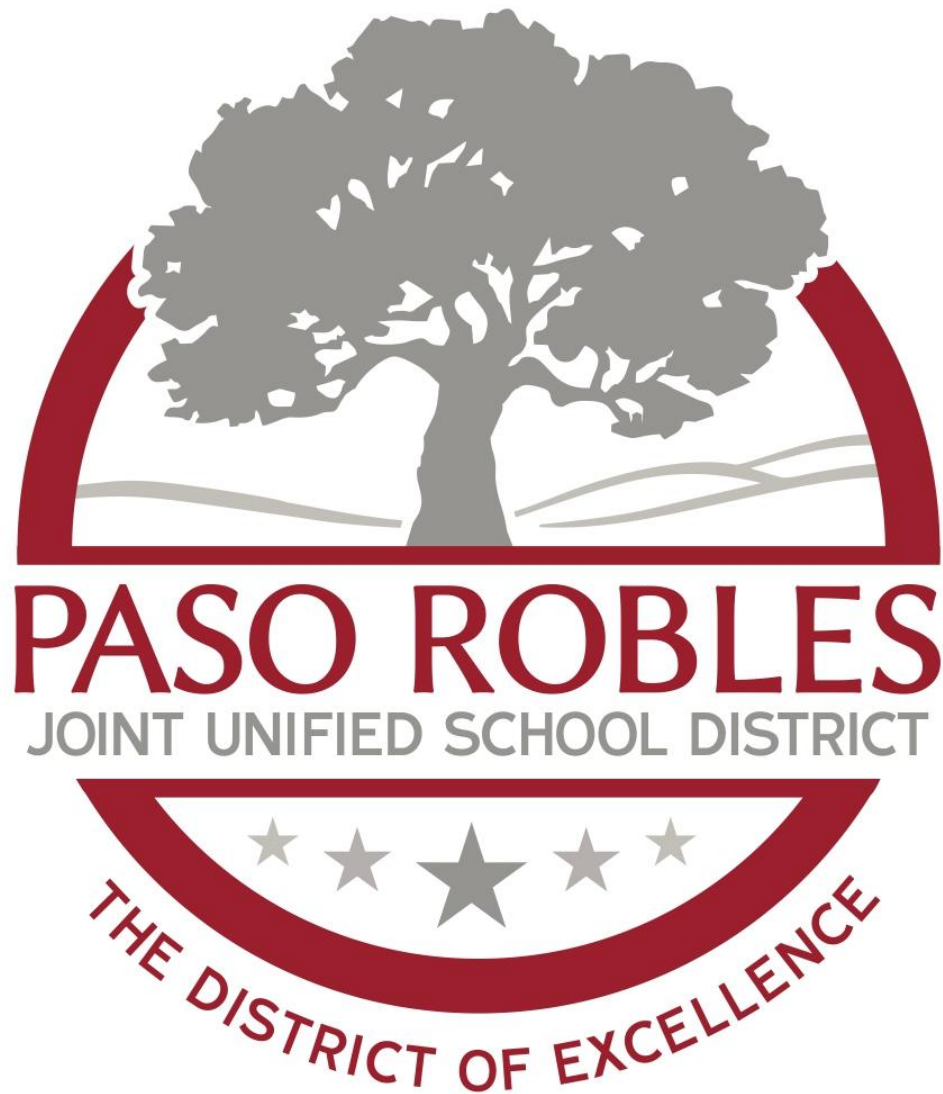


Georgia Brown Elementary
Family Handbook
2018-2019



(805) 769-1200

Principal – Michele Tesauro, mbtesauro@pasoschools.org

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Welcome to Georgia Brown Elementary School! It is our pleasure to offer this handbook to assist you in accessing important information regarding opportunities, policies, and procedures for our school and district. It is our goal to keep you informed and to encourage your participation as important members of the Georgia Brown School Family. Please keep this document handy for future reference.

Georgia Brown Elementary School Vision Statement

Our vision is to provide a well-rounded high quality education for all students while maintaining a commitment to a bilingual, bi-cultural environment. Students have the opportunity to become fully bilingual and biliterate, while increasing multicultural awareness.

