (Please keep the information on your child's Emergency Card up to date.) If an accident occurs at school, the nurse, office staff or other trained staff will provide basic first aid. If it is possible that the injury needs more than basic first aid, the parent will be contacted immediately. If the injury is severe or potentially life threatening, the paramedics will be called immediately.

While we encourage good attendance, it is not in the student's best interest to be at school if he or she is ill. If you are unsure whether your child should stay home, please consult your pediatrician. Children should stay home from school for observation and recovery when they display any of the following conditions:

* fever
* toothache
* persistent cough
* contagious infection or virus
* live head lice
* vomiting or diarrhea
* swollen glands
* earache
* chest pains

ILLNESS OR INJURY (continued)

Important

Because colds and flu are so contagious, we ask that you keep your child home until he/she has been **"fever free", "vomit free", and "diarrhea free" for a full 24 hours** before sending the child back to school.

ADMINISTRATION OF MEDICATION AT SCHOOL

School personnel may not administer medication of any kind (including aspirin or cough drops) to a student without written authorization and directions from a physician. The school office can provide you with a "Request for Medication" form, which must be completed and signed by the physician and parent before school personnel may administer prescription or non-prescription medication. The medication must be labeled clearly with the following information:

* Pupil's full legal name
* Dosage, schedule, and dose form
* Physician's name and telephone number
* Date of expiration of prescription
* Name of medication

The nurse/office staff or other personnel under the direction of the district nurse are available to assist students in taking authorized medication at school. Though an effort will be made to remind students if they forget, it is the child's responsibility to come to the school office at the designated time for the administration of medication.

Students are prohibited from carrying any type of medication including cough drops and aspirin on the school campus. A parent may come to the school office and administer medication to their own child, if they wish.

Medications including inhalers must be brought to school by the parent or an authorized adult.

MEDICAL RESTRICTIONS

Please notify the teacher and health office immediately if your child has any special medical restrictions including serious allergies, asthma, medical needs or is taking any medications on a regular basis. A treatment plan will be developed by the district nurse for any student with health needs that must be addressed at school.

SPECIAL HEALTH TREATMENT OR CARE

If a newly enrolling child has a health problem that requires special treatment or care during the school day, enrollment may be delayed until the district nurse has completed a health consultation with the parent and doctor to establish a treatment plan. This will ensure that the child's health needs are properly addressed.

PHYSICAL EDUCATION AND/OR RECESS EXCUSES

Physical education classes are required by education code. Students must participate unless there is a valid medical reason to excuse participation.

* A **parent note** may excuse a child from physical education activities for **up to three days** within a school year.
* A **doctor's note** will be needed to excuse a student from physical education beyond three days. It is expected that a student who is excused from physical education should also not participate in active games or activities at recess.

For the safety of the student and others, a **student on crutches or wearing a cast** may not participate in competitive or active recess activities.

HEALTH SCREENING PROVIDED FOR STUDENTS

The Acton-Agua Dulce Unified School District employs a district-wide nurse to coordinate the district health program. The major focus of school health services is on the prevention and early detection and correction of health problems.

At the elementary school level, three types of health screenings are provided. These screenings do not take the place of annual comprehensive health exams by the child's pediatrician. A parent or teacher may refer a student for screening at any time. The parent will be notified when students do not pass a specific screening.

Parental Rights: A parent may exempt his or her child from one or more of these screenings by submitting an **annual** written statement to the district nurse stating that the parent does NOT consent to a specific screening. (CA Ed. Code 49451)

The screenings and the grade levels at which they are routinely given are given on the next page:

HEALTH SCREENING PROVIDED FOR STUDENTS (continued)

* **VISION SCREENING -** Kindergarten, third, fifth, eighth, and tenth grade students; students who have an IEP triennially (AC Ed. Code 49455 and CA Admin. Code 596)
* **COLOR PERCEPTION -** First grade male students (CA Ed. Code 9455 and CA Admin. Code 595)
* **HEARING SCREENING -** Kindergarten, second, fifth, seventh and tenth grade students, plus students who have and IEP triennially. (CA Admin. Code 2951)

STUDENT INSURANCE

The Acton-Agua Dulce Unified School District does not provide medical, dental, or hospital coverage for pupils injured at school or during school sponsored events. Information about a low cost student insurance plan is sent home at the beginning of each school year. This information is always available at the school office. You may request a copy from the office staff.

FAMILY LIFE EDUCATION COURSES

Family Life Education courses are offered as optional classes. The district school nurse will provide a preview of the films to parents annually. Parents will be informed before the films are shown. Signed parental permission is required for students to participate.

CHILD ABUSE REPORTING LAW

What is child abuse? The following definition is taken from Penal Code Sections 273 and 11165.5: Child abuse is a physical injury, which is inflicted by other than accidental means on a child by another person. Child abuse also includes sexual abuse and willful cruelty or unjustifiable punishment of a child. Failure to safeguard a child from injuries or abuse when the child is under a person's care or custody may also be child abuse.

Mandated reporting: State law requires that if physical abuse, sexual abuse, or neglect of a child is suspected, school personnel must report the information to the Department of Children's Services. School personnel are not allowed to investigate or confirm the situation themselves by contacting parents or others.

How to file a complaint of child abuse by school district employees or others at school sites: A parent or guardian of a pupil has the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site. The complaint may be filed with the Child Protective Agency, the School District, or the County Office of Education.

CURRICULUM AND INSTRUCTION

DESCRIPTIONS OF CURRICULUM

A **parent summary of the California Content Standards** for the child's grade level is distributed at Back to School Night each fall. This guide gives a summary of the skills and concepts students will learn at the current grade level. The parent summaries for all grades kindergarten through fourth grade are also available to interested parents from the principal's office.

