

BLOSSER LANE ELEMENTARY SCHOOL
STUDENT/PARENT SUCCESS HANDBOOK

2022-2023

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EXPECTATIONS FOR THE BEST LEARNING ENVIRONMENT

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE
BE KIND

WE BELIEVE STUDENTS HAVE A RIGHT TO LEARN
AND TEACHERS HAVE A RIGHT TO TEACH.

THIS STUDENT SUCCESS HANDBOOK IS A GUIDE TO
Provide information about Blosser Lane Elementary School
Help develop student awareness for the rights of others
Help develop students' ability to assume responsibility
Help resolve differences fairly and non-violently

Dear Parents, Guardians and Students,

The Student Success Handbook is designed as a reference to provide general information about Blosser Lane Elementary School, its programs, activities, opportunities and expectations. We hope that you will find this information useful and we look forward to a great year of sharing and growing.

The Staff of Blosser Lane Elementary School

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FOR THE BEST LEARNING AND GROWING ENVIRONMENT
***BE SAFE *BE RESPECTFUL *BE RESPONSIBLE *BE KIND**

IN THE CLASSROOM:

1. Pay attention
2. Follow directions
3. Challenge yourself!
4. Follow safety rules

ON THE PLAYGROUND:

1. Play fairly
2. Include everyone
3. Play without fighting or chasing
4. Walk to class when the bell rings
5. Ask area adult if help is needed
6. Use equipment appropriately
7. Play without using pretend guns/weapons

IN THE LIBRARY:

1. Use quiet voices
2. Return books on time
3. Follow Librarian's directions

IN THE CAFETERIA:

1. Walk quietly to and from cafeteria
2. Keep eating area clean
3. Place litter and recycle in proper containers
4. Keep noise down in cafeteria
5. Enjoy time with your friends!

UNACCEPTABLE BEHAVIORS:

1. Interference with another student's learning
2. Any physical violence or verbal abuse
3. Any form of harassment including sexual or racial harassment
4. Leaving school grounds without parent/office check out
5. Gambling or obscene language
6. Destroying or defacing school or private property
7. Any unsafe conduct (throwing rocks or other objects, tripping, tackling, roughhousing, etc.)
8. Stealing
9. Disrespect to adults and other students
10. Littering
11. Playing in out of bounds areas

PROHIBITED ITEMS*:

1. Knives, pocket knives, laser pointer, weapons of any kind, play weapons
2. Matches, lighters, flammable material
3. Tobacco, alcohol, medications or drugs
4. Pets, except by special permission
5. Radios, CD/tape players, CD's (These are OK for use with headphones on the bus, but they may not be used on the playground at any time; keep them in your backpack.)
6. Glass items
7. Skateboards, bicycles, roller blades, scooters, shoe skates
8. Electronic toys, except by special permission
9. Joke items
10. Trading cards
11. Candy and gum

*Some items are dangerous and/or illegal to possess at school and will be considered violations. Others are nuisances which interfere with learning and disrupt our school environment. The list above is not complete. If unsure, don't bring the item and ask your teacher about it.

DRESS CODE: Clothing and footwear should be appropriate for school. Makeup is not appropriate for this age group. Clothing that disrupts the learning or threatens the safety of the school environment is prohibited.

DRESS AND GROOMING

The Board of Trustees believes that appropriate dress and grooming contributes to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Inappropriate clothing includes, but is not limited to:

Clothing advertising or supporting use of alcohol, tobacco or controlled substance

Clothing displaying vulgar or offensive writing or symbols, or sexual references

Clothing that is excessively soiled, revealing or worn

Clothing and footwear that is not safe to the wearer or others

Clothing that is identified as gang related. (See "Gang-Related Apparel" language below.)

GANG-RELATED APPAREL

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

"Gang-related apparel" shall be defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Gang Related Clothing, Accessories, and Body Markings

In addition to inappropriate clothing identified in the WUSD Board Policy 5132, the following specific items have been identified as “gang related clothing, accessories and body markings” and thus unsafe or disruptive to the school’s learning environment and therefore not allowed while at school or during school-sponsored activities field trips, etc.).