Georgia Brown Elementary School Mission Statement

The goal of Georgia Brown Elementary School is to provide excellence in education through outstanding programs, services, and activities. Georgia Brown Elementary has created a Two-way language and Immersion with an extended learning year to accelerate language and academic achievement for all students.

The objectives for the program are:

- Fully integrated classrooms (composed of near equal numbers) of Spanish and English speaking students.
 - Students will develop biliteracy in Spanish and English by the end of the fifth grade.
 - Students will demonstrate increased self-confidence and academic achievement.
 - Teachers will plan collaboratively on a weekly basis in order to develop and support a strong content and language-based program.
 - Spanish and English instruction will focus on standards-based curriculum for strong academic achievement in both languages.
 - Students, parents and staff will develop an understanding and acceptance of the diversity in our community.
-
- Students and parents will make a commitment to continue in the program or the full six years, with the opportunity to continue at Flamson Middle School and Paso Robles High School.
 - Dual Language Immersion is the District's Language Enrichment Magnet Program, emphasizing full literacy in Spanish and English through 12th grade.
 - Georgia Brown is committed to community engagement.



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



Superintendent

Chris Williams

Cabinet Members

Laura Becker
Dana Budd
Rich Clayton
Amber Gallagher
Jennifer Gaviola
Carol Kenyon
Frank Panian
Kristen Shouse
Duane Wolgamott

Board of Trustees

Chris Bausch
Tim Gearhart
Field Gibson
Kathleen Hall
Dave Lambert
Joel Peterson
Joan Summers

**ONE
TEAM
ONE
DREAM!**

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

Georgia Brown Elementary School Agreement

School Climate

The staff will:

- ◆ Foster a safe, respectful, welcoming, and positive learning environment
- ◆ Cultivate proactive communication with families and students
- ◆ Promote challenging and interactive learning
- ◆ Commit to high-quality teaching
- ◆ Nurture learning through a variety of engagement strategies

Student Involvement

The students will:

- ◆ Challenge themselves to go beyond what is expected
- ◆ Care for each other
- ◆ Take responsibility for their choices

Family Involvement

The families will:

- ◆ Work with students and teachers to set and achieve goals
- ◆ Model responsibility, respect, and a positive attitude towards school
- ◆ Support strong communication between home and school, including an active School Site Council, English Learners Advisory Committee, and Parent Teacher Association.

Community Involvement

Together we will:

- ◆ Encourage the Paso Robles community to celebrate, recognize, and provide opportunities for student learning and growth
- ◆ Cooperate with the community to teach and develop qualities in our children that will enable them to be good citizens now and in the future

School to Family Communication

We want you to know what is happening at Georgia Brown so your family can fully participate! There are several ways we help you to stay connected:

- ◆ Email – We are working hard to connect with as many families as possible through email. The only way we can meet this goal is if you provide us with your email address on your child’s emergency card or through the AERIES Portal. Thank you, in advance, for ensuring that we have your email address so we can keep you in the loop.
- ◆ Georgia Brown Website – Our website not only has updates regarding upcoming school activities, but it also has calendar information, newsletters, school lunch menus, links to teacher websites, and more! Add it to your “favorites list” for quick access. Our website address is pasoschools.org/georgiabrown
- ◆ Newsletter – Our monthly newsletters are on our school website.
- ◆ Auto-Dialer Phone Messages – From time to time, mass phone messages are sent out to tell you about important happenings at our school. Please let the school office know immediately if your phone number has changed so you don’t miss out on important information.
- ◆ Social Media – facebook (<https://m.facebook.com/Georgia-Brown-elementary-243935966107176/>)
Twitter (https://twitter.com/gb_tigers/status/898033839162904577)
Instagram (<https://instagram.com/p/BX4XvegA02p/>)
- ◆ Marquee – Check out our school marquee for information as you drive by the school.