CORE CURRICULUM

The California Common Core State Standards (CCSS) are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The CCSS communicates what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. The standards are aligned with college and work expectations, based on evidence and research, and internationally benchmarked so that all students are prepared to succeed in our global economy and society. The California Common Core is not a curriculum. As a comprehensive set of standards, the Common Core describes the knowledge and skills students are expected to develop but does not prescribe how to teach them.

The district provides state adopted textbooks for each student in reading and language arts, mathematics, science, and social studies. Literature and informational texts are available at each grade level. Supplementary materials are used to provide reinforcement, remedial, and enrichment instruction.

PHYSICAL EDUCATION PROGRAM

The state of California requires that students in grades 1 – 4 participate in regularly scheduled physical education activities. If a student is ill or injured, a parent may write a note to excuse a child from participation for **up to three times during a school year**. If a student needs to be excused more frequently than three times in a school year, a doctor's note will be needed.

Students must dress appropriately for physical education class on designated PE days. Girls who wear dresses on these days should also wear shorts under their dresses. All students must wear tightly laced shoes appropriate for athletic activities (such as sneakers) on PE days. Students who do not wear appropriate shoes or clothing on PE days may not participate for safety reasons. Repeated failure to dress appropriately for physical education will impact a student's PE grade.

Students participate in a variety of activities during physical education including warm-ups, stretching, aerobic (running) activities, skill development activities, and games. Students are encouraged to run to build endurance, but a student may walk the laps if necessary. The physical education instructors plan activities to make physical education fun for students by teaching a variety of games and activities. Like any school subject, some drill and practice is also needed. Meadowlark School is committed to providing a physical education program that engages students and helps them to form a life-long interest in a healthy, active lifestyle.

MUSIC AND FINE ARTS

Teachers integrate music, drawing, painting, and appreciation of music and fine arts into the basic curriculum. Students also participate throughout the year in additional arts instruction through our Arts Enrichment program. In addition, the Acton Schools Music Organization (ASMO) is a group of interested parents and community members who work throughout the year to raise funds for music instruction. Students receive vocal and performance music instruction and music appreciation activities weekly from a music specialist with funds raised by ASMO.

HOMEWORK

The purpose of homework is to provide time for each student to review essential skills and information taught during class time. Homework also teaches students important study habits including organization, time management, and practice. The district has stated guidelines for the amount of time students at each grade level should spend on homework, four days a week. The times given below are for the average student. Some students may need more than the allotted time to complete assignments and others a bit less. (See Homework Policy - Appendix B)

TK/Kindergarten - Grade 1	Grade 2 - Grade 3	Grade 4
10 – 20 minutes	20 – 30 minutes	30 – 40 minutes

If you find that your child regularly spends significantly more than the allotted time in **concentrated effort**, please contact the teacher to work out an appropriate homework modification plan.

HOME READING TIME

In addition to homework, students should read at home and/or be read to daily. Research shows that **students who are read to daily** from infancy have better language skills and eventually **become better readers**. Parents are highly encouraged to read to their child early and often. A child is never too old to enjoy a "read aloud". Family reading time is often a very special and memorable time for children and their parents.

Children learn to read well, by reading daily. Once the child is able to read simple books independently, a quiet reading time daily or just before sleep time is highly recommended. Children who are struggling with reading will benefit from "paired reading" when the adult reads a few sentences and then the child reads a few sentences until the story is finished. **The more students read, independently, the stronger their overall academic progress.**

STUDENT ASSESSMENT

Students' skill levels and progress in mastering the core curriculum are assessed in a variety of ways including the following:

* Tests provided by the publishers of the adopted textbooks
* Formative assessments in reading, writing, and mathematics each trimester (Formal and Informal)
* Student work (Individual and Group)
* Teacher observation and anecdotal records
* California Assessments of Student Performance and Progress (CAASPP) in grades 3 and 4
* English Language Proficiency Assessment (ELPAC) for English Learners and second language students

REPORTING STUDENT PROGRESS

The school uses a number of methods to keep parents informed of their child's progress including:

* Scheduled Fall and Spring parent conferences
* Additional parent conferences as requested by parent or teacher *
* Individual teacher/parent contact methods (specific to each teacher)
* Standards-based Report cards each trimester (December, March, June)
* Results of state CAASPP and/or ELPAC tests sent or mailed home
* Annual and tri-annual IEP or 504 meetings with parents of students who receive Special Education services.
* Student Study Team meetings with parents for students having academic or behavioral difficulties.

*Note: If you wish to meet with your child's teacher, please send a note or call the office and leave a message in advance. The teacher will then contact you to make an appointment. You may also email the teacher directly.

Many teachers keep parents informed by asking that tests, graded assignments, and assignment sheets or weekly progress reports be signed. Please check your child's backpack daily, for any communication from your child's teacher.

Beginning in the very early grades, it is the responsibility of the student to present the papers to the parent at an appropriate time and to remind the parent to sign the papers. It is recommended that parents have an agreed upon time after school when the child will present all school papers for review and signing.

SPECIAL DISTRICT PROGRAMS AND SERVICES

Services are available for physically, emotionally, or mentally disabled persons up to age 22. If you know of someone who needs special services, please call the principal or the school psychologist through the school office. Our school district is committed to providing an equal and appropriate education for all individuals. Our district programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, lack of English skills, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. (Ed. Code Section 56501)

STUDENT SUCCESS TEAM MEETING

A Student Success Team Meeting may be requested by a parent, teacher or other school staff. The parent is invited to attend and participate in the Student Success-Meeting. The purpose of the meeting is to identify specific concerns about a child's academic, physical or social/emotional progress. The Student Success Team identifies specific steps to be taken to help the child to learn. For more information, contact the teacher, principal or school psychologist.