1. Red or blue colored bandannas and bandanna belts
2. The hanging of red or blue colored braided belts
3. Clothing hats, belt buckles, jewelry, body markings, or preparations of clothing that exhibit any of the following:
 - “N”, “S”, “13”, “14”, “XIII”, “XIV”, “X3”, “X4”, “Sureno” or any variation, “Norteno” or any variation, “WSK”, three digit area code numerals (most commonly “707”, “415”, “510”)
 - Swastikas or any Nazi symbols and variations of those symbols, “SS” and related lightning bolts, “420”, “88”, “KKK” any symbols related to the Ku Klux Klan
 - Any symbol related to an organized hate group
4. Athletic wear with “N”, “S”, “13”, “14” or “88”, excluding local youth team jerseys and local youth organization uniforms (i.e. Boys Scout troop numbers)
5. As stated in the WUSD Board Policy 5132, “gang-related apparel” shall be defined as any apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus (Education Code 35294.1).

The above list will be posted on the bulletin boards by the school cafeteria and the school parking lot. It will be distributed to all teachers. Parents will be notified of the content of the above list in the Student Handbook at the beginning of each school year or upon enrollment during the year.

As WUSD Board policy 5132 notes, gang related symbols are constantly changing. As prescribed in the policy, the above list shall be reviewed and revised at least once each semester by the school administration. Revisions will be reported to the School Site Council and in the parent and staff newsletters.

**PRIVILEGES FOR HELPING TO CREATE THE BEST
LEARNING AND GROWING ENVIRONMENT**

REWARDS AND RECOGNITIONS!

- 1. Knowing that you've given your best!**
- 2. Assemblies**
- 3. Special treats**
- 4. Awards and certificates**
- 5. Cross-age Tutor opportunities**
- 6. Recognition in the news**
- 7. Participation in special activities**
- 8. Learning and growing!**

**CONSEQUENCES FOR DISRUPTING AND INTERFERING
WITH LEARNING AND GROWING INCLUDE:**

- **Knowing you've made inappropriate choices**
- **Warning**
- **Parent/Guardian notification**
- **Conference with teachers, staff, parents, principal**
- **Written or verbal apology when warranted**
- **Free time restrictions**
- **Written assignment - parent signature required**
- **Short-term alternate classroom**
- **Behavior contracts/action plans**
- **Parents attend school with student**

BLOSSER LANE ELEMENTARY SCHOOL

BLOSSER LANE ELEMENTARY SCHOOL DAILY TIME SCHEDULE AND IMPORTANT DATES 2022 2023

Blosser Lane Bell Schedule 2022/23

Parking Lot open	7:30 a.m.
Classrooms open	7:50 a.m.
School begins	8:00 a.m.
3rd Grade Brunch/Recess	8:55 a.m. - 9:25 a.m.
4th Brunch/Recess	9:30 a.m. - 10:00 a.m.
5th Grade Brunch/Recess	10:00 a.m. - 10:30 a.m.
3rd Grade Lunch	11:05 a.m. - 11:50 a.m.
4th Grade Lunch	11:35 a.m. - 12:20 p.m.
5th Grade Lunch	12:05 a.m. - 12:50 p.m.
School Dismissal (M,W,TH,F)	2:40 pm
Early Dismissal (Tuesday)	1:20 pm



SCHOOL CALENDAR

August 22	First Day of School
September 5	Labor Day
November 11	Veterans Day
November 21-25	Thanksgiving Break
Dec. 19-Jan. 3	Winter Break
January 16	M.L. King Jr's Birthday
February 17 & 20	Presidents' Holiday
March 17	Make up snow day (if needed)
April 10-14	Spring Break
May 29	Memorial Day
June 9	Last Day of School

IMPORTANT DATES

End of 1st trimester	Nov. 18, 2022
End of 2nd trimester	Mar. 10, 2023
End of 3rd trimester	Jun. 9, 2023
Back to School Night	Sep. 6, 2022, 6:00 pm-7:00 pm
Conference Weeks	Oct. 10-14 minimum days
Open House	May 9, 2023 (6:00 pm - 7:00 pm)

GENERAL INFORMATION

ATTENDANCE - ABSENCES

Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. The Compulsory Education Law is still in effect and all absences still need to be verified. In reference to Education Code 48260 for truancy purposes, the numbers of events which trigger a truancy notice are three unexcused absences, three unexcused tardies, or any combination thereof.

