Tamarack Elementary School

Home of the Tigers, School of the Stars

Parent/Student Handbook

2019-2020

Tamarack Elementary School

The Home of the Tigers, School of the Stars

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Tamarack Elementary School

Mission Statement

Our mission is to be an exemplary school; providing an exciting, caring, & stimulating environment where students will recognize & achieve to their fullest potential.

Vision Statement

At TES, we strive to:

- Our commitment to academic excellence
- Offer enrichment activities which foster student creativity & diversity
- Involve parents & community, thus ensuring an informed & empowered future citizenry

Core Values

- We maintain high standards & expectations for every student.
- We are committed to providing a safe, secure learning environment.
- We support English literacy as a means to achieving academic success.
- We believe in a well-executed, continuous improvement process that maintains the focus on the best interests of all students.
- We are committed to recruiting & retaining highly qualified staff that support stability & quality in our educational program.
- We believe: Our students have "P.A.W.S." & promote shared responsibility to support all students

Tamarack Elementary School

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Principal's Message

Welcome back Parents & Students to the 2019-2020 school year & I hope you have had a wonderful summer break!

Once again, I am excited to be serving as the principal of Tamarack Elementary. My second "year" flew by, as I became better acquainted with our students, staff & community. Everyone has been so supportive in helping our school become a place where our students, staff, parents & community members feel welcomed & valued.

At Tamarack Elementary, we believe our students are "Tigers who have P.A.W.S. & can Learn too." We look forward to having our students learn the 21st Century skills & concepts necessary to empower them with the knowledge & confidence to become strong leaders, who will engage in positive decision making for themselves & our community.

Students, we need you to show up each day to school with a positive attitude & do your:

- **P**ersonal Best
- **A**ct Responsibly
- **W**ork & Play Safely
- **S**how Respect

Parents, we welcome your participation in our school. You are invited to participate in our School Site Council, English Learner Advisory Committee &/or special school events. We believe your support of our school is vital for our school community & for our students to be successful.

It is important that every child at T.E.S. has a positive, challenging & engaging school experience, & I will do my best to be available to hear & address any concerns you have regarding your child's education.

We look forward to a strong partnership between home & school as we begin our next phase in our Journey to Learning & Growing in the 2019-2020 school year! We're all excited to get back to work, & I am looking forward to meeting you at Back to School Night!

With highest regards,

Fermin Guzmán, Jr.

Tamarack Elementary School

The Home of the Tigers, School of the Stars

Staff

RSUSD Board of Trustees

Mr. Lupe Chavez, *President, Area 4*

Ms. Lissette Padilla, *Clerk, Area 3*

Ms. Claudia Cazares, *Area 1*

Mr. Chris Collins, *Area 5*

Mrs. Lilia Rizo, *Area 2*

RSUSD District Office Staff

Dr. David East
Superintendent

TBD
Chief Business Officer

Ken Horn
Director of Curriculum & Instruction

Micky Yocum
Director of Student Services

Tamarack Elementary School Staff

Mr. Fermin Guzmán, Jr.
Principal

Mrs. Ana Rosas
Student Support Coordinator

Mrs. Artemiza Leon
School Secretary

Mrs. Sylvia Leon
Clerk Registrar

Teachers

Special Education

Ms. Green

TK/Kindergarten

Mrs. Guzman (TK)
Ms. Arias
Mrs. Cano, ILT
Ms. Rios

Grade 1

Ms. Ernst
Ms. Gonzalez, ILT
Mr. Ramos

Grade 2

Ms. Jacques, ILT
Mrs. Ojeda
Mrs. Squire

Grade 3

Mrs. Brady, ILT
Mrs. Mora
Mr. Farrar

Grade 4

Ms. Adams, ILT
Ms. Enciso
Ms. Lorenzo

Grade 5

Ms. Adams, ILT
Mrs. Flores
Ms. Tew

Tamarack Elementary School

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Daily Schedule

7:00	Office Opens
7:35	School Starts
8:30	Breakfast
9:10	Recess K-2
9:30	Recess 3-5
10:45	Early Dismissal K-2 Lunch (W)
11:45	Early Dismissal 3-5 Lunch (W)
11:00	K-2 Lunch (M, T, Th, F)
12:00	3-5 Lunch (M, T, Th, F)
12:30	Early Dismissal (W)
2:15	Regular Dismissal (M, T, Th, F)
3:45	Office Closes

Additional Early Dismissal Days
August 14, November 12, 14, & 15, March 10 & 12

Minimum Day Dismissal @ 12:00 p.m.
December 13, June 1-5

Tamarack Elementary School
1000 South Union Avenue
Avenal, CA 93204
P: (559) 386-4051
F: (559) 386-4074

Tamarack Elementary School

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2019 – 2020 Calendar

August 14	FIRST DAY OF SCHOOL: 12:00 Dismissal
August 29	Back to School Night
September 2	NO SCHOOL: Labor Day
September 12	Picture Day
October 14	NO SCHOOL: Staff Development
October 24	Picture Retakes
November 1	End of 1st Trimester
November 11	NO SCHOOL: Veteran's Day
November 12, 14, & 15	12:30 Dismissal: Parent/Teacher Conferences
November 25 - 29	Thanksgiving Holiday
November 27	TES Spelling Bee (1st-3rd)
December 4	TES Spelling Bee (4th-5th)
December 9	4/5 Winter Program
December 10	2/3 Winter Program
December 12	K/1 Winter Program
December 13	12:00 Dismissal: Winter Break
December 16 – January 3	Winter Break
January 6	School Resumes
January 20	NO SCHOOL: Martin Luther King Day
February 10	NO SCHOOL: Lincoln's Birthday Observed
February 17	NO SCHOOL: Presidents' Day
March 2020	Kings County Spelling Bee
March 2020	Fresno State Peach Blossom
March 6	End of 2nd Trimester
March 10 & 12	12:30 Dismissal: Parent/Teacher Conferences
March 30 - April 3	Book Fair
March 31	Open House
April 6 - 13	Spring Break
April 16	Spring Pictures
May 19	Milton O. Wilen Awards
May 26	NO SCHOOL: Memorial Day
June 1 - 5	12:00 Dismissal: All Week!
June 5	LAST DAY OF SCHOOL: 12:00 Dismissal

Academics

TRIMESTER PERIODS:

1st Aug. 14 – Nov. 1; Conferences: Nov. 12, 14, & 15 **(12:30 Dismissal)**
2nd Nov. 4 – Mar. 6; Conferences: Mar. 10 & 12 **(12:30 Dismissal)**
3rd Mar. 9 – Jun. 5

REPORT CARDS & PARENT CONFERENCES: Report cards are sent home at the end of each trimester. Parent conferences are held for all students after the first trimester. Parents are sent notices & encouraged to come to the conference. At these meetings the parent & the teacher discuss student needs & set goals. Additional conferences may be held formally or informally throughout the year at your request, or at the request of the teacher.

HOMEWORK & HOME HOSPITAL:

Homework is an extension of the regular school day. It provides reinforcement, enrichment & enhancement for the activities that have been introduced & practiced in the classroom. The focus of homework is to lay a proper foundation for studying. The students must realize that learning requires consistency, organization & dedication.

The school has an established homework policy. Homework for Kindergarten students is designed to be completed in 10-15 minutes, first–fifth grade homework is planned for 15-20 minutes. The amount of time will vary somewhat from student to student because each student will be working at his/her developmental pace. Students will not have homework on weekends or holidays.

In addition to the above homework policy, most classroom teachers will have a home reading program. ALL students are encouraged to read at home every day for at least 30 minutes. *We learn to read by reading, reading, & reading!*

Parents may request homework for students that will be absent for more than one day not to exceed 3 days. In fairness to our teachers we would ask for two working days to fulfill homework requests. Please contact the office to request homework.

If a student will be absent for more than 3 days for medical reasons, please contact the principal to request home hospital. A doctor's note will be required for a student to be placed on home hospital.