SPEECH AND LANGUAGE

Speech and language services are available for students who have a speech or language disability and qualify for these services based on an assessment conducted by qualified personnel. Children may be referred by their parents or school staff for an assessment beginning at age three. Contact the school office for further information.

TITLE I PROGRAM

Title I is a federally funded program for students performing below grade level in reading and language arts. Students are screened for Title I services based on the multiple measures including assessments, observation, and teacher recommendation. Students with the greatest need are given first priority for assistance for additional support that may include flexible groups, pullout, and intervention classes. Parents of students identified for Title I support are invited to attend the annual Parent Information meeting and are encouraged to attend scheduled parent conferences to learn more about the program and about helping their child at home in reading and in math.

ENGLISH LANGUAGE LEARNERS

Students who have a second home language are initially assessed using a state designated, norm-referenced assessment of English proficiency. Students who do not show English mastery qualify for supplementary services through the English Language Learner (ELL) Program. These students receive daily small group instruction in English Language Development using state and district adopted materials. They learn to understand, speak, read, and write English. Their progress is monitored and tracked to assure good progress in learning English. When the English proficiency assessment along with grades and teacher and parent observations confirms that they have mastered English at a level that will allow them to be successful in English listening, speaking, reading, and writing, they are reclassified as Fluent English Proficient. Their progress continues to be monitored for two years using the state assessments and report card grades to assess their academic level.

SPECIAL EDUCATION SERVICES

Several special education programs provide services for students who qualify based on a full assessment conducted by the school psychologist and a special education teacher with input from their regular classroom teacher. These programs include the following:

- Resource Specialist Program (RSP) – Students generally participate in this special education for a portion of the day and receive most of their instruction in a regular education class. An RSP teacher and an instructional aide provide services to students based on each student's Individualized Educational Plan (IEP). Contact the teacher, principal, RSP teacher, or school psychologist for more information.
- Special Day Class (SDC) – Students who need more extensive special education support may qualify for assistance through the SDC program. The SDC teacher and instructional aides provide small group and individual instruction to students based on each student's Individualized Educational Plan (IEP). Contact the principal or school psychologist for more information.
- Speech and Language – Beginning at age three, referred students are assessed by a Speech and Language Pathologist. Students who need services are given speech and/or language instruction in a small group setting based on their Individualized Education Plan (IEP).
- Adaptive Physical Education – Qualifying students are given adaptive physical education on gross motor activities by a trained Adaptive Physical Education teacher based on the student's Individual Education Plan (IEP)
- Occupational Therapy – Qualifying students are given occupational therapy on fine motor activities by a trained Occupational Therapist based on the student's Individual Education Plan (IEP)
- Preschool Special Education Services are available for qualifying children ages 3 – 5 years of age in a half-day program based on each student's IEP goals and objectives.

If you know of someone who may qualify for special services, please call the principal or the school psychologist through the local school office for more information.

GIFTED AND TALENTED EDUCATION (GATE)

Meadowlark School provides differentiated instruction for identified gifted and talented students whose needs cannot be met by the regular curriculum. Students are identified as GATE participants beginning in 2nd grade. Students may qualify for the GATE program in several ways including:

* State test results
* Teacher and/or Parent Surveys
* Qualifying scores on the district's GATE assessments

Contact the principal or school psychologist for further information.

HOME TUTORING

A student who, due to illness or injury, has been certified by their physician as unable to attend school for three weeks or more may qualify for home tutoring. During the period of absence, the student may receive one hour of instruction per regular school day from a home teacher. Contact the principal for more information.

INDEPENDENT STUDY

An Independent Study contract may be requested for a student who must be absent for an unexcused reason for a period of no more than two weeks and no less than five days. The contract must be signed by the parent, student, teacher, and principal prior to the absence. All assignments must be reviewed by the parent and returned to the office upon the student's return to school. Contact the school secretary for further information.

KEEPING INFORMED AND GETTING INVOLVED

Our schools have a tradition of active parent involvement and support. Parent involvement is an essential element in keeping a school strong. Informed and involved parents also are able to support their children's education in many ways. There are a variety of ways to learn more about the school and its programs and many ways to be involved. Many of these ways are listed below.

PRESENTATIONS FOR PARENTS

* **Back to School Night** is held each fall for parents. Each teacher offers a 30- minute presentation on the grade level curriculum, homework, and expectations for the school year.
* **Open House Night** is held each spring. Students and their parents are invited to visit the classroom to see the many projects, artwork, and writing examples accomplished during the school year.
* **Pastries with the Principal** held throughout the year, focusing on programs and information specific to Meadowlark and curriculum, social emotional learning, and other informative topics.
* **Parent Volunteer Training** is provided each September and January. All adults wishing to volunteer in the classroom, participate in field trips, volunteer at school, must attend this training and be fingerprinted and TB tested through the district office.
* **PTO (**Parent Teacher Organization)
* **ELAC** (English Learner Advisory Council)
* **SSC** (School Site Council) me
* **ASMO** (Acton Schools Music Organization)

INFORMATION SENT HOME

* **School Calendar:** The calendar for the year with holidays, minimum days and first and last day of school is sent to each parent at the beginning of the new school year. Additional copies are available through the office and the website http://acton.schoolwires.net/Domain/8
* **Cafeteria Menu:** A menu is sent home each month.
* **Parent Student Newsletters/Flyers and/or Monday Messages:** Articles, fliers, and information on current school activities are sent home. Important upcoming dates are listed. A phone message and emails go home every Sunday night before 5:30 p.m. to inform families on important information and upcoming events.
* **Parent Rights:** A summary of parent rights based on state and federal laws are sent home to parents each fall.
* **Website:** The most up-to-date information is available at Meadowlark's website http://acton.schoolwires.net/Domain/8
* **Meadowlark PTO Facebook** Please "Like" and check our Facebook page for current events and updates from PTO.
    * **Facebook.com/Meadowlark-School-PTO**

ADDITIONAL AVAILABLE DOCUMENTS

The following documents are available from the school office:

* **Single School Plan for Student Achievement** – A description of specific goals the School Site Council has set based on an analysis of CAASPP Assessment, school-wide performance, parent survey data, and other data and how funding will be used to implement the goals.