An absence for truancy purposes is one without a valid excuse. Tardies are defined as being absent, without a valid excuse, for more than 30 minutes at any time during the day. Studies reveal risks associated with truancy include low student achievement, higher dropout rates, and safety concerns for the pupil. Please make every effort to schedule your appointments in the afternoon after school. Students who are absent or tardy will be required to make up work at home or during recess time at school.

The school staff will intervene when poor attendance is first detected. In defining problem attendance, we will look for students having:

- * three or more unexcused absences
- * ten or more absences of any type in the school year
- * excessive tardies

When poor attendance is identified, parents and pupils will receive notification to improve attendance as stated in the California Education Code. At this time, options for alternative educational placement may be discussed with the principal. Continued poor attendance will result in School Attendance Review Board (SARB) action.

TARDIES

Tardies, regardless of the amount of time late to class, are detrimental to learning for all students. School begins at 8:10 and all students are expected to be at school every day at this time. When unavoidable tardies occur, parents/guardians should bring their child to the office in order to be admitted to class.

INDEPENDENT STUDY

If you know that your child is going to be absent for any reason for five or more days, the parent/guardian should contact the office to obtain an independent study contract form. This allows your child to keep up with classwork and receive an excused absence for missing school. Since the school is paid by the state on a per student/per day attendance basis, this procedure allows us to receive state money.

ACCIDENTS AND EMERGENCIES

We usually have a health assistant on duty at school. You will be notified immediately if your child is involved in an emergency situation. **IT IS CRITICAL THAT THE OFFICE AND YOUR CHILD'S CLASSROOM TEACHER ALWAYS HAVE CURRENT PHONE NUMBERS FOR HOME, YOUR WORK, AND YOUR EMERGENCY CONTACTS ON FILE.**

BUS INFORMATION

District Transportation Secretary, Mattie Owens can assist you with bus information. The telephone number is 459-5111. Changes in a child's plan for going home cannot be honored without a note signed by a parent or guardian. It is the classroom teacher who must know of a change and your note from home is the most efficient way to notify the teacher. A child must have a note/call to ride a different bus. If you need to call the school to update transportation plans, please do so in the morning.

EARLY DISMISSAL

We encourage you to schedule your child's doctor and dental appointments around school hours. If this is not possible, you must come to the office first to sign your child out. All students must check out through the office in order to leave early. A student's parents/guardians or designees specified on the emergency card are the only persons who may check a student out of school early. Please have your child here at school before and/or after scheduled appointments.

PARENT PICKUP OF CHILDREN

To ensure the safety of students, only parents, guardians or designated people may pick up students. Designated people must be verified by a note and must be on the emergency card. Typically, students must be escorted by parents/guardians to cars to ensure safety across the Blosser Lane parking lot. During the Covid pandemic, please call the office from the parking lot and we will walk your child to your car.

WALKING STUDENTS

If a child walks to or from school, please do not bring him/her to school prior to 7:30 a.m.

BEFORE SCHOOL STARTS

Students should not be on campus before 7:30 a.m. At 7:30 a.m., students may go to the playground until school begins.

ARTICLES FROM HOME

Students are not to bring toys from home. They may bring items for sharing times with previous approval of the classroom teacher. Cell phones must remain off and in the student's backpack. We strongly recommend they not be brought to school.

LOST AND FOUND

Student clothing and personal possessions should be labeled or marked. The lost and found box is located in the multipurpose room.

CONFERENCES

Conferences are scheduled in the middle of the first trimester (October). If you would like a conference at any other time during the school year, please call the school at 459-3232 to schedule an appointment.

HARASSMENT POLICIES

Blosser Lane and Willits Unified have strong, specific rules against any type of harassment by students or adults. If harassment occurs, it is dealt with immediately. Contact the principal if you would like to discuss harassment policies or if your child is being harassed in any way by another student or adult.

HOMEWORK

It is the policy of the Board of Education of the Willits Unified School District that homework should be assigned to all students in grades three through twelve on a regular basis. The following homework guidelines for Blosser Lane students are:

Third graders	60 - 90 minutes per week
Fourth graders	120 - 240 minutes per week
Fifth graders	120 - 240 minutes per week

The purpose of homework is:

1. To review and reinforce skills and concepts taught in class
2. To check the student's understanding of skills and concepts
3. To provide opportunity for student/parent involvement and communication
4. To help students develop a sense of responsibility
5. To create an attitude of respect for education

Student responsibilities:

1. Take your work home each day.
2. Neatly complete your work, or reading log (if assigned)
3. Return your work to your teacher on time
4. Ask your teacher what work you need to make up after being absent

Parent responsibilities:

1. Establish a place and time to do homework/reading
2. Be available to answer questions when your child is doing homework
3. Provide guidance yet encourage independence
4. Be aware of your child's difficulties in understanding the work
5. Provide additional resources for enrichment or when necessary
6. Communicate with the teacher about concerns, problems, or questions

CARE OF TEXTBOOKS, LIBRARY BOOKS, ETC.