Attendance

Absence Notification: In the event a student is absent, the school office must be notified. The person notifying the school must be 18 years or older. The school office may be called during the absence period at 386-4051. For absences which have not been reported to the office by phone, a written note must be sent to the office on the **first day** the student returns to school. Absences which have not been reported by phone or note, will be considered unexcused. Excessive absences will be referred to the School Attendance & Review Board for action. It is the parents' responsibility to notify the school of the student's absence. The absence must be cleared in three days of a student's absence, anything after the third day will be unexcused.
When calling the following information should be given:

- ✓ **Student's name**
- ✓ **Date(s) of absence**
- ✓ **Reason for absence**
- ✓ **Callers relationship to the student**
- ✓ **Parent signature (notes)**

In accordance with District procedures, a student can only have eight (8) absences in the school year for illnesses verified via telephone, faxed or handwritten by a guardian or a parent. Once you have met your eight (8) parent notifications, either via a phone call or through a handwritten note, any further absences must be verified by a doctor. If they are not verified by a doctor's note they will be considered unexcused. You will receive a letter in the mail stating that you have already reached your eight (8) absences.

***Doctor's Note**: If a parent calls & states that a student will be out due to a doctor's appointment, a doctor's note must be provided. If the doctor's note states that the student can return to class that same date, the student must return. If the student does not return it will be an unexcused absence.*

Attendance: S.A.R.B.

School Attendance Review Board (S.A.R.B.): The S.A.R.B. board is composed of school & community members who meet regularly to diagnose & resolve persistent student attendance or behavior problems. The goal of S.A.R.B. is to keep students in school & provide them with a meaningful educational experience, S.A.R.B. does have the power, when necessary, to refer students & their parents or guardians to court.

Parents are made aware of their child's attendance issues through S.A.R.B. letters that are sent in the mail. The following are the S.A.R.B. steps:

Step One: 1st S.A.R.B. letter is sent home when a student has 3 unexcused absences (Truancies).

Step Two: 2nd S.A.R.B. letter is sent home when a student has 5 unexcused absences (Truancies). At this time a date will be set up so that the parent or guardian can come to the office to discuss their child's attendance with the administrator.

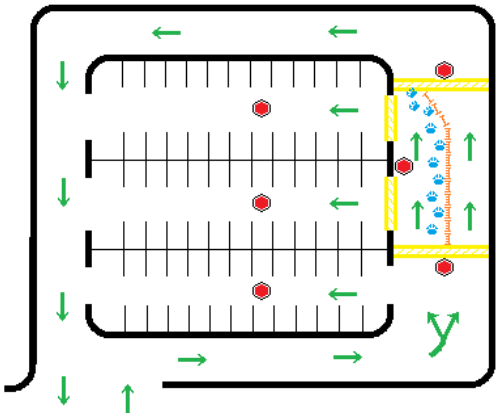
Step Three: 3rd S.A.R.B. letter will be sent home when a student has 8 unexcused absences Truancies). The letter will also be sent to the S.A.R.B. Board Coordinator.

Truancy

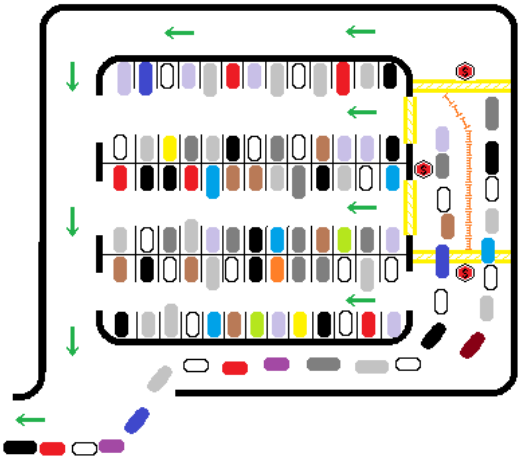
California Ed Code 48260 defines Truancy as a pupil who is absent from school without a valid excuse for more than a **30-minute** period, three days in one school year. The truancy rule applies to both **tardiness *and* withdrawing students early from school.** Truancy is harmful to the individual student and disruptive to other students' learning environment.

Arrival/Dismissal

Students may arrive between 7:20 – 7:35 a.m. The gates open for students to line up at 7:30 a.m. Students should be in their line by 7:35 am. The flag salute will take place in the common area by the flagpole. The gates will close after flag salute. Students are considered tardy at that time.



Student Drop-Off: When dropping off students at TES, please follow the signs & staff directions. Keep to the right when entering the driveway & pull all the way forward into the two lanes. Allow students to quickly exit the car as soon as it is safe. Students should exit the right side of the vehicle. Students should get up onto the sidewalk as soon as possible. If the student is getting dropped off from the left lane, they must follow the Tiger Path to the crosswalk. Parents, please wait patiently until traffic begins to move forward before proceeding to the exit. Avoid unexpected maneuvers. All students & parents need to be safe, so please follow the signs & staff directions.



Student Pick-Up: When picking up students at TES, please follow the signs & staff directions. Keep to the right when entering the driveway. Park in a marked parking space. If the parking lot becomes full, pull all the way forward into the lanes. Stop at the crosswalk. Students will be crossing two different crosswalks to get to the waiting cars. The parking lot usually empties within 10 minutes.

Early Release from School: No child is permitted to leave school before regular dismissal without prior written consent of the parent or guardian. Parents must sign students out through the office in all cases of early dismissal. Children will not be released during the day to walk home alone.

Walkers/Bicycle Riders: Students who walk & ride their bikes to school are required to walk along the Tiger path starting at the SW corner of the Hanford & Kern Street intersection. (Bicycle riders must wear helmets). This path is painted with tiger

prints & will keep students safe & out of the way of traffic. Students must carefully walk their bicycles from that point all the way to the bike racks.

When leaving, students should leave school immediately upon dismissal from their class & will need to follow the same path off of school grounds. It is encouraged that children from the same neighborhood area walk together. Students are to go directly home in a timely manner. Children must cross streets at the intersections or at marked crossings. When a bike is brought to school, it should be parked & locked in the designated bicycle areas. The school is not responsible for vandalized or stolen bicycles.

Kindergarten Students: Kindergarten students must be released to their parents or others designated by their parents.

TK and Kindergarten students will not be allowed to walk home by themselves or with other children younger than 7 years old.

Dress Standards

The following minimum standards are required of all students to ensure their safety & preserve an environment conducive to learning. The standards also apply to school sponsored activities:

The Fingertip Test:
1. **Stand up straight**
2. **If fingertips touch skin then your shorts are TOOOO short!**

1. Appearance shall be neat, clean, safe & age-appropriate.
2. Clothes shall be sufficient to **conceal undergarments** at all times.
   Examples of prohibited garments are;
   - ✓ See-thru or fishnet fabrics,
   - ✓ Tops with string-straps (<1"), halters & off the shoulder styles,
   - ✓ Low cut & wide armhole tops,
   - ✓ Any shirt that does not cover waist when both arms are raised.
   - ✓ Shorts/skirts shorter than mid-thigh. (Use the fingertip test)
3. All clothing, accessories, or jewelry are prohibited that contain:
   - ✓ Designs that depict sexually aggressive expressions or actions
   - ✓ Profanity, obscenity, drugs, alcohol, tobacco or weapons.
   - ✓ Jerseys are allowed on designated ASB dress up days ONLY!
   - ✓ School jerseys & local intermural team jerseys are allowed.

Say What

4. All clothing, accessories, or jewelry that are deemed to be **gang-related** is strictly prohibited.
   Examples include, but are not limited to:
   - ✓ The numbers "13" or "14"
   - ✓ The letters "N" or "S"
   - ✓ Red/blue accessories adorned/identified with by current gangs (subject to change).

5. **Shoes** must be appropriate for physical education. Shoes unsafe to run in are prohibited.
   Examples are:
   - ✓ Backless or slip-on shoes (Flip-flops!)
   - ✓ High heels (>1" heels / sole)
   - ✓ Open-toed shoes are prohibited on playground equipment area.

6. Hats, caps, sun visors may be worn outdoors only. **Dark glasses** are prohibited unless they are prescribed.
7. Clothing that could be used as a weapon, including steel-toed boots, chains, spikes or studs are prohibited.

The administrators shall have the discretion to prohibit any apparel or accessory not specifically mentioned above if it is deemed unsafe, too revealing, degrades an individual or group, or if it causes a disruption to the learning environment in any way.

Discipline: P.A.W.S.

Tamarack Elementary is using the Positive Behavior Intervention & Support (PBIS) and Time to Teach (TtT) framework to help students as they strive to make good decisions. We have created a set of guides for each area of the school to help children think & act responsibly in different situations.