* **School Accountability Report Card –** Provides specific information about the school and district including standardized testing information, teacher training, and school safety policies and practices. Copies are always available through the school office.
* **District / School Safety Plan** – Provides information about safety procedures and safe school climate.
* **Retention/Promotion Policy** – Provides information about the guidelines for promotion and retention.
* **Uniform Complaint Procedures** – The school district has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. Information about the complaint policies is available including complaints concerning schools, school personnel, and complaints about state and federal programs such as special education and Title I. You may contact the District Office at 661-269-0750 to obtain a copy of the district's complaint procedures.
* **District Homework Policy** – Included at the back of this handbook.

ORGANIZATIONS AND COMMITTEES

The organizations listed below meet each month. The specific dates and locations of the meetings are posted on the PTO and ASMO Board and marquee.

* **Parent Teacher Organization (PTO):** The PTO has a "Welcome Table" in the school MPR (cafeteria) on the first day of school. The PTO provides many services and funds including: School Picture Day, Book Fairs, Fun Runs, and other company give-back programs. **All funds raised by the PTO go directly back to the school** to provide classroom supplies and materials, computers, computer software, disaster preparedness supplies, P.E. equipment, assemblies, field trips, and library books. **All parents are encouraged to attend the monthly meetings!** Meetings are the second Tuesday of each month.
* **School Site Council (SSC):** This is an elected committee made up of 5 parents and 5 school staff (plus alternates). The committee oversees the development of the School Plan, annual school improvement goals, and the use of state and school funds for special programs. All parents are welcome to attend the monthly meetings to learn more about school programs and funding. The minutes and agendas are posted at the school office. Meetings are held after school five times throughout the year.
* **Acton Schools Music Organization (ASMO)**: ASMO is a group of interested parents and community members who work throughout the year to raise funds for music instruction for local schools. Students at Meadowlark receive vocal and performance music instruction and music appreciation activities weekly from a music specialist provided with funds raised by ASMO. In addition, ASMO sponsors two student productions each year in which every child has an opportunity to participate. Meetings are the first Tuesdays of each month.
* **ELAC** (**English Language Advisory Committee)** meetings are held four times per year. Parents of English Learners are given information about the English Language Development program and are an integral part of the Meadowlark community.
* **DELAC (District English Language Advisory Council)** meetings are held with representatives from each school's Parent Teacher Organization, Booster Clubs, ELAC, and PTSO (Parent Teacher Student Organization). The district superintendent and principals attend the meetings to share information and receive suggestions for program improvement from parents.

VOLUNTEER OPPORTUNITIES

- **Volunteers must be fingerprinted and have a current TB:** Parents and community members who volunteer **must** be fingerprinted through the district office. This policy provides protection to all students. Please call the district office 661-269-0750 to make an appointment. A current TB test must also be on file.

- **Volunteer Orientation:** Each fall, parents are invited to attend a volunteer orientation. Another training will be held in January. Parents learn to use equipment such as the copy machine and Ellison lettering machine. Volunteers also learn appropriate ways in which to assist the teacher and students. Volunteers also learn about specific guidelines for volunteers.

- **Classroom Volunteers:** Many teachers, especially in the early grades, encourage parents to volunteer in the classroom. Parents may help with materials preparation, clerical tasks, producing class newsletters, and tutoring students. Parents may not correct tests or any student work. Many parents volunteer on a weekly basis. Volunteers must work under the direct visual supervision of the teacher at all times.

- **Special Talents and Resources:** Parents are encouraged to share their special talents. Contact your child's teacher or the principal.

- **Career Presentations:** We know that Meadowlark parents have a variety of talents that, when shared, benefit our students in many ways. These may include talents in the arts, medical, engineering, technical, and entertainment fields. We encourage parents to participate in Meadowlark's Career Day. Contact your child's teacher for more information.

- **Work at Home Volunteers:** Parents who are unable to be at school during the day often volunteer to do projects for the classroom such as materials preparation at home. Contact your child's teacher.

- **Library Volunteers:** Volunteers can provide valuable assistance in the library mending books, shelving returned books, and helping to set up displays. Contact the librarian or the principal.

- **All volunteers** are reminded that confidentiality of information concerning children, teachers, parents, or other school staff is expected.

- Volunteers **MUST** sign in every time prior to going to the classroom to receive a Visitor Sticker, which needs to be worn while you are on campus.

WHEN YOU HAVE A CONCERN

If you have a concern or need information, please contact the person with responsibility in the area of your concern. Each staff member has voicemail and email. Please use the guidelines below to identify the person to contact:

Contact the teacher if you have questions about:

* Your child's progress
* Your child's social/emotional adjustment to school
* Problems with homework
* Classroom instruction
* Classroom discipline
* Volunteering in the classroom

Contact the principal if you have questions about:

* General instructional program
* General operation of the school
* School-wide activities
* School safety issues
* School discipline policies
* Special program placement
* Requests for assessment or special services
* Your child's school records
* Discipline problems at the bus stop or on the way to/from school
* Playground problems

Contact the Transportation Department, 661-269-0750, ext. 107, if you have questions about:

* Bus stop concerns
* Bus schedule questions
* Bus discipline problems
* Bus passes and fees

UNIFORM COMPLAINT PROCEDURES

The school district has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. You may contact the District Office at 661-269-0750 to obtain a copy of the district's complaint procedures.