Students are responsible for all textbooks and library books issued to them during the school year. Parents and students must pay for any lost or damaged books. If a lost book is found, money paid will be refunded.

NOTICES AND FORMS

Throughout the school year various notices and forms will be sent home. These are important. Be sure your child understands that all notes and communications should be brought home. Checking the student's backpack frequently is recommended.

STUDENT PHONE CALLS and CELL PHONES

Student use of the telephone is allowed only with the permission of school personnel. Students may not use the telephone to make arrangements for after school; this must be done with the parent prior to coming to school. If parents wish their child to have a cell phone/electronic watch on campus, please be aware that cell phones/e watches must be off and stored in the child's backpack so as not to disrupt learning. Cell phones/e watches are not allowed out during recess or lunch, and should never be loaned to another student.

EVERYONE COMING ON THE CAMPUS MUST CHECK IN AT THE OFFICE.

VOLUNTEERS

Volunteers are an important part of the educational program at Blosser Lane School. Volunteers are welcome in the classrooms, office, library, playground, cafeteria, and at school activities and assemblies. Volunteers must sign in at the office and wear a visitor's badge at all times. Teachers often welcome volunteer help at home with prepping art projects and cutting materials, etc. Please contact your child's teacher if you are interested!

PARENT TEACHER ORGANIZATION (PTO)

The PTO is a partnership of teachers, parents, administrators, students and others who join together in a mutual concern for the well-being of children and youth at home, school, and in the community. The PTO provides much needed parent input and activities which support our total school program. Everyone is encouraged to attend our meetings and become an active member. Contact the school for information.

SCHOOL SITE COUNCIL

Our Site Council is a group of parents and teachers who represent our students in making decisions about Blosser Lane School. Everyone is welcome to attend Site Council meetings and share ideas and opinions, though only voting members may vote. The Blosser Lane Site Council meets monthly along with the Brookside Site Council. Together, we have one council to inform both schools in an effort to align our work and to encourage a smooth transition between schools for students.

SCHOOL SUPPORT PROGRAMS

- English Language Learner:** Our classrooms offer grade level curriculum in English. English learner support is provided daily and as needed. Our teachers are qualified to teach English to our English language learners.
- English Language Development:** This program is mandatory for all English Language Learners. Students participate daily to gain reading, language, and writing skills in the English language.
- Title I:** Title I, Part A of the federal Elementary and Secondary Education Act provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards in language arts and math.

<u>Resource Program:</u>	This special education program is designed to provide small group and individual instruction to students who are significantly below grade level. This is provided in addition to the general education classroom program.
<u>Special Day Class:</u>	These special education classes are for students who have been identified as having special educational needs that can best be met in classrooms with fewer students. Students in these classes mainstream into the general education classes as appropriate.
<u>Speech and Language:</u>	Speech and Language services are provided by a speech and language professional to children who have special needs in the areas of speech and/or language.
<u>Extended Learning Program:</u>	The Gifted and Talented Program is the Extended Learning Program (ELP). The school district differentiates the curriculum for gifted students. Students are initially screened for ELP in second grade, using the Raven's Progressive Matrices. Students who do well in second grade on the Raven's will be provisionally placed into a third grade ELP cluster classroom. Students entering the district during grades 3-8 are eligible for entry into the program and will also be screened using the Raven's. Parent advocacy is welcomed. Questions regarding ELP or the Raven's may be directed to coordinator Suzanne Matheson at 459-3232 .
<u>Fast Track:</u>	Mendocino County Social Services Department provides this service to families with children attending Blosser Lane School. Families may receive counseling support, child care, parenting classes and activities for their children. A parent/guardian may call Anna Duran at 459-7753.
<u>Counseling:</u>	Counseling services are provided for students through Special Education as needed. Additionally, Blosser Lane's counselor, provides counseling when student behaviors and concerns impact learning. A parent/guardian may call 459-3232 to speak with the counselor.