Family To School Communication

We love to hear from you. To contact teachers or other staff members, here are some effective means of communication:

- ◆ **Email** – Email is by far the easiest and oftentimes most effective form of family to school communication. You can locate email addresses for staff members on our school website.
- ◆ **Phone** – Our phone system will allow the caller to access a voicemail account for all teachers and most other staff members.
- ◆ **Person to Person** - Remember, if you are attempting to contact a teacher in person, please do so outside of class time. Right before class begins is also a particularly difficult time to start a conversation. Our staff members want to give you their undivided attention, so it is especially helpful when you make an appointment ahead of time.
- ◆ **Hand Written Notes** – Although it is perfectly acceptable to send handwritten notes with your child to school, we find that it is not the most effective method to ensure that the note reaches the intended recipient.

PRJUSD is committed to equal opportunity for all individuals in its educational programs, activities and employment. PRJUSD prohibits, in any district programs, activities, and practices, unlawful discrimination, harassment, intimidation and bullying based on perceived or actual race, color, ancestry, national origin, ethnic group identification, age, religion, pregnancy, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; 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. To file a complaint, please contact the Chief Human Resources Officer at 805.769.1000 located at 800 Niblick Road, Paso Robles, CA 93446.

School-level Parent and Family Engagement

When you are involved with your child's education, your child will be more likely to succeed in elementary school and beyond. There are many committees and organizations at Georgia Brown Elementary School which you can join or attend.

Classroom/School Volunteers: We LOVE volunteers! Teachers use volunteers in the classroom to help with all kinds of projects and activities. In addition, other staff members would also appreciate your help. Please feel free to contact your child's teacher, the school librarian, or the office staff to find out how you can help. All volunteers working on the school grounds must have a current background check and tuberculosis test results on file at the school office. Please check with the school office for information on volunteering and clearance before you can begin volunteering. (Forms can be accessed on the district website and in the school office and they take several weeks to clear.)

Parent Teacher Association (PTA): PTA meets the second Wednesday of each month at 5:30 pm in the Library. contact us at georgiabrownpta@gmail.com and private Facebook group "Georgia Brown PTA group".

English Learner Advisory Committee (ELAC): The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. The school presents a variety of topics of information to families at our ELAC meetings will occur from 6:00 - 7:30 pm on the following dates:

September 12, 2018

November 7, 2018

January 16, 2018

March 6, 2019

May 8, 2019

School Site Council (SSC): The purpose of the SSC is to advise the principal and school staff on the use of federal money used to improve Georgia Brown. The group oversees the effectiveness of our school improvement plans and SAFE Schools Plan. While only elected members can vote on decisions, everyone is welcome to attend and learn more about school funding, improvements, and safety. School Site Council meetings will occur from at 2:45 pm on the following dates:

September 11, 2018

October 9, 2018

November 13, 2018

December 11, 2018

January 15, 2019

February 12, 2019

March 12, 2019

April 9, 2019

May 14, 2019

School/Home Compact: Parents have the opportunity to jointly develop the compact as agreements between families and our school, and how they will work together to help children achieve the state's high academic standards. Actions described in an effective compact are linked to specific school and grade-level goals, and is a focus of conversation at parent-teacher conferences throughout the year.

District and School-level Parent and Family Engagement Policy: Parents have the opportunity to annually evaluate and revise if necessary, the content and effectiveness of the District and our School-level Parent and Family Engagement Policy in improving academic quality, identifying barriers to greater participation by parents in Title I activities, planning, review and improvement of Title I programs, accessibility, and shared responsibilities.

Title I School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I parent and family engagement requirements.

Title I School-Level Parent and Family Engagement Policy Georgia Brown Elementary School

Georgia Brown Elementary School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and families. The Title I Parent and Family Engagement policy is reviewed and revised during the annual Title I meeting. The Policy has been distributed to parents and families of Title I students by placing the parent and family engagement policy on the district website, and including it in the annual student handbook each fall, and including it in the Single Plan for Student Achievement. The policy describes the means for carrying out the following Title I parental and family involvement requirements [20 USC 6318 Section 1116(a)-(g) inclusive].