CIVILITY POLICY

The district's Civility Policy (Board Policy 1313) "promotes mutual respect, civility and orderly conduct among district employees, parents, and the public." The policy states that if any individual disrupts or threatens to disrupt school or office operations the person will be directed to leave the school or school district property. A member of the public who uses obscenities or speaks in a demanding, loud, insulting or demeaning manner will be calmly admonished to communicate civilly. If corrective action is not taken by the abusing

party, the district employee will verbally notify the abusing party that the meeting or telephone conference is terminated and if the meeting is on district premises, the offending person will be directed to leave promptly.

California Education Code 44811 and Penal Codes 415.5 and 626.7 make it a misdemeanor if the person re-enters any district facility within 30 days after being directed to leave or within seven days if the person is a parent/guardian of a student attending that school. Law enforcement may be notified if the individual refuses to leave upon request or returns before the applicable period of time. A copy of the complete Civility Policy is available from the school or district office.

"WE TIP"/Incident Statement

The "WE TIP because we care about our school" program was developed by AADUSD to accomplish two important things:

1. To assure the rights of all students to have a safe environment in which to learn and socialize.
2. To keep our campus clean, attractive, and in good condition.

The "WE TIP"/Incident Statement forms online (https://mobile.catapultems.com/acton-agua-usd/Sites) and in the school office. Any student who actually witnesses a student mistreating another student on the school campus may fill out a form and turn it into the school office. All Incident Statement information will be investigated confidentially by the Principal. Any student found submitting false information will receive appropriate consequences.

STUDENT EXPECTATIONS

SCHOLARLY BEHAVIORS

Every staff member teaches "Scholarly Behaviors" in conjunction with their management system and the Medal of Honor Character Traits. Students need to be explicitly taught how to be learners, to be scholars.

At Meadowlark, we practice the following Scholarly Behaviors:

- Scholars consider themselves half full. They exercise academic humility by understanding that they have so much more to learn.
- Scholars view ideas from multiple perspectives.
- Scholars come prepared to learn. They bring their tools with them.
- Scholars are curious. They ask thoughtful questions.
- Scholars exercise their intellect by trying challenging tasks.
- Scholars save their ideas so that they can come back to add more information.
- Scholars set short-term and long-term goals. They have a vision.
- Scholars spend time pondering big ideas and problems.
- Scholars have a Growth Mindset and believe that they are always learning to work towards their best selves.

SCHOOL RULES

Students are taught the school rules in their classrooms and during assemblies during the first and second weeks of school. Teachers and the principal discuss and model specific examples of each rule. Appropriate play is modeled and practiced on the playground. Staff and students follow **Positive Behavior Intervention Strategies** to model appropriate behavior and discuss ways in which to solve problems. Meadowlark staff and students also:

1. **Treat others kindly so that they feel good about themselves, be respectful.**
   - Harassment of other students including teasing and bullying is not allowed. Sexual harassment and harassment of a student who is a witness may be grounds for suspension under California Education Code.
2. **Take pride in the school's appearance and equipment, be responsible.**
3. **Keep yourself and others safe.**
   - Students must keep their hands to themselves. Pushing, hitting, or other physical contact will result in an office referral.
4. **Follow the directions of all adults at school the first time, be respectful.**
5. **Students must be under the supervision of a school employee at all times.**
6. **Students must have their teacher's permission to bring any item to school other than school supplies. No gum or candy may be brought to school.**
   - Bringing **any** weapon including a pocket knife or any type of drug to school is grounds for **suspension and expulsion** under California Education Code.

Meadowlark Students follow the Three B's

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

CLASSROOM RULES – ACADEMIC RULES

In addition to Meadowlark's Three B's, each teacher has specific classroom rules and consequences posted in the classroom. Students learn and practice the rules during the first week of school. Teachers send home a copy of the classroom rules and consequences during the first week of school. All classroom rules follow the Academic rules below:

- We respect individuality.
- Everyone gets an equal opportunity.
- Everyone is expected to be challenged.
- Everyone is expected to improve.
- Everyone is expected to do his/her best.

BUS RULES

All school rules apply when using district transportation; please see AADUSD Transportation Handbook.

DISCIPLINE

School staff must hold students to a strict account for their conduct on the way to and from school, in the classroom, and on the playground. (Ed. Code 55807)

Teachers, principal, supervision aides, and the transportation department all use a progressive discipline system. The teacher, principal or principal's designee may issue consequences including the following:

1. Parent contact
2. Loss of a privilege
3. Time out in the classroom, in another classroom, or in the office
4. Time out ("benched") at recess
5. Community service during recess (pick up trash, etc.)
6. Confiscation of an unauthorized item
7. Time out from playground for a period of time
8. Suspension from class (Teacher) or school (Principal)
9. Expulsion from school (District Expulsion Panel and Board of Trustees)

CONFISCATED ITEMS

When school staff must take an item away from a student for safety or other reasons, the parent of the child may pick up the item from the classroom teacher or the school office within ten school days. Items will not be held more than a week after the end of the school year. All items not picked up within the designated time period will be discarded.

STUDENTS' DUE PROCESS PROCEDURES

1. Students are made aware of the school and classroom rules.
2. When a student uses inappropriate behavior in the classroom or on the playground and has been reprimanded, the parent is contacted by note or phone.
3. Continued misbehavior after two parent contacts may result in a referral to the office where the student will receive consequences.
4. An immediate office referral will be made anytime a student's behavior involves severe behavior including severe disruption of the classroom, defiance or disrespect, profanity, theft, injury or endangerment to himself/herself or others.
5. Office referrals are recorded on the student's discipline record.
6. Severe behavior or behavior which has not changed after other consequences have been used may result in suspension or expulsion from school.