If you need information about these services, or if you have any questions about any of our school programs, please speak with your child's teacher or the principal.

A Guide to Student Responsibility While Riding School Buses

Dear Parents and Guardians:

Transportation is considered an extension of the regular school program and students who violate behavior expectations while riding a bus are subject to suspension of riding privileges and/or penalties for misbehavior while students are on school premises.

The Willits Unified School Governing Board has adopted policies which contain rules and regulations to ensure safe transportation of students to and from school. Bus rules and regulations are designed not only for safety but to create a pleasant atmosphere on buses conducive to the comfort of all student riders. Below is a list of rules and regulations outlining student responsibilities relative to bus riding:

Rules for School Bus Passengers

A complete list of bus rules published for this district follows:

1. The bus driver is in charge at all times.
2. Keep all parts of the body completely inside the bus.
3. Use quiet voices. Screaming or unnecessary noise will not be tolerated. Drivers must be able to hear emergency vehicles.
4. Remain seated at all times. Serious injury can result if a sudden stop must be made and a child is not seated.
5. Profanity or inappropriate behavior is forbidden.
6. No eating or drinking on the bus.
7. Form an orderly line at the bus stop. Enter the bus only when instructed to do so by the driver. Get on and off one at a time. No horseplay of any kind is allowed.
8. Face forward and keep your feet on the floor in front of your seat.
9. Keep books, lunch boxes and personal possessions out of the aisle.
10. Leave the emergency door and bus controls alone unless there is an emergency.
11. Never throw any object out the window or inside the bus.
12. Rough behavior or horseplay will not be tolerated.
13. No animals of any kind, including rodents, reptiles or insects will be allowed.
14. No large object, skateboards, balls, bats, marbles, balloons, or glass objects or containers will be allowed.
15. Foot wear with cleats or spikes is not allowed.
16. Use or possession of tobacco or drugs will not be tolerated.
17. Any disruptive conduct considered dangerous to the driver, other students and/or the bus is prohibited.
18. Students must use a regular designated bus stop. Notes from parents requesting changes in their child's regular bus stop cannot be honored unless the note is approved and signed by the principal or designee. Bus routes cannot be altered by the bus driver without approval of the Director of Transportation.
19. Because of extremely tight schedules, buses cannot wait for late students.
20. Misbehavior at the bus stop will result in suspension from the bus and possibly from school.
21. Students are requested to arrive at the bus stop 5-10 minutes before the scheduled departure time.
22. Please ask a teacher in charge of the bus line to help you get your child off a bus at school, if needed.

Students who are suspended from the bus will not only be unable to ride it to and from school, but will also be unable to ride a bus for a field trip.

Authority of Bus Driver (Section 14103 Calif. Code of Regulations Title 5) states:

A. Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus between home and school or other destinations.

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

CUSTODY INTERPRETATIONS AT SCHOOL

Custody of children from a separation or divorce is a very emotional issue. The school staff is frequently put in the middle of such a dispute. Court orders, including restraining orders, are generally delivered to us by one parent or the other.

We keep a confidential file in the office of all such orders.

During the time of a contested custody issue, children are under a lot of pressure and their attendance, behavior and learning can be negatively affected at school. Here are a few reminders to keep in mind to help your child through this difficult time:

1. Deliver legal papers to the school office before the opening of school or the earliest possible time after an order is executed. The office will make sure the teacher has copies.
2. Make sure the ex-spouse has copies of the papers and understands visitation of the children, especially as it relates to the school. You, as well, need to understand all provisions of the order(s). Your attorney or the judge will explain the legal documents to you.
3. Never put the school in the position of arbitrating custody between you and your ex-spouse. The school's only role is to carry out orders as to who has a right to visit and/or pick the child up at school.
4. Always check in at the school office when picking up your child during the day.
5. The child needs to have a clear understanding of who is going to pick him/her up every day.
6. Never confront your ex-spouse at school about custody details. This presents an explosive situation around young children and the administration will not hesitate to call law enforcement personnel.
7. The teacher will provide duplicate papers (report cards, discipline notes, notices, permission slips) when it is requested and only if there is shared legal custody.