If students know what is expected of them they are able to comply & achieve success. We teach our expectations with visual/verbal signals to help students remember these expectations. There is a set of "P.A.W.S." for each area of the school. The P.A.W.S. are our common beliefs for success now & as future citizens:

Students will do their **PERSONAL BEST** P

Students will **ACT RESPONSIBLY** A

Students will **WORK & PLAY SAFELY** W

Students will **SHOW RESPECT** S

Please read the sample of the "P.A.W.S." we have developed at school for different areas:

What Do I Do If…

☐… I'm Being Bullied. ☐…We're playing too "mean":

Personal Best	✓ I will control my words & my voice. ✓ I will let others know how I feel.
Act Responsibly	**Stop** ✓ I will signal "Time Out" & stand straight & tall. **Think** ✓ I will say "Think, that's not right."
Work & Play Safely	**Walk** & **Talk** ✓ I will **go get help**. ✓ I will avoid rough play & help others know when play is getting too rough or words are getting mean.
Show Respect	✓ I will **Stop**, **Think**, **Walk** & **Talk**.

What Do I Do…
In the Bathroom...

Personal Best	✓ Use bathroom for intended purpose.
Act Responsibly	✓ Wash Hands ✓ Remember to flush ✓ Tell someone if something is wrong ✓ Clean up after yourself
Work & Play Safely	✓ Use paper appropriately ✓ Keep self to self
Show Respect	✓ One person in each stall ✓ Allow privacy for others

What Do I Do…
In the Classroom...

Personal Best	✓ Everyone participates ✓ Do your share of the work
Act Responsibly	✓ Follow Directions ✓ Use time wisely ✓ Stay on task ✓ Stay with group
Work & Play Safely	✓ Use materials appropriately
Show Respect	✓ Listen to others ✓ Accept each other's answer/ opinion

What Do I Do…
In the Cafeteria...

Personal Best	✓ Use calm behavior at all times ✓ Walk with one foot on the blue tile & the other on the gray tile
Act Responsibly	✓ Use appropriate Inside Voice Level ✓ Eat only YOUR food
Work & Play Safely	✓ Sit appropriately ✓ WALK ✓ Wait patiently ✓ Keep self to self
Show Respect	✓ Use indoor voice ✓ Use table manners ✓ Ask permission properly

Cafeteria Standards: The cafeteria provides breakfast & lunch for every student.

Lunch: The cafeteria is supervised at lunchtime, & we ask students to observe the rules so that everyone may eat comfortably. Students enter the cafeteria, get their lunch tray & sit where directed by cafeteria duty supervisors. Although, students may visit with those immediately near them, they may not use loud voices or shout across the room. Students cannot touch other peoples' food, so sharing food is not allowed. If students make a mess, they will be required to clean it up, just like at home. Students that misbehave in the cafeteria are directed to move to a table separate from their friends & will also receive recess detention.

The same rules as above apply to students who bring a sack lunch. In addition, the lunch should be healthy (no sodas or candy). They must still eat their lunch in the cafeteria, & they are to remain on the school grounds during lunch unless a parent comes to the office & signs the student out.

Parents are not allowed in the cafeteria during meals
per CA Health Department requirements.

Discipline That Restores

Discipline That Restores is a P.B.I.S. (Positive Behavior Intervention Support) framework that promotes self-esteem through success: academic as well as social. The aim is to help students make good choices & receive positive feedback. This approach builds self-confidence whereas responding to negative behaviors with negative consequences often destroys self-confidence. Students feel they cannot do anything right. Some even start showing inappropriate behaviors to get anyone's attention.

Discipline Steps: Tier I

1. Teachers & staff teach expected behaviors
2. Teachers & Staff reward expected behaviors with P.A.W.S. (Tickets making students eligible for drawings for trips to the Treasure Box.)
3. Students are redirected for "forgetting" or making inappropriate choices.
4. When redirection fails teacher/staff issue consequences, which varies from class to class. For example: Time Out; Refocus; Loss of classroom privilege; & parent contact.
5. Some behaviors/issues warrant more attention so the staff member will issue a Referral. The referral results in a conference with the principal. Consequences are intended to teach & may include:
    - ✓ Time out; goal charts; reteaching; conflict resolution; refocus w/ role play
    - ✓ Detention/Community Service

Discipline Steps: Tier II

Repeated poor choices result in additional Major Referrals & consequences which may include:

- ✓ Re-teaching; Check In– Check Out; Behavior Contracts
- ✓ Parent Conference
- ✓ Suspension
- ✓ Support from additional Resources

Tier III: Repeated behavior concerns will result in Behavior Team analysis/ recommendation: Counseling; Placement; Parent Involvement; etc.

If a student's behavior is continually disruptive to the educational process within the classroom, a parent or guardian may be required to attend class with the child. -California Education Code 48900.7

Principals may exclude from field trip(s) any student whose presence on the trip would pose a safety or disciplinary risk. -BP 6153

Suspension/Expulsion

Grounds for Suspension & Expulsion (EC. 48900 & 48900.7)

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d. Unlawfully offered, arranged or negotiated to sell any controlled substance.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property.
g. Stole or attempted to steal school property or private property.
h. Possessed or used tobacco or any products containing tobacco or nicotine.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Had unlawful possession of, unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
k. Disrupted school activities or otherwise defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.

48900.7b "Terrorist threat", whether written or oral, by a person who willfully threatened to commit a crime which will result in death, great bodily injury to another person, or property damage.

*A pupil may be suspended or expelled for acts which are enumerated in this section & related to school activity or attendance which occur at any time, including but not limited to any of the following:

1. While on school grounds
2. During the lunch period, whether on or off campus
3. Before school, on the way to school & after school, on the way home.

**Tobacco Free School Zone: Federal Law, California State Law & School District policy prohibit tobacco use on school property. The District's

Discipline Code for students also prohibits possession of tobacco on campus or at school functions.

Sexual Harassment

Students are expected to report incidents of sexual harassment to their teacher or an administrator in a timely manner. If the situation involving sexual harassment is not promptly remedied, a complaint of harassment may be filed. Sexual harassment includes, but is not limited to, unwelcome sexual advances, & other verbal, visual, or physical conduct of a sexual nature when the conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

Examples of prohibited conduct are:

- ✓ Sexual jokes, stories, drawings, pictures, or gestures
- ✓ Touching an individual's body or clothes in a sexual way.
- ✓ Displaying sexually suggestive objects in the educational environment.
- ✓ Any act of retaliation against an individual who reports an incident of sexual harassment.

RSUSD Board Policy

Students BP S14S.3(a)
NONDISCRIMINATION/HARASSMENT
The Governing Board desires to provide a safe school environment that allows all students equal access & opportunities in the district's academic & other educational support programs, services, & activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, & bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf 0410 -Nondiscrimination in District Programs & Activities) (cf 5131 *-Conduct) (cf* 5131.2 *-Bullying) (cf* 5137 *-Positive School Climate) (cf* 5145.9 *-Hate-Motivated Behavior) (cf* 5146 *-Married/Pregnant/Parenting Students) (cf* 6164.6 *- Identification & Education Under Section 504)*

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise

adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training & information to students, parents/guardians, & employees regarding discrimination, harassment, intimidation, & bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, & to whom such reports should be made.

(cf 4131 -*St(l/f Development) (cf 4231-StaffDevelopment) (cf* 4331 - *Staff Development)*

In providing instruction, guidance, supervision, or other services to district students, employees & volunteers shall carefully guard against segregating or stereotyping students.

(cf 1240 -Volunteer Assistance) (cf 6145 -*Extracurricular & Cocurricular Activities) (cf* 6145.2 -*Athletic Competition) (cf* 6164.2 -*Guidance/Counseling Services)* BP 5145.3(b) **NONDISCRIMINATIONIHARASSMENT** (continued)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.
Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to & including counseling, suspension, &/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to & including dismissal.
(cf 4118 -*Suspension/Disciplinary Action) (cf 4119.2114219.21/4319.21-Professional Standards) (cf* 4218 - *Dismissal/Suspension/Disciplinary Action) (cf* 5144 -*Discipline) (cf* 5144.1 -*Suspension & Expulsion/Due Process) (cf* 5144.2 -*Suspension & Expulsion/Due Process (Students with Disabilities)) (cf* 5145.2 -*Freedom of Speech/Expression)*

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, & to answer inquiries regarding the district's nondiscrimination policies:

Micky Yocum, Director of Student Services
205 N. Park Ave., Avenal, CA 93204
(559) 386-9083

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or

principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

BP 5145.3(c) **NONDISCRIMINATIONIHARASSMENT** (continued)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 -Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, & the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary & secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI & Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools & Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Dealing with Legal Matters Surrounding Students' Sexual Orientation & Gender Identity, 2004
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Harassment & Bullying, October 2010
Notice of Non-Discrimination, January 1999
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
National School Boards Association: http://www.nsba.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Emergency Procedures

It is imperative that you fill out an *Emergency Card* for ***EACH*** of your children as **NO** child will be released, during school hours, to anyone not listed on the card. If your child has any known allergies, medical problems or is taking any medication, this should be noted on the card. Medical conditions that could escalate at school into an emergency situation should be discussed with the teacher or nursing staff. Please remember to speak with each new teacher, even if you've spoken to other staff on campus.