Involvement of Parents and Families in the Title I Program

To involve parents and families in the Title I program at Georgia Brown Elementary School the following practices have been established:

- Georgia Brown Elementary convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. A minimum of one Title I meeting is held each year to explain the Title I program at Georgia Brown Elementary School, revise the Title I Parent and Family Engagement Policy, review data and provide input regarding the effectiveness of the program that will be forwarded to site administration as well as the School Site Council.
- The school offers a flexible number of meetings for Title I parents and families, such as meetings in the morning or evening. Parents and families schedule their own parent conferences with the teachers at the convenience of their own schedules. Additionally, as stated above, there will be a minimum of one meeting per year. Additional meetings can be scheduled as needed.
- The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent and family involvement policy. The school will solicit input from the Title I parents and families and advise the School Site Council at least once per year.
- The school provides parents and families of Title I students with timely information about Title I programs. Information involving the Title I program will be communicated regularly through the monthly newsletters and the school site web page.
- The school provides parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
During Fall Parent Conferences and at the annual meeting, achievement data, including CST ELA, CST Math, and CELDT data will be made available explained to the parents and families.
- If requested by parents and families of Title I students, the school provides opportunities for regular meetings that allow the parents and families to participate in decisions relating to the education of their children. Parents and families will be given the option to council with their son

or daughter's teacher during parent conferences twice per year. Parents and families can always request to meet with their teacher upon request. Parents and families are invited to serve on the School Site Council and/or can always be welcome to attend the School Site Council meetings whether serving on the Board or not. Data review and explanation, program effectiveness, and revisions to the parent and family involvement policy, and the current School-Parent Compact will be agenda items during the annual Title I parent and family meetings.

School-Parent Compact

Georgia Brown Elementary School distributes to parents and families of Title I students a school-parent compact. The compact, which has been jointly developed with parents and families, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents, families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and families to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Georgia Brown Elementary School engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents, families, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During the annual meeting/s school staff will explain to the parents and families the content standards, assessments, will explain the data and its significance.
- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways the parents and families can use grades and assessment data to monitor their student's progress and assist their child's academic progress.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- The school coordinates and integrates the Title I parent and family involvement program with other programs, and conducts other activities to encourage and support parents and families in more fully participating in the education of their children. School staff will, to the extent possible, coordinate efforts with other parent groups such as PTA, and ELAC, through their involvement with the School Site Council.
- The school distributes information related to school and parent and family programs, meetings, and other activities to Title I parents and families in a format and language that the parents and

families understand. All newsletters and major information is distributed from all of our schools in both English and Spanish.

- The school provides support for parental and family involvement activities requested by Title I parents and families.

Accessibility

Georgia Brown Elementary School provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents and families understand.

Annual invitations to attend Fall Parent Conferences and the annual Title I meeting will go out in the first newsletter of each year (September) inviting all parents and families of students. These newsletters are released in both English and Spanish. Facilities where the Title I meetings will be held will be handicapped accessible. Child care will be provided during these meetings if needed.

Paso Robles Joint USD

Parent Involvement

BP 6020

Instrucción

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.5 - School-Based Decision Making)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services
Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy PASO ROBLES PUBLIC SCHOOLS

adopted: May 12, 2009 Paso Robles, California

School Expectations

The Georgia Brown Elementary School Expectations are posted in every classroom:

	Classroom Voice Level 0-3	Playground Voice Level 3-4	Restrooms Voice Level 1-2	Hallways and Common Area Voice Level 1-2	Multi-purpose Room and Lunch Area Voice Level 0-2	Office/Library Voice Level 0-2
T Tolerance	I listen attentively to what others have to say I celebrate differences	I include everybody I invite everybody	I wait my turn I use good manners	I keep an appropriate distance I am patient with others	I wait patiently until it is my turn	I listen to others I wait patiently
I Integrity	I am honest I learn from my mistakes I always do the right thing	I make good decisions I am honest and correct my errors	I report all problems to adults I wash my hands I flush the toilets after using them	I listen to the school staff I do the right thing even when no one is watching I go to my destination quickly and quietly	I clean my area when I am done I demonstrate that I am a good audience I give others the attention they deserve	I make sure I have a pass when going to the office or library I make good decisions I greet others politely
G Generosity	I share my talents with others I share my time with others	I share things with others I patiently wait my turn	I use only the materials I need	I am polite and open doors for others I greet others using appropriate language	I share my space I am polite to others I help others	I share materials I help others
R Respect	I follow classroom expectations I am respectful of classroom materials I respect other's space	I use kind words I respect others I listen to the directions of adults and respond to the whistle promptly	I respect the privacy of others I will keep my hands and feet to myself	I keep my hands and feet to myself I speak in a quiet and appropriate voice	I use good manners I only eat my meal I keep my hands quiet and still I respect the space of others	I use good manners I remove my hat when entering a room I ask permission to use the telephone I wait my turn patiently
E Excellence	I take risk in learning I behave like a scholar I am a leader	I always do my best I clean up after myself and when necessary others I encourage others	I will leave the bathroom in better condition than I found it I use the restroom only when necessary	I learn from my mistakes I set a good example for others	I leave my space clean and neat I listen and obey directions I make good decisions	I take care of and return materials I use an appropriate voice when talking I keep my hands and feet to myself
S Safety	I think before I act I use school materials appropriately I make good choices	I use playground equipment appropriately I am aware of my surroundings I walk on the blacktop and sidewalks I run only on the grass	I walk when I enter and leave the bathroom I keep liquids off the floor I keep entrances clear I play only outside the bathrooms	I walk and stay in line I keep my eyes facing forward I go to my destination quickly and quietly	I walk all the time I sit quietly I remain seated at tables until I am dismissed	I walk at all times