Your child will not be released to anyone who is not on your emergency card without a note or phone call from you. **Please keep the school secretary informed of any changes in custody.**

In case students want to practice at home using the school rules...

TETHERBALL

Rules

OBJECT OF THE GAME: Tetherball is a simple game...hit the ball with one hand, as hard as you can, to wrap the ball around the pole before your opponent does.

- Rule #1:** Hit the ball with only one hand. Holding, catching, stopping or throwing the ball is not allowed. You may hold or toss the ball up to serve it.
- Rule #2:** At the end of the game, the winner picks the side and the challenger (new person in) serves the ball and chooses which direction to serve it.
- Rule #3:** A player can win 3 games in a row, then he or she must go out. The player may get in line to play again.
- Rule #4:** Each player must stay on his or her side of the court.
- Rule #5:** The first person waiting in line must watch the game and call any rule infraction which occurs. This person decides if there is a rule infraction and will explain any problem to the yard supervisor to help solve disputes.
- Rule #6:** If a rule infraction occurs (if a rule is broken), the player who broke the rule is out and a new player comes in.

The following actions, and any other changes not written below, are not allowed:

- hitting the ball with two hands
- touching the rope or chain
- stepping completely over the line into the other player's court
- hitting the ball more than once at any one time (bubbling)
- picking your own rules before or during a game (picksies)
- grabbing the rope between your fingers to throw the ball (bottlecaps)
- switching direction during play (scorpions)
- climbing the pole (poles)
- staying in as long as you want (King's court)
- tethering the ball without the other person touching it (black out)

Please do not hang on the tetherball or rope. This will break the rope and/or the connection connecting the ball to the rope.

BALL WALL

Rules

OBJECT OF THE GAME: To hit the ball hard, soft, high, low, or sideways so the other person is not able to hit the ball.

- Rule #1:** Hit the ball with one hand or both hands at the same time. You may not hold or lift the ball.
- Rule #2:** You can play the game with two or three people. The new person in the game serves.

Rule #3: Serve the ball by hitting it to the ground, then it must bounce off the wall.

Rule #4: After the serve, players may hit the ball after or before it bounces on the ground. The ball may only bounce once on the ground.

Rule #5: A ball that barely hits the edge or the top is good. A ball that hits the very bottom of the board is out.

Conflict Resolution

General student to student conflict is typically handled in the following manner: Bugs and Wishes- Encourage students to tell others if something ‘bugs’ them and what they ‘wish’ would happen. For example, “It bugs me when you don’t let me play with the hoop. I wish you’d let me play.” In cases where there’s been a larger conflict between two students, here are the steps used to help students resolve a dispute:

1. Cool off

First, before problem-solving can begin, the students need time to calm down. For younger students, have them take some deep breaths.

2. Share, listen, check

Students need to listen to each other share their issues, and then check that they understand them. This can take practice and coaching from a teacher. When sharing, students should use respectful but assertive “I statements,” like “I feel sad when you don’t let me play because I am alone.” Students can work on reflective listening and paraphrasing when they check for understanding. For example, they can start sentences with “I think I heard you say you feel ...” or “So you want me to try to ...”.

3. Take responsibility

Once students have shared their perspectives, they need to take responsibility for their own actions. You can prompt students by asking them an open-ended question like, “What could you have done differently to change what happened?”

4. Brainstorm solutions

Now the students can work together to find a solution that’s acceptable to both. This is a good time for students to learn to compromise. It can be helpful for a teacher to start the discussion with some suggestions, but it’s best that the ideas come from the students.

5. Choose a solution

Students now go over their brainstormed list of solutions to eliminate the ones that aren’t good for both of them and ones that won’t address future problems.

6. Affirm, forgive, or thank

Students can close out the session by acknowledging what happened and forgiving the other student (if an apology or forgiveness is warranted). They can then thank each other for working on the solution together.