Please remember: Inform the office immediately of any change of address, **phone number** or medical condition. The information from the card is used to contact parents & guardians in the event of an emergency.

Fees & Charges

The Superintendent or designee may impose a fee for the following: (5 CCR 350)
1. Insurance for medical or hospital service for students participating in field trips & excursions (Education Code 35331)
2. Expenses of students' participation in a field trip or excursion to another state as long as no student is prohibited from the field trip due to lack of funds (Education Code 35330)

3. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)
4. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession & use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)
5. Home-to-school transportation & transportation between regular, full-time day schools & regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student & exemptions are made for indigent & disabled students (Education Code 39807.5)
6. Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)
7. Fees for any community service class in civic, vocational, illiteracy, health, homemaking, & technical & general education, not to exceed the cost of maintaining the class (Education Code 51810, 51815)
8. **Eye safety devices** worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students &/or teachers or instructors to keep & at a price not to exceed the district's actual costs (Education Code 32033)
9. Actual cost of furnishing copies of any **student's records**, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)
10. Actual costs of duplication for reproduction of the prospectus of school curriculum or for copies of **public records** (Education Code 49091.14; Government Code 6253)
11. **Food** sold at school, subject to free & reduced-price meal program eligibility & other restrictions specified in law (Education Code 38084)

12. As allowed in law, **replacement cost or reimbursement for lost or damaged district books, supplies, or property, or for district property loaned to a student** that he/she fails to return (Education Code 19910-19911, 48904). If the lost item is later found & returned to the District, the amount of the replacement cost previously paid may be refunded to the family. In order to receive a refund, the item must be returned to the District in good & usable condition, the item must be returned within 60 days of payment of the replacement cost, & the family must provide a receipt showing payment of the replacement cost to the District.

***Replacement Rates**

Chromebooks - $350
Replacement Screens - $50
Chromebook Cords - $25
Chromebook Cases - $20
Wi-Fi Device - $100
Wi-Fi Chargers - $10
Ear buds - $5
Library Books - Cost
Textbooks – Cost
*Prices are subject to change

13. **Tuition** for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)
14. **After School Education & Safety Programs** as long as no eligible student is denied the ability to participate because of inability to pay the fee (Education Code 8482.6)

Lost & Found

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school. The school is not responsible for any loss of, or breakage of, personal items brought on campus. Found items are returned to the office. Students may check for lost belongings with permission of office personnel.

Medication

Parents are required by California State Law to **inform the school of any medical condition or medication** to be taken by the child at school. Education Code Section 49423 defines certain requirements for the administration of medication by the school. Parents are responsible for providing the school with a signed physician's statement & a parent/guardian's request for medication to be administered during school hours. Medication must be kept in its original container with all labeling intact. No medication, including cough drops & other over-

the counter drugs, will be administered by the school unless these guidelines are followed. See office staff about procedures for inhalers.

Parties/Balloons

At TES, class instruction time is cherished. So, parties are limited. Each class gets to choose one holiday they wish to celebrate with a party during the year. And, of course, there is usually an end of the year party in each class. Please check with your teacher to see which kinds of treats are acceptable for these celebrations.

On student's birthdays, we give out charms & sing the Happy Birthday Song to students on their birthdays, both in the classroom & in the cafeteria at lunchtime. But, we do not celebrate birthdays at school with parties, food or balloons. There are many reasons for this, loss of time, wellness policies, food allergies, etc. Birthday balloons are a distraction in the classroom for the other children & a disruption in the office. Balloons are not allowed to be delivered, as well.

Thank you for your cooperation!

Parent Volunteer Program

BP 6020: The Board of Trustees recognizes that parents/guardians are their children's first & most influential teachers. Parent involvement contributes greatly to student achievement & a positive school environment.

A child's educational success is best assured when the school & the home create a partnership. We encourage parent volunteers to take an active part in the classroom, the library, & other school activities. Notices go home regularly so check your child's backpack every day.

Volunteered time does not have to be on a weekly or monthly routine. Even a one-time activity can show your child the value of school & education. The teachers & staff appreciate the help parents & community members provide throughout the year. The staff welcomes the people in our community who would be interested in participation in our school activities & programs. Regular volunteers & unsupervised field trip Chaperones will need to be have Live Scan (fingerprinted, etc.) clearance. Ask at the office for further information.

The School Site Council (SSC) holds monthly public meetings on the fourth Thursday of each month. This is a committee made up of parents & staff. This

group monitors the needs of the school & makes sure that money received from Title 1 & other sources are spent based on student needs. Each year, several new parent members are needed to replace parents who have served their term limit or moved away. Each member must be elected & may serve a 2-year term. The election for parent members will be held in the Cafeteria on Back to School Night. **Parents: If you are interested & would like your name placed on the ballot, please contact Artemiza Leon in the office at 386-4051.**

The English Learner Advisory Committee (ELAC) meets on the fourth Thursday of the month. This committee advises the SSC as to the needs of English Language Learners (ELL's). This is an open meeting for all parents. ELAC voting members will also be elected at Back to School Night. **Please call Artemiza Leon to place your name on the ballot.**

The Parent Teacher Organization (PTO) is currently disbanded. If you are interested in reorganizing this group, please see Mr. Guzmán. This group is another opportunity to provide teachers, parents, & school staff additional opportunities to work together & promote student learning. The PTO plan/participate in Literacy Promotions as well as organizes fund raisers.

School Visitors

Parents are welcome to visit our school at any time, we ask that you make prior arrangement with teacher. Multiple visits may require Live Scan (fingerprint clearance). If you would like to volunteer or visit your child's classroom, please call the school office. All visitors must first check in with the office for a Visitor's Pass before going to the classroom. Children, not enrolled in our school, create a liability for the district & unnecessary distractions in the classroom & are therefore not allowed. So, please make other arrangements for younger children.

Telephones

The school phone is located in the school office & is for business use only. A student may be given permission to use the phone by the teacher if in the teacher's judgment the call is absolutely necessary. Unsupervised use of the phone by a student is not permitted. Do not call the office to request that a personal message be given to your child during the instructional day. This interrupts teaching & learning.

Cell Phones: Cell phones are very disruptive in school. If students bring cell phones to school, they **must be turned off & remain in their backpack.** If a phone is out during school (recess, lunch, class time, etc.) it will be taken away. The student can get the phone in the office after school. If it is taken a second time, parents will be called to pick up the phone. **Our school & staff will not be held liable for any devices that are lost or stolen.**

Toys/Personal Items

The school provides a variety of equipment for student play & physical education. Personal sports equipment must not be brought to school. **Games & toys must be left at home unless the teacher sends home a written request that certain items be brought to school.** The school is not responsible for any loss of, or breakage of personal items brought.

Tamarack Food Services

Tamarack Elementary School has a cafeteria with three workers. Meals are heated & served for breakfast & lunch. Snacks are also provided for the after-school programs.

Wellness Policy: The state of California requires that schools provide ONLY healthy food & snacks to students. Board Policy AR 5030 Goal 5 requires that we ensure all food & beverages not served through Food Services meet the basic nutrition standards. That means teachers cannot give candy or other "junk food" as routine treats or rewards & we limit our parties to two per year.

Lunch:

Lunch is 40 minutes in length with a 5-minute passing time to class. Students may eat cafeteria food or bring their lunch from home. Students accepting a free lunch may not also bring extra snacks to eat instead (see bringing your own lunch).

Breakfast:

Breakfast is provided at the beginning of the school day in the class room.