Positive Behavior Intervention and Supports (PBIS)

Georgia Brown Elementary began school-wide implementation of Positive Behavior Interventions and Supports (PBIS) in 2015-2016. **It is our belief that every student will have success. PBIS is an important part of each student's success** by providing and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. **Our aim** is to explicitly teach behavioral expectations **as well as** recognize the positive behaviors shown to support Positive School Climate.

By implementing PBIS, our goal is to continue to reduce school and classroom behavior disruptions, office discipline referrals, improve attendance, improve punctuality, educate all students about acceptable school behaviors and most importantly, improve academic achievement. Our PBIS implementation plan includes clearly

defined outcomes, research-validated practices, supportive administrative systems, and information for problem solving.

All staff members at Georgia Brown Elementary establish regular, predictable, positive learning and teaching environments. Staff members serve as positive role models to students as they **interact with them as well as** teach expected school behaviors.

By improving the **School Climate**, our aim is to increase learning time and promote academic and social success for ALL students **so that every student will have success.**

Dress Code

Paso Robles Public Schools believe that appropriate dress and grooming contribute to a productive learning environment. The school expects students to give the proper attention to personal cleanliness and wear clothes that are suitable for the school activities in which they participate. Student dress must promote a healthy, safe, wholesome environment and not cause a distraction that would interfere with the educational process. Although most students do not intend to communicate a connection with outside groups when choosing their attire, they do present dual meanings and could potentially create discipline issues for themselves and our school. The administration will make the final determination of whether a student's dress and grooming meet district standards. In accordance with California Administrative Code, title V, Section 302: **“Any person who comes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare himself for the school room before entering.”** Therefore, the following guidelines shall apply to all school activities:

General Guidelines:

- All clothing must be suitable for school: neat, clean, size appropriate (no oversized or undersized clothing) and in good repair. Any clothing that is a distraction to the learning process is prohibited. All clothing will be worn as its design was intended.
- Clothing and jewelry shall be free of writing, pictures, and/or any insignia that: (1) are crude, vulgar, violent, profane, prejudicial, racial, associated with any hate group, or sexually suggestive; (2) advocate or reference the use of drugs, alcohol, tobacco, or weapons (for example, marijuana leaves, beer advertisements, cigarettes/cigars, or firearms); (3) may associate them with any law enforcement and/or security agency; (4) by manner of being worn indicate an affiliation with a group or gang that may provoke violence or cause others to be intimidated. The writing, pictures, and/or insignia might include, but are not limited to: Old English lettering; depictions of prisons or prison symbolism; partially clothed figures; gang symbols or colors; weapons; promotion of one race over other races.
- Students will not wear any attire, jewelry, or clothing that includes geographical and/or numerical references or affiliation with gangs.
- Students will not wear any color or combination of colors or items which support their affiliation to a known group or gang. If a student or group of students is using colors or items to demonstrate group or gang affiliation, such colors or items may be banned for that student or group.
- Students will not wear any clothing, hat, cap, or other article displaying a gang term associated with any ethnicity (such as – brown pride, black power, Aryan nation, etc).