**Blosser Lane Elementary School
Parent and Guardian* Involvement in the Education of Their Children**

Blosser Lane Elementary School recognizes that a critical part of effective schooling is family involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education is extremely important for student success.
3. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
4. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
5. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Blosser Lane believes that the education of its students is a responsibility shared with parents. One of our school's primary responsibilities shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described here, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

* = Parent and guardian involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Involvement – General Information

- Typically, an annual meeting, which all parents and guardians are encouraged to attend, shall be held in September at a time and date which is convenient for the community. The written notice shall be in English and Spanish. It will be sent home with students and will include the rights of parents to be actively involved in supporting their children's academic achievement. Families will also receive a description of the services provided to children participating in the Title I program. Families will be kept advised through letters home, email, phone calls, postings to the PTO Facebook page (Blosser Lane PTO) and our website (<https://www.willitsunified.com/o/blosser-lane>). Additionally, there is an app available for families (Willits USD).
- Each year parents and guardians shall be invited to attend a number of regularly scheduled School Site Council (SSC) and Parent-Teacher Organization (PTO) meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the overall progress of children in the core academic programs. In addition, parents will receive specific information about the Title I program implementation. Through these meetings, parents and guardians will be involved on an ongoing basis in the planning, review and improvement of programs, including parent and guardian involvement and the school plan. These events will be scheduled as appropriate and as allowed.
- The principal and staff shall provide timely information about curriculum and instruction. Parents and guardians will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents and guardians will provide suggestions for, and receive information on, education-related topics to assist them with their children. Families are HIGHLY encouraged to follow the class and school activities using Class Dojo or Remind. Teachers will provide information.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy will be given to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and at other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.

- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the **school** shall:

1. Provide regularly scheduled informational meetings to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The eligibility and requirements of Title I.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc.
 - Effective use of resources provided by the parent group that support and encourage parental involvement in their child's education, if available.
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities.

- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.
3. To further the goal of effective parent involvement, **school staff** will:
- Work with and support a parent group (such as PTO) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Train parents in leadership roles in order to effectively serve on the School Site Council, PTO, and other advisory committees.
 - Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required.

Accessibility

The school, to the extent practical, will strive to provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at meetings and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

School-Parent Compact

Title I program funds allow the Blosser Lane Elementary School staff to provide support to all students in the areas of language arts or math. The goal of the Title I program is to help students acquire the necessary skills to attain success and grade-level proficiency. A team effort by the parent, student and teacher is required to meet this goal.

PARENTS/GUARDIANS ARE EXPECTED TO:

- ☐ Ensure my child's regular and punctual attendance
- ☐ Dedicate at least 20 minutes a day for reading, and provide an appropriate place for learning.
- ☐ Attend parent/teacher conferences.
- ☐ Provide time, place, and support for homework activities.
- ☐ Ask for information and support when needed.
- ☐ Ensure committed and reliable communication about my child's progress.
- ☐ Seek assistance from the teacher and school if needed, for learning or technology (hardware, access) support.
- ☐ Ensure that my child gets 8 hours sleep (recommended 9-11 hours for this age group), regular medical attention and proper nutrition.
- ☐ Encourage/play with numbers or mathematics games with my child every week
- ☐ Make every effort to attend school events.
- ☐ Support the school's discipline and dress code.

Parent/Guardian signature: _____

STUDENTS ARE EXPECTED TO:

- ☐ Observe school rules in classroom and on the playground
- ☐ Ask for help
- ☐ Participate actively
- ☐ Arrive to class on time and ready to learn
- ☐ Follow directions and listen carefully
- ☐ Work cooperatively with classmates
- ☐ Let my teacher and family know if I need help with technology, hardware, access, etc.
- ☐ Read on my own or with my family every day.
- ☐ Work on my math and reading skills at home, using the materials my teacher sends home.
- ☐ Take responsibility for completing assignments and projects to the best of my ability whether in the classroom or as homework.
- ☐ Be Safe, Responsible, Respectful, and Kind.

Student signature: _____

CLASSROOM TEACHERS AND INSTRUCTIONAL AIDES ARE EXPECTED TO:

- ☐ Provide support to students and continually assess student progress
- ☐ Design lessons for variety of learning styles
- ☐ Provide individualized instruction and extra time to complete assignments
- ☐ Modify the curriculum when necessary
- ☐ Make sure all students get help as soon as it is needed.
- ☐ Send home learning materials in math (as needed) and reading.
- ☐ Explain my approach to teaching, expectations, and grading system to students and their families.
- ☐ Continually work on my teaching strategies so that I can successfully teach all children.
- ☐ Maintain regular communication with parents/guardians about their child's progress and support their effort to help their child. Ensure families know how to reach me.
- ☐ Provide a virtual/digital learning environment that is motivating and challenging, when applicable.
- ☐ Provide contact information for technology support when needed.

Teacher signature: _____