Transportation

Transportation to School Activities:

The school may provide transportation to field trips. Participating students must ride the school bus or van both to & from an event unless **PRIOR permission is granted by an administrator**. Students must have a parent complete an

Alternative Transportation Request form requesting permission to ride with THEIR PARENT. This form must be approved two days prior to the trip by an administrator & a copy will be given to the teacher supervising the trip. Students may not provide transportation for other students.

Although, state law does not mandate transportation, school buses are provided by the district to ensure students the safest possible means to & from school or any other place authorized by school authorities. This being the case, students are to do their part to maintain a safe driving condition for the bus driver.

1. Students are to get on & off the buses only at a scheduled place for loading/ unloading & only on their scheduled bus.
2. Students should be ready to board the bus when it reaches your pickup location, so it can leave on time.
3. Classroom conduct is to be observed.
4. Standing, changing seats, sitting backwards or crosswise in seats is prohibited.
5. Arms are to be kept inside the bus– feet on the floor.
6. Throwing things out of the bus is strictly in violation of the law.
7. Yelling at people along the streets is prohibited.

8. Buses shall be kept clean. Eating food, candy, seeds, etc. while riding on buses is prohibited.
9. Students shall not deface any part of the bus. Any damage done to a bus shall be paid for by those found responsible for such damage. Parents shall be held liable for repairs.
10. Field trips & sporting events: Students are to follow all rules, the same as daily bus students.
11. When a rider is found responsible of misconduct, the rider will be reported to the office with a referral.
12. Students will be picked up & dropped off at prearranged stops unless parents notify the school bus beforehand.

District Policies

ANNUAL NOTIFICATION OF

UNIFORM COMPLAINT PROCEDURES

For students, employees, parents or guardians of its students, school & district advisory committees, appropriate private school officials or representatives, & other interested parties.

The *Reef Sunset Unified School District* has the primary responsibility to insure compliance with applicable state & federal laws & regulations & has established procedures to address allegations of unlawful discrimination & complaints alleging violation of state or federal laws governing educational programs.

The *Reef Sunset Unified School District* shall investigate & seek to resolve complaints using policies & procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state &/or federal laws Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, & Safety Planning Requirements. The UCP shall also be used when addressing complaints alleging a pupil enrolled in school has been required to pay a fee, deposit or other charge not specifically authorized by law.

Complaints must be filed in writing with the following compliance officer:

Name &/or Title of Compliance Officer: Micky Yocum, Director of Student Services
Address: 205 N. Park Ave., Avenal CA 93204
Telephone Number: (559) 386-9083, x 1001

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated & a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct & complete the investigation in accordance with sections 4680-4687 & in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the LEA & a copy of the LEA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation & bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions & restraining orders.

A copy of the *Reef Sunset Unified School District's* UCP policy & complaint procedures shall be available free of charge.

Notice to Parents, Guardians, Pupils, & Teachers
Complaint Rights

Parents, Guardians, Pupils, & Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks & instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class & to take home.
2. School facilities must be clean, safe, & maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class & not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
   Teacher vacancy means a position to which a single designation certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
   Misassignments means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office, district office, or downloaded from the district's web site (www.rsusd.net). You may also download a copy of the California Department of Education complaint form from the following web site: http://www.cde.gov/re/cp/uc/.

TAMARACK ELEMENTARY SCHOOL
The Home of the Tigers, School of the Stars

1000 South Union Avenue
Avenal, CA 93204
P: (559) 386-4051
F: (559) 386-4074

To: Tamarack Parents
From: Mr. Guzmán, Principal
Subject: K-9 Search

This notice is a reminder of current Reef-Sunset Unified School District policy regarding drug/prohibited substances.

In an effort to keep Tamarack Elementary School free of drugs, the district may use specially trained, non-aggressive dogs to sniff out & alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items or vehicles on the district property or at district sponsored events as long as they are not allowed to sniff the person. Items shall not be sniffed if a person is close by. The above inspections shall be unannounced & may be made at the discretion of the Superintendent or designee. Students & parents/guardians are hereby informed of this policy.

Tobacco Free School Zone

Federal Law, California State Law & School District policy prohibit tobacco use on school property. The District's Discipline Code for students also prohibits possession of tobacco on campus or at ALL school functions.

***This applies to adults as well as minors.

Pupil Mental Health Services

Reef-Sunset Unified School District

AB 2022 Pupil Mental Health Services: School Notification

Counseling/Prevention-Intervention Services

Reef-Sunset Unified School District currently employees three (3) full-time School Counselors and one (1) Prevention-Intervention Specialist. School Counselors/Prevention-Intervention Specialists are trained to help students succeed academically, socially, behaviorally and emotionally. They work directly with students to address academic and social-emotional needs, as addressed by parents, school personnel and other key stakeholders. They also collaborate with educators, parents, and other professionals to create a safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Reef-Sunset Unified School District, School Counselors/Prevention-Intervention Specialists work with students to:

- Develop academic plans for students to make academic progress
- Conduct academic and career planning with students
- Provide behavioral support to students through such services as:
    - direct behavioral support
    - consultation services to student or to in-line staff

    - collaborate with school psychologists with BIP development
- Provide direct instruction on appropriate:
    - social skills
    - friendship skills
    - anger management
    - coping skills
    - self-regulation
    - problem solving
- Provide individual services to students, as identified by key stakeholders
- Make referrals to in-district specialists and/or outside agencies for mental health care
- Suicide risk/threat assessment, suicide intervention and postvention
- Participation on crisis response team to provide mental health prevention, intervention, and postvention services.

Students who may be in need of mental health services can be provided these services through the School Counselor/Prevention-Intervention Specialist and these services are generated by any stakeholder through the district referral process, a Student Study Team Referral, Section 504 and/or IEP. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Reef-Sunset Unified School District, School Counselors/Prevention-Intervention Specialist work with students and their families to:

- Evaluate eligibility for Section 504 services (within a multidisciplinary team)
- Provide behavioral techniques and interventions to staff
- Create plans to support general education students who are experiencing behavioral issues within the school setting
- Provide parents with information to enhance parenting skills
- Make referrals to outside agencies for mental health care
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the School Counselor/Prevention-Intervention Specialist directly. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Psychological Services

Reef-Sunset Unified School District currently employees two (2) full-time School Psychologists. School Psychologists are credentialed professionals whose primary objective is the application of scientific principles of learning and behavior to reduce school-related problems and to facilitate the learning and development of children within the school district. They are trained to help identify specific learning and behavioral barriers and develop a plan to support the

student and staff to assist the student in making progress toward their academic, social-emotional and behavioral goals. In addition to working directly with students, the School Psychologists also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Reef-Sunset Unified School District, School Psychologists work with students to:

- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Consult with staff and teachers to promote infusion of social-emotional learning with the classroom/curriculum
- Help access universal mental and behavioral screening tools and provide early intervention for identified, at-risk students
- Develop and help implement school wide positive behavior interventions within a multi-tiered systems of support to address the social—emotional, behavioral and mental health needs of all students. Behavioral support for identified students through services such as:
    - evidence-based mental and behavioral health programs (i.e. Check-In-Check-Out, Structured-Day)
    - skills group counseling (i.e. social skills training, anger management, coping skills, etc.)
    - targeted, direct-therapeutic individual counseling to help promote student access within their educational environment
    - assessment and interpretation of behavioral data to monitor response to multi-tiered interventions
    - Behavior Intervention Plan (B.I.P.) development, and monitoring
    - mentoring of identified, at-risk students
    - suicide risk/threat assessment, suicide intervention and postvention
    - participation on crisis response team to provide mental health prevention, intervention, and postvention services.
- Support and improve behavioral functioning of identified students on the school campus
- Build protective factors that help establish students' long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being.
- Promote wellness and resiliency in students by:
    - reinforcing appropriate communication and social skills
    - developing sound, problem solving skills
    - finding optimism
    - developing conflict resolution and anger management skills
    - understanding and monitoring of self-regulation skills
    - developing a sense of positive coping skills and self-determination
    - promoting positive peer relationships
    - creating a positive and safe school climate

Students who may be in need of mental health services can be referred to School Psychologists by any key stakeholder by making direct contact with the school. In many cases, these services

are generated through a stakeholder through the district referral process, a Student Study Team, Section 504 and/or Individualized Education Plan. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Reef-Sunset Unified School District, School Psychologists work with students and their families to:

- Identify and address learning and behavior barriers that interfere with the student's academic, social-emotional, and behavioral progress and successes within the school setting
- Complete a multi-disciplinary psycho-educational evaluation of academic, social, emotional, and behavioral problems relative to student eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health across both the school and home environments
- Link parents with pertinent information to enhance parenting skills
- Increase positive behavior interactions with peers and staff
    - Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
    - Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc), and link families with necessary resources to promote wellness and resiliency
    - Make appropriate mental health related referrals to community agencies for the student and their family
    - Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family
    - Develop a cooperative relationship with relevant mental health community professionals
    - Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
    - Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site directly. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

District Mental Health Counselor

Reef Sunset Unified School District currently employees one (1) full-time District Mental Health Counselor.