STUDENT DRESS CODE

The purpose of the school dress code is to require dress that complies with sound health and safety practices and that is not disruptive to the educational process. Students who are not dressed according to the dress code will either wait at the office until the parent can bring a change of clothing or the student will be provided with a substitute garment. Students who continue to dress outside of the code will receive disciplinary consequences. Teachers, parents, and the principal developed the dress code; the School Site Council reviews it.

Students shall wear appropriate clothing and groom themselves in a manner that reflects a respect for the learning environment and does not distract from the educational setting. Therefore, the following expectations apply:

1. All clothing (shorts, skirts, and dresses) worn to school by students in all grades must be mid-thigh or longer. (Bend the leg to find the midpoint of the thigh.)
2. Off the shoulder, "see through," and spaghetti strap shirts are not permitted. Tops must be long enough so that skin does not show when hands are raised. Shoulder straps must be at least one-inch wide.
3. Clothing (including hats) with slogans and/or pictures depicting drugs, sex, profanity, obscenities, controversial commentary, or which are gang-related are not permitted.
4. Students must wear appropriate undergarments, including socks, daily. Clothes shall be sufficient to conceal undergarments at all times.

STUDENT DRESS CODE (continued)

1. For safety reasons, students must wear shoes with good traction for running. Shoes must be securely tied at all times. Open toed shoes, backless shoes, and sandals are not permitted. Wheels may not be worn in the shoes. (Students may wear rain boots during inclement weather.)
2. Hats must be worn with the bill forward and may not contain offensive language or logos. Head coverings may only be worn outdoors. (This includes both boys and girls.)
3. Pants must be at waist level and worn with a belt. (A belt is required only if needed to hold the pants at waist level.)
4. The principal has the prerogative not to allow items of clothing or accessories based on safety or considerations of appropriateness for school.
5. Students may not wear makeup unless they are participating in a school production that requires makeup.

STUDENT RECOGNITION

Students receive positive recognition in many ways including the following:

1. **"Caught Bee-ing Good"** - Teachers and other staff members may issue this special recognition to students who go beyond the call of duty. These students are recognized weekly.
2. **Classroom Incentives** - Teachers provide positive incentives such as "Treasure Box" and special activities.
3. **Awards Ceremony –** Students are recognized for exhibiting scholarly behaviors and citizenship based on the PBIS Behavior Matrix as well as additional areas to recognize student achievement.
4. **Principal Incentives** - Students in grades K - 5 earn various incentives for accomplishing various goals that the principal has students or classrooms earn. It can be the classroom that has the most spirit, has the best attendance for the month, attendance, etc.
5. **Meadowlark Super Scholar** recognition - Two students are selected each week by their teacher to receive this Award. This award is based on students who exhibit scholarly behaviors: eager to learn, view multiple perspectives, willing to participate, are curious, exercise intellect, save ideas, set goals, ponder big ideas, and use multiple resources.
6. **Attendance Awards**- Students with perfect attendance for each trimester receive recognition at the trimester awards assembly. Students at the end of the year with zero absences and with no tardies will be recognized for Perfect Attendance for the school year at the end of the year awards assembly.

BICYCLES, SKATES, AND SKATEBOARD POLICY

Students may not come to school on skates or a skateboard. Students in grades 3 - 4 may ride their bicycles to school only if they have a Bicycle Contract signed by the parent, student, teacher, and principal. The contract states that students must observe the following safety rules and have their parent's permission.

* Wear a helmet properly fastened per California State Law
* Observe all laws for bicycle use
* Cross the street only at the crosswalk or with parental supervision
* Walk the bicycle to and from the bike rack and on sidewalks approaching and leaving the school

TEXTBOOKS, LIBRARY BOOKS, AND SCHOOL PROPERTY

Textbooks cost an average of $280 per pupil in grades one through five. Textbooks, library books, and school materials are on loan to students. Report cards must be held until all books and materials have been returned or paid for. **Students have the following responsibilities:**

* Keep books clean and in a safe place.
* Turn in textbooks and library books on time.
* Pay for damaged or lost books and materials.

LOST AND FOUND

Students should turn in any found clothing to the *Lost and Found*. Money, jewelry, glasses or other valuables must be turned in to the office.

Please label all lunch boxes, jackets and other outerwear with the student's name and room number (not home address). Please check the Lost and Found rack if you are missing an item. Items not claimed at the end of the year will be donated to charity.

STUDENT INVOLVEMENT

The more a student is involved in school, the more successful the student is likely to be academically and socially/emotionally. Meadowlark offers many opportunities for students; some of the student activities available are listed below:

* **After School Enrichment Classes** –-Parents may register students to participate in a variety of enrichment activities during the school year.
* **Spirit Days** - All students are encouraged to dress for "Spirit Days" each month. This activity is planned by the Student Council.
* **Spelling Bee** - Students in grade 4 will compete within their classrooms to participate in the school-wide Spelling Bee. The spelling bee is held during the evening, usually in January. The winner may participate in the County Spelling Bee.
* **Student Council** - This is a student leadership body. Student Council meets during the school day under the direction of the school's Faculty Student Council Coordinator. Each classroom in grades 2 - 4 has a representative on the council. School-wide Student Council elections are held in the first month of school. Students in grades 2 - 4 have an opportunity to hear the campaign speeches and to vote for the candidates of their choice.
* **Talent Show** - Each Spring, try-outs are held for the school talent show. The participants perform on one of two evenings. Tickets are available for sale the week of the performance and at the door if space allows.
* **Before/After School Academic Assistance** – students that meet the criteria may participate in before and after school academic classes to boost their learning in reading and math when offered.