The District Mental Health Counselor is licensed to diagnose and treat mental and emotional disorders and provides behavioral health services to students and supportive services to their families with the goal of facilitating and promoting the behavioral, emotional and social development of students.

The District Mental Health Counselor identifies the needs of students and their families including behavioral health needs and develops individual and/or family goals and objectives for implementation through a Treatment Plan. The District Mental Health Counselor provides direction to and oversight of a variety of social work, social/emotional, and mental health related services that promote academic, career, personal, and social development. The District Mental Health Counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and school wide intervention strategies, social work, social/emotional, and mental health related services.

Within Reef-Sunset Unified School District, The District Mental Health Counselor works with students to:

- Provide individual and/or group counseling to students
- Develop and maintain behavioral health programs that meet students' needs
- Consultation services for staff, teachers, and all stakeholders to reduce barriers learning and increase social-emotional learning.
- Help accessing universal mental and behavioral screening tools and provide early intervention for identified, at-risk students.
- Assist students in the transition process between elementary, middle and high school and those returning from an alternative placement.
- Identify problems, develops interventions, organizes and implements programs in order to address truancy, poor school performance, suspension/expulsion, transiency and retention, assist students to demonstrate the character and competencies for workplace success and to stay in school on target to graduate
- District wide Suicide Prevention, Intervention, and Postvention support and training.
- Crisis intervention for student in regards to suicide and homicide ideation and/or threats, drug abuse, pregnancy, truancy, medical issues, community violence, child abuse, bullying and other issues.
- Provides follow up case management services, referrals, and supports as needed.
- Link parents with pertinent information to enhance parenting skills
- Increase positive behavior interactions with peers and staff
- Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
- Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc.), and link families with necessary resources to promote wellness and resiliency
- Make appropriate mental health related referrals to community agencies for the student and their family
- Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family

- Develop a cooperative relationship with relevant mental health community professionals
- Conduct Psychosocial Mental Health Multidimensional Assessments and recommendations for students with IEP's and 504's.
- Collaborate with multidisciplinary team to evaluate eligibility for Section 504 Services.
- Provides referral services to families who need to be connected to services outside of the District; provides follow up case management services to students and families by maintain regular contact with families
- Provides in-service training to parents, community agencies, students, district personnel and others
- Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
- Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs
- Develop and help implement school wide positive behavior interventions within a multi-tiered systems of support to address the social—emotional, behavioral and mental health needs of all students. Behavioral support for identified students through services such as:
    - Evidence-based mental and behavioral health programs (i.e. Check-In Check-Out, Structured-Day, Psychotherapy, Cognitive Behavioral Therapy, Trauma Focused Cognitive Behavioral Therapy, Alternatives for Families CBT, Child-Parent Psychotherapy, Play Therapy, Strategic, Solution Focused, etc.)
    - Skills group counseling (i.e. social skills training, anger management, coping skills, etc.)
    - Targeted, direct-therapeutic individual counseling to help promote student access within their educational environment
    - Assessment and interpretation of behavioral data to monitor response to multi-tiered interventions
    - Behavior Intervention Plan (B.I.P.) development, and monitoring
    - Mentoring of identified, at-risk students
    - Participation on crisis response team to provide mental health prevention, intervention, and postvention services.

Students who may be in need of mental health services can be referred to the District Mental Health Counselor by any key stakeholder by making direct contact with the school. In many cases, these services are generated through the stakeholder through a Student Study Team, Section 504 and/or Individualized Education Plan. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Reef-Sunset Unified School District, the District mental Health Counselor works with students and their families to:

- Provide individual, group, and family services

- Conduct multi-dimensional assessments, develop service plans, provide counseling services to students and families
- Provide intervention and postvention support
- Provides referral services to families who need to be connected to services outside of the District; provides follow up case management services to students and families by maintain regular contact with families
- Provides in-service training to parents, community agencies, students, District personnel and others
- Support students' social, emotional, and behavioral health
- Consults with outside agencies to provide services for students
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site directly. The referral will go through an evaluation process to ensure appropriate supportive services are offered. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

The Reef-Sunset Unified School District partners with Kings Behavioral Health. Kings Behavioral Health provides a wide variety of services to support students and families in need of mental health support. Their expertise runs that gamut. To contact Kings Behavioral Health, call 852-2444 or visit their website at www.kcbh.org

The Reef-Sunset Unified School District also partners with Kings View Counseling Services. Kings View Counseling Services for Kings County promote the prevention of and recovery from mental illness and substance abuse for the individual, family and community by offering accessible, caring and culturally competent services. Kings View offers a wide variety of services and programs to children and adults. To contact Kings View Counseling Services, call 582-4481 or visit their website at www.kingsview.org

For additional resources, please click here.

Active Shooter

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

BEST PRACTICES FOR COPING WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in a hallway, classroom or faculty office, escape the building if possible
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

CALL 911 WHEN IT IS SAFE TO DO SO!

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that your students will follow your lead during an active shooter situation.

1. Evacuate - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
   - Have an escape route and plan in mind
   - Evacuate regardless of whether others agree to follow
   - Leave your belongings behind
   - Help others escape, if possible
   - Prevent individuals from entering an area where the active shooter may be
   - Keep your hands visible
   - Follow the instructions of any police officers
   - Do not attempt to move wounded people
   - Call 911 when you are safe

2. Hide out - If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:
   - Be out of the active shooter's view
   - Not trap you or restrict your options for movement
   - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)

To prevent an active shooter from entering your hiding place:
- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:
- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)

- Remain quiet

3. Take action against the active shooter - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
    - Acting as aggressively as possible against him/her
    - Throwing items and improvising weapons
    - Yelling
    - Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

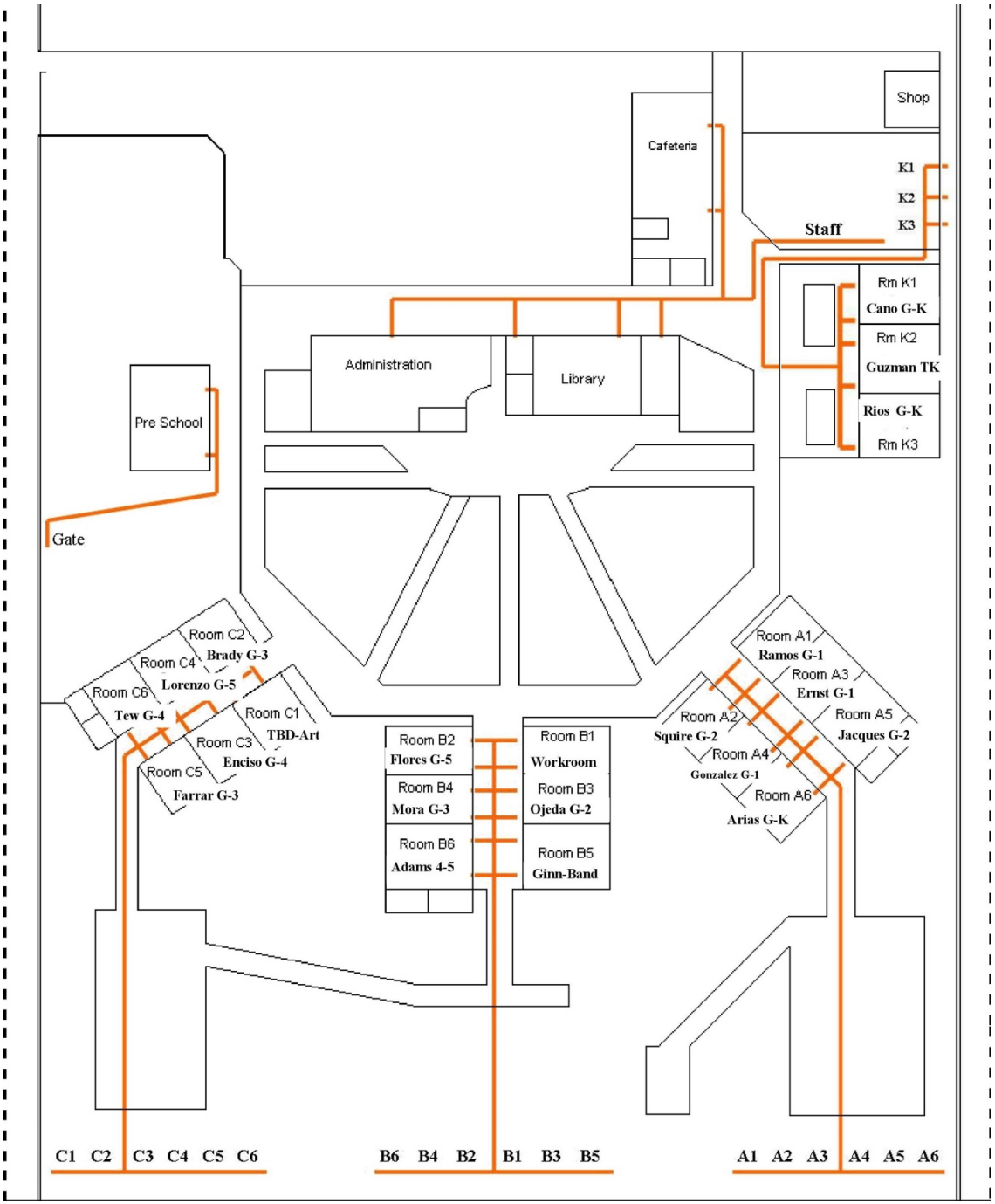
Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Tamarack Elementary School