QUESTIONS

If the information you need is not available in this handbook or on our website, please call the school office, 661-269-8140, and we will be happy to help you locate the information you need.

Appendix A.- CCSS Anchor Standards

College and Career Readiness Anchor Standards

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at corestandards.org).

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Appendix B.- Homework Policy

Homework Policy

Homework is the time students spend outside the classroom on assigned activities to practice, reinforce, or apply acquired skills and knowledge.

Homework Philosophy

Homework presents an opportunity for students to: A) prepare for new topics, B) practice skills, C) elaborate on introduced material, and D) show progress toward mastering District and California State Standards. Homework affords the teacher an opportunity to determine if students have a grasp for the subject being taught; it affords the students an opportunity to test their understanding of the material taught.

AADUSD encourages the assignment of homework and expects the work to be done by the students and used by the teachers as a part of the evaluation of students' academic progress and wishes parents to be aware of this philosophy along with the following guidelines and procedures.

TK/Kindergarten - Grade 1	Grade 2 - Grade 3	Grade 4
10 – 20 minutes	20 – 30 minutes	30 – 40 minutes

Responsibilities

Students will:

- accurately complete homework assignments including instructions
- ask questions when necessary to clarify assignments
- plan time for completing assignments at intended depth
- complete required hours of homework each night (additional time with AP classes)
- turn in neat, accurate, and meaningful products on time
- request and complete homework assigned when absent

Parents/Guardians will:

- provide a suitable place for study: well lit, free from distractions, adequately supplied
- actively help cultivate effective academic routines and study habits
- teach time management skills, especially for long term assignments
- demonstrate a genuine interest in homework content
- empower students to seek own solutions to challenging assignments, and avoid providing direct answers when possible
- support students in obtaining make-up work due to absences
- ensure that students have adequate school supplies (pen, pencil, paper, notebook) on a daily basis
- contact teachers by letter, phone, or email when they have a concern regarding student assignments

Teachers will:

- openly and publicly state homework assignments with clear, concise directions
- allow time for student to ask clarifying questions on the nature of assignments
- remain sensitive to the availability of materials and provide alternate options when needed
- ensure that students know the make-up homework policy when absent
- communicate regularly with parents through email, phone, notes, student work
- maintain a clear and careful record of all graded homework done by students
- give timely and specific feedback on homework
- monitor and scaffold long-term assignments

Appendix C.- Student Discipline Guidelines

STUDENT DISCIPLINE GUIDELINES

The spectrum of responses to inappropriate conduct ranges between the minimum of a warning to suspension, to an involuntary transfer to an alternative education program, to Board action regarding expulsion.

To the extent possible, alternatives to formal suspension will be initiated. Suspended students should also participate in appropriate intervention and remediation consequences upon return from suspension. The number of suspension days determined per incident may be reduced by parent/student agreement with school staff in order to allow the student to participate in alternative remediation activities. Alternatives to suspension are also applicable to Special Education students. Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or Superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900, or that the pupil's presence causes a danger to persons.

When appropriate, alternative disciplinary methods may be employed to address and correct specific behaviors. Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management, counseling, and PBIS (Proactive Behavior Intervention & Supports).

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents.

(4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794{a)).

(5) Enrollment in a program for teaching replacement behavior, or anger management.

(6) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(7) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code 48900.5., 48911.1)

Individual suspensions may range from a one-day school suspension to a maximum of five days to a recommendation for expulsion. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a

continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. Special Education students can only be suspended for a maximum of 10 days in any school year. Any suspension days in excess of 10 days is considered a change in placement and requires agreement of the Individualized Education Plan (IEP) team. For guidance in this area, please refer to the district's Department of Special Education.

MAKE-UP WORK: Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule. The teacher of any class from which a student Is suspended may require the student to complete any assignments and tests missed during the suspension (Education Code 48913). Staff will allow access to daily homework to suspended students.

ACTS OF VIOLENCE: With regard to acts of violence between students, including physical fights and serious verbal conflicts that could lead to violence, it is expected that parents will be contacted and involved in resolving the conflict in an effort to establish consequences and avoid repeat encounters. Mediations between school staff and families may be held whenever students are suspended and may be a condition of returning to school in a timely manner. Parents who willingly participate in mediations may have the number of suspension days or other disciplinary action initially determined for the Incident reduced. Parents who refuse to participate or cooperate in mediations along with their child may cause the student to serve all suspension days determined by the incident. However, the number of suspension days originally determined may not be Increased due to parent failure to participate in mediations.

INTERVENTIONS, REMEDIATIONS, AND CONSEQUENCES:

A. Parent Contact - Verbal or written communication with parent either by telephone, mailing, or in person. Unsuccessful attempts to reach parent, including no answer, busy signals, or messages left do not constitute contact but should be recorded.

B. Counseling - Individual or group meeting of student(s) with school counselor, psychologist, administrator, or other personnel authorized to assist student in resolving conflicts and/or modifying behavior.

C. Personal Responsibility -Activities in which students participate with staff direction that enable students to acknowledge their responsibility for self-determined behavior modification, including written essays, apologies to offended parties, restitution (Including financial), school/community service, participation in conflict resolution and anger management activities, and other appropriate interventions.

D. Detention -A 30-minute 10 to 2-hour period during non-instructional time designed to deliver assistance to students in behavior modification strategies.

E. Campus Beautification - Remediation that Includes minor work-related and campus support activities, including graffiti removal, cleaning and paper pick-up, furniture moving, office and classroom clerical assistance, and other appropriate activities.

F. Parent Conference - Formal meeting between parent(s) and school personnel to discuss student needs.

G. In-School Suspension -Assignment of student to separate supervised activity during Instructional time with the intent to correct inappropriate behavior.

The following will delineate steps that are recommended before a student Is suspended. The following consequences and Interventions for Inappropriate student conduct are recommended for implementation at various levels and prior to suspension other than those deemed mandatory.

Violations Against Person	Elementary School	Middle & High School
Assault with Deadly Weapon EC 48900(a)(2) EC 48900(b)	Immediate notification of police Immediate consultation with Child Welfare, Attendance Suspend 5 days Refer for Expulsion	Immediate notification of police Immediate consultation with Child Welfare, Attendance Suspend 5 days Refer for Expulsion
Fighting, Assault, Threat, Mutual Combat EC 48900(a)(1)	1st Offense, B,C,F,G 2nd Offense, Suspend – 1 to 2 days; B,C,F 3rd Offense, Suspend – 2 to 5 days; B,C,F	1st Offense, Suspend – 1 to 3 days; B,C,F 2nd Offense, Suspend – 2 to 4 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral
Assault and Battery EC 48900(a)(2)	1st Offense, B,C,F,G 2nd Offense, Suspend – 1 to 2 days; B,C,F 3rd Offense, Suspend – 2 to 5 days; C,F	1st Offense, Suspend – 1 to 3 day or more if serious; B,C,F 2nd Offense, Suspend – 2 to 4 days or more if serious; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral

Violations Against Person	Elementary School	Middle & High School
Verbal Abuse, Vulgarity, Profanity EC48900(i)	1st Offense, A,B,C,D 2nd Offense, B,C,E,F 3rd Offense, B,C,F	1st Offense, Suspend – 1 to 2 days; B,C,E,F 2nd Offense, Suspend – 2 to 3 days; B,C,E,F 3rd Offense, Suspend – 3 to 5 days; B,C,F
Sexual Harassment EC 48900.2 (4-12 grade only)	1st Offense, B,C,F; Establish behavioral plan; Document as required 2nd Offense, B,C,F 3rd Offense, B,F, Review behavioral plan	1st Offense, B,C,F Establish behavioral plan; Document as required 2nd Offense, Suspend 1 to 3 days; B,C,F 3rd Offense, Suspend 2 to 5 days; B,F Review behavioral plan
Bullying EC 48900(A)(1)(2)(r) EC 48900.3 EC 48900.4	1st Offense, A,B,C 2nd Offense, B,C,F,G 3rd Offense, F	1st Offense, A,B,C 2nd Offense, Suspend – 1 to 2 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; F Possible police citation

Violations Against Person	Elementary School	Middle & High School
Theft EC 48900 48900(g) Degree of offense must be ascertained	1st Offense, A,B,C,G 2nd Offense, B,C,F 3rd Offense, B,C,F	1st Offense, Suspend – 1 day; B,C,F 2nd Offense, Suspend – 2 to 3 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral

Burglary EC 48900(f)	1st Offense, Notify police; B,C,F; Poss. 2nd Offense, Notify police	1st Offense, Notify police; Suspend 5 days Refer for expulsion
Willful damage of school property or property of staff ED 48900(f) Degree of offense must be ascertained	1st Offense, A,B,C,E 2nd Offense, B,C,E,F 3rd Offense, B,C,F For continued infractions, possible expulsion referral	1st Offense, Suspend – 1 to 2 days; B,C,F 2nd Offense, Suspend – 3 to 4 days; B,C,F 3rd Offense, Suspend – 3 to 5 days For continued infractions, possible expulsion referral
Knowingly received stolen school property or private property ED 48900(f) Degree of offense must be ascertained	1st Offense, A,B,C 2nd Offense, B,C,F 3rd Offense, B,C,F	1st Offense, Suspend – 1 to 2 days; B,C,F 2nd Offense, Suspend – 2 to 4 days; B,C,F 3rd Offense, Suspend – 5 days; B,C,F For continued infractions, possible expulsion referral
Violations Against Public Health & Safety	**Elementary School**	**Middle & High School**
Drug Paraphernalia EC 48900(j)	1st Offense, A,B; Confiscate 2nd Offense, B,F; Confiscate 3rd Offense, Suspend 1 day; Refer to IMPACT	1st Offense, A,B,C,E; Confiscate 2nd Offense, B,F; Confiscate; Suspend 1 day; Refer to IMPACT 3rd Offense, A,B Suspend 3 days; Consult with CWAS Department
Tobacco – Possession/Use EC 48900(h)		Refer to Nicotine Section, Substance Abuse Policy; A,B
Alcohol – Possession/Use EC 48900(c)		1st Offense, A,B; Suspend 1 day; Refer to IMPACT 2nd Offense, A,B; Suspend 2 days; 3rd Offense, A,B; Suspend 3 days; Consult with CWA Department

Violations Against School Administration Procedures	Elementary School	Middle & High School
Truancy (3 full-day unexcused absences) EC 48260	1st Offense (3 unexcused absences) A,D, Letter to parent 2nd Offense (4th day) B,D,E,F 3rd Offense (5th day), SARB Referral	1st Offense (3 unexcused absences) A,D, Letter to parent 2nd Offense (4th day) B,D,E,F 3rd Offense (5th day), SARB Referral
Tardiness EC 48260	1st Offense (3rd day) A 2nd Offense (5th day) A,D,F 3rd Offense (7th day) D,E,F Warning letters re: SARB* 4th Offense (9th day), SARB Referral	1st Offense (3rd day) A 2nd Offense (5th day) A,D,F 3rd Offense (7th day) D,E,F Warning letters re: SARB* 4th Offense (9th day), SARB Referral

*Note: A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. A truant student may be referred to the School Attendance Review Board (SARB). Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided In the "Attendance" section of this handbook.

LIMITATIONS ON IMPOSING SUSPENSION • EC 48900.5 Suspension, including supervised suspension as described In Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, Including an individual with exceptional needs, as

defined In Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.