The Home of the Tigers, School of the Stars

1000 South Union Avenue
Avenal, CA 93204

School/Evacuation Map



English Learner Student Identification, Assessment, and Placement

Step 1: Home Language Survey

At the initial registration, the Home Language Survey (HLS) is used to determine the student's primary language. This is a legal document and must be kept on file in the student's permanent cumulative folder.

Step 2: English Language Proficiency Assessment

If Items 1, 2, or 3 are answered with English on the HLS, the child is classified as English Only (EO). If any of Items 1, 2, or 3 on the HLS are answered with a language other than English, the child is tested for English language proficiency using the Initial English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment at their school.

Step 3: Language Classification

The Initial ELPAC measures the student's English Proficiency in the areas of speaking, listening, reading and writing. An overall score of 150-600 is assigned to the student. The score can be used for both placement and instructional strategies in order to help students become proficient in English as quickly as possible. English Learners are classified as *Novice English Learners* if they receive an overall score of 150-369, *Intermediate English Learner* if they receive an overall score of 370-449, and *Initial Fluent Proficient (IFEP)* if they receive an overall score of 450-600. If a student is categorized as an IFEP then they will not be classified as an English Learner.

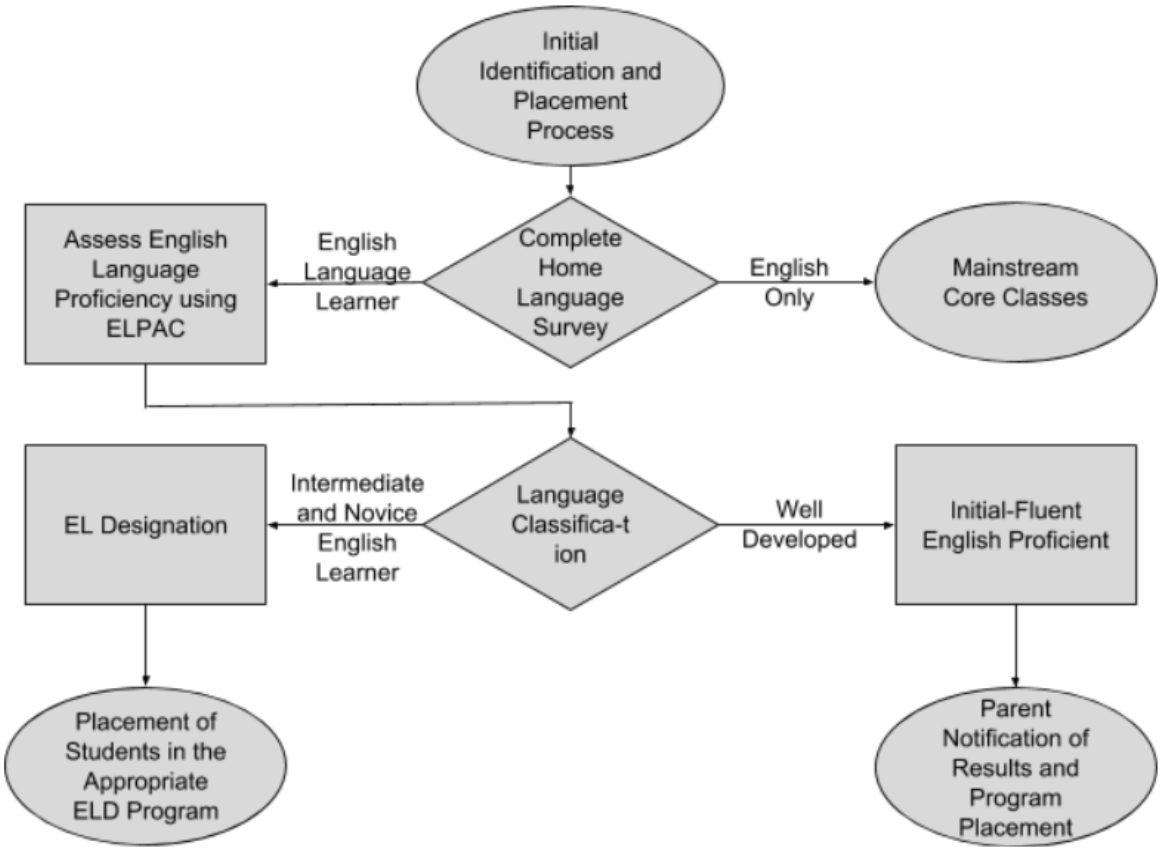
Step 4: Placement

The administrator will make appropriate student program placement. If the parent or guardian requests that their child be placed in an English Language Mainstream (ELM) program, the administrator will honor the parent's preference and have the parent sign the Structured English Immersion Program Exemption Form. Parents may opt out of a program but cannot opt out of ELD services, ie. ELD instruction, ELPAC testing, or intervention.

Step 5: Parent Notification of Assessment Results and Program Placement

Within 30 days of enrollment, parents or guardians of English learners will be notified in writing of their child's English language proficiency assessment results (ELPAC) and program placement. Parents will also receive an assessment report from the State of California several weeks later. Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Initial Identification and Placement Process



Tamarack Elementary School

Student Accountability Report Card (SARC)

The purpose of the Student Accountability Report Card (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. State law requires every school in California to publish a School Accountability Report Card, by February 1 of each year. https://www.rsusd.net/domain/28

Informe de responsabilidad del estudiante (SARC)

El propósito del Informe de responsabilidad del estudiante (SARC) es proporcionar a los padres y a la comunidad información importante sobre cada escuela pública. Un SARC puede ser una manera efectiva para que una escuela informe sobre su progreso en el logro de las metas. El público también puede usar un SARC para evaluar y comparar escuelas en una variedad de indicadores. La ley estatal exige que todas las escuelas de California publiquen un Informe de responsabilidad escolar, antes del 1 de febrero de cada año. https://www.rsusd.net/domain/28

Reef-Sunset Unified School District
Title I PARENT & FAMILY ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS AND OBJECTIVES

Reef-Sunset Unified School District agrees to implement the following statutory requirements:

A. **Involve parents and family members in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).**

The District will involve parents in the joint development of RSUSD's Local Education Agency (LEA) Plan through the Title I Parent Meetings held at each school site and at the District level. The recommendations from parents about the Local Educational Agency Plan will be published annually.

B. **Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the RSUSD in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

The District continues to coordinate and support in assisting and building the capacity of all participating schools in RSUSD to ensure effective planning and implementation of the ideas brought forth by Title-I parents and to ensure uniformity in the delivery and capacity building of parent and family members in RSUSD. Effectiveness will be determined through surveys and other forms of evaluation.

C. **Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

To address this mandate, the District will coordinate and integrate its family engagement programs and trainings with those of other District units: Curriculum, Instruction and Categorical Services; Student Services; Business Services; Technology Services; and Assessment Services.

D. **Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

- **Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);**

- **The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and**
- **Strategies to support successful school and family interactions;**

To address this mandate, the District will:

*Annually review the District Parent and Family Engagement Policy with parents in the Title I parent meetings. The Title-I parent meetings will include:

*barriers to parent participation in Title-I schools

*the needs of all parents and families, specifically for those of various racial and ethnic subgroups, to partner with their child's school for student academic success, and

*strategies to overcome participation barriers and develop successful partnerships with families and schools for student achievement.

E. **Use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section.**

To address this mandate the District will:

- Annually review data from the Title-I Parent Meetings to determine the need for revisions of the Title-I Parent and Family Engagement Policy.
- Share best practices and strategies identified by the Title-I Parent Meetings with schools and school staff in order to strengthen school-based parent engagement and communication between schools and families.

F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by RSUSD to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

The authentic involvement of parents in their children's education and schools is critical for improvement. To address this mandate, the District will:

*Use parent feedback on the barriers to participation in the Title-I program, and strategies to overcome the barriers, to train district and school personnel

*Ensure meaningful parent engagement at schools by growing schools' capacity to do the following:

*Listen responsively to parents

*Create welcoming, respectful environments for all parents

*Provide learning opportunities for parents

*Provide differentiated learning opportunities for families

*Encourage parents and students to participate in leadership opportunities at school sites and within the District.

PART III. ADOPTION

RSUSD's Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Agenda's, Minutes, and Sign-In sheets of Title-I Parent Engagement Meetings.

This policy was adopted by the Reef-Sunset Unified School District on 03/21/19 and will be in effect for the period of one year and the policy will be reviewed and updated by Title-I Parents and sent to the school board for adoption annually. RSUSD will distribute this policy to all parents of participating Title I, Part A children on or before August 15th annually.

(Signature of Authorized Official)

3/21/19
(Date)

Tamarack Elementary School
2018 - 2019
School Parent and Family Engagement Policy
Política de participación de padres y familias en la escuela

In carrying out the parent and family engagement requirements, Tamarack Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]).

Al cumplir con los requisitos de participación de los padres y la familia, la Escuela Primaria Tamarack, en la medida de lo posible, ofrece oportunidades para la participación informada de los padres y miembros de la familia (incluidos los padres y miembros de la familia que tienen un dominio limitado del inglés, padres y miembros de la familia con discapacitados, y los padres y familiares de niños migratorios), incluida la información y los informes escolares requeridos en 20 U.S.C. § 6311 en un formato y, en la medida de lo posible, en un idioma que los padres entiendan. 20 U.S.C. § 6318[f]).

As a component of the school-level parent and family engagement policy, Tamarack Elementary School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

Como un componente de la política de participación de padres y familias a nivel escolar, Escuela Primaria Tamarack servida se desarrollará conjuntamente con los padres para todos los niños atendidos en esta parte de un pacto entre la escuela y los padres que describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirá y desarrollará una asociación para ayudar a los niños a alcanzar los altos estándares del estado. El pacto escuela-padres deberá cumplir los siguientes requisitos:

Tamarack Elementary School

2019-2020

Parent-School Compact – Four-Way Pledge

Promesa De Cuarto Partes Consorcio De Escuela-Padres

Schools, parents and students themselves must take collective responsibility for quality education. The signatures below indicate our support of and commitment to the following responsibilities:

Escuelas, padres y estudiantes ellos mismos deben tomar una responsabilidad colectiva por la calidad de la educación. Las firmas debajo indican el apoyo y compromiso para las siguientes responsabilidades:

As a Student, I Will/Como Estudiante Yo:

1. **Get to class on time every day.** *Llegaré a clase a tiempo todos los días.*
2. **Return completed homework on time.** *Entregaré la tarea completa y a tiempo.*
3. **Follow school rules to and from school, in the classroom, in the cafeteria and on the playground.** *Obedeceré las reglas al ir y salir de la escuela, en la cafetería en el patio de recreo.*
4. **Be responsible for my own behavior.** *Seré responsable de mi propio comportamiento.*
5. **Work hard to reach learning and performance goals**. *Trabajaré duro para llegar a la meta de aprendizaje.*
6. **Seek out and take advantage of extra help and support opportunities.** *Buscaré y aprovecharé ayuda extra y apoyaré oportunidades.*
7. **Tell parents honestly what is happening at school and give all school notices to parents immediately.** *Les diré honestamente a mis padres lo que sucede en la escuela y entregaré todas las notas que vienen de la escuela a mis padres inmediatamente.*

Signature/*Firma*_____

As a Parent, I Will/*Como Padre, Yo:*

1. **Make sure that my child completes his/her homework every night. Let the teacher know if my child has any problems with learning.** *Aseguraré de que mi hijo/a complete su tarea todas las noches. Informare al maestro/a si tiene problemas mi hijo/a de aprendizaje.*
2. **Require my child to be responsible for his/her behavior at school and home.** *Requeriré que mi hijo/a sea responsable de su comportamiento en la escuela y en casa.*
3. **Support the school's/district's attendance and discipline policies and procedures.** *Apoyaré las pólizas y procedimientos de asistencia y disciplina de la escuela y del distrito.*
4. **Communicate regularly with my child's teacher.** *Mantendré regular comunicación con el maestro/a de mi hijo/a.*
5. **Insure that my student gets to class on time every day.** *Asegurar de que mi estudiante este a tiempo cada día.*
6. **Insure my child gets adequate sleep and eats a healthy diet**. *Asegurar de que mi estudiante duerma bien y coma saludable.*

Signature/*Firma*_____

As a Teacher, I Will/*Como Maestros/as, Nosotros:*

1. **Teach grade level skills and concepts.** *Enseñaré habilidades y conceptos al nivel de grado.*
2. **Strive to address the individual needs of your child.** *Me esforzaré para dirigirme a las necesidades de su hijo/a.*
3. **Communicate with you regarding your child's progress to include attendance and tardy issues.** *Me comunicaré con usted acerca del progreso de su hijo/a para incluir temas de asistencia y se llegan tarde.*
4. **Provide a safe, positive, and healthy learning environment for your child.** *Proveeré un ambiente seguro, positivo, y saludable para su hijo/a.*
5. **Communicate homework and class work expectations.** *Comunicaré expectativas de tarea y trabajo en clase.*
6. **Provide appropriate and varied instructional activities and maintain high standards within each subject area to ensure student learning.** *Proveeré actividades instruccionales y apropiadas y variables y mantendré normas altas dentro de cada materia.*

Signature/*Firma*_____

As School Administrators, We will/*Como Administradores de la escuela, Nosotros:*

1. **Provide a healthy, safe, and positive teaching/learning environment.** *Proveeremos un ambiente saludable, seguro, y positivo de aprendizaje.*
2. **Provide instructional leadership to ensure appropriate instructional practices, high academic standards and the delivery of a quality core curriculum to all students.** *Proveeremos dirección instruccional para asegurar prácticas instruccionales apropiadas, normas académicas altas y la entrega de un plan de estudios de calidad para todos los estudiantes.*
3. **Maintain open communication between home and school, making sure to include recognition for achievement and cooperation on the part of students, staff, and parents.** *Mantendremos comunicación abierta entre casa y escuela, asegurando de incluir reconocimiento por el logro y cooperación por parte de los estudiantes, miembros del personal, y padres.*
4. **Encourage and support parent involvement.** *Animaremos y apoyaremos el involucramiento de los padres.*
5. **Provide students with as much consistency as possible in assignment of substitute teachers and instructional aides.** *Proveeremos a los estudiantes con consistencia –en asignación de maestros suplentes y asistentes de maestros.*

Signature/*Firma*_____**, Principal**/*Director*

Certificate of Understanding

I have read & discussed the 2019-2020 Tamarack Parent/Student Handbook with my child & I am aware of & understand the rules & regulations of Tamarack Elementary School. In addition, I read & understand the notices regarding K-9 use, the RSUSD Uniform Complaint Policy, the Complaint Rights Policy, & Pupil Mental Health Services.

_____ _____

Parent or Legal Guardian Date

_____ _____

Student Date

Please read, sign & return this form to your student's teacher.