- Gang indicators shall not be displayed on backpacks, purses, books, book covers, binders, papers, or other articles worn, carried, or otherwise possessed by any student. Gang Indicia (indicators) is any photograph, picture, drawing, patch, sticker, written symbol or word, or any other item depicting association with a gang.

Head covering:

- Hats, beanies, caps, and hoods of sweatshirts are not to be worn inside classrooms or school buildings.
- Students shall not wear any mask, face paint, or item which would prevent a student or staff member from identifying the student by face recognition.
- Students may not possess or wear any type of bandana or hair net.

Skin:

- Marking on one's own, or someone else's, body or clothing with pens and markers is not permitted. Students will be required to wash off all such marks.
- *Elementary Schools:* Make-up, acrylic nails (press-on) and rub-on tattoos are not appropriate.

Shirts/Blouses/Dresses:

- Dresses and/or shirts must have straps over each shoulder that connect front to back. The neckline must maintain privacy.
- All clothing must be sufficient to conceal all undergarments. Straps (on a tank top, for example) must be at least one (1) inch wide. See-through or fishnet fabrics; halter tops, tube tops, off the shoulder tops, low cut tops, and bare midriffs are prohibited.
- "A-style" shirts are prohibited.
- A top is too short if the bare midriff or the small of the back is exposed when: a student raises her/his arms above the head; when the student is leaning over; or when the student is sitting down.
- No tank tops or muscle shirts with excessive arm holes.

Pants/Skirts/Shorts:

- Pants/skirts are not to be worn below the waist line (sagging) and must be sufficient to conceal undergarments. All pants must be size appropriate and fit at the waist. The length of belt shall be appropriate for waist size. Pants are too loose if they fall down while the student walks with her/his arms out to the side. Pants that must be held up with one or both hands are not acceptable.
- Skirts, dresses, and shorts must be no shorter than the level where the student's closed fist strikes the thigh when standing with arms straight down at the side and with shoulders relaxed.

Footwear/Shoes:

- Shoes must be worn at all times.
- *Grades K-8:* No Flip-Flops
- *Elementary Schools:* No shoes with heels, or wheely shoes. Shoes should be appropriate for P.E.

Consequences:

- Violation of the dress code may result in a discipline referral and confiscation of the item.
- Students will be required to change into loaned clothing items or the PE uniform if the offending clothing article cannot be rectified by any other method.
- Subsequent infractions may result in parent conference and be subject to progressive discipline.

When Issues Arise...

If a problematic situation arises during the school year, communication is the key to solving any issues. It is best to address issues before they escalate. The office has an open door policy. Please call or come in and talk to us about any issues that arise or just to chat. We will either talk/meet with you right away, or if we are unable to talk/meet at that time, we will set up an appointment with you.

Academic Issues: If your child is struggling in class, contact the teacher and ask how you can work together to support your child's success. You can contact the teacher several ways: email, phone, or in person. Remember, if you are attempting to contact the teacher in person, please do so outside of class time. It is especially helpful when you make an appointment ahead of time to ensure that the teacher can give you undivided attention. If you are having difficulties contacting the teacher, contact the secretary or clerk so they can help you set up an appointment.

Attendance Issues: Call the office if you know your child will miss school for an extended period over one week. With a week's notice, we can set up an Independent Study Contract which is not counted against the student or school as absences. The school does not receive funding if a student misses school for any reason other than independent study or a school sponsored event. The school is required by the state to send School Attendance and Review Board (SARB) absence letters if students miss too much school.

Conflict with Another Student at School: If your student is having difficulties with another student whether it's bullying or not, please contact the teacher/office and we will help the students resolve their conflict.

Family Issues: It can be hard for a student to concentrate on school when there are difficult issues happening at home. Our Intervention Specialist, Guidance Specialist and Principal are available to check on students after life changing events such as the loss of a loved one, separation/ divorce, or trauma. We can also refer families to The Link (Family Resource Center) to connect you with local services and additional help.

Medical Issues: If your child is having medical issues, please let us know. If it is a short term issue, we can work on short term solutions. If it is longer term, we can involve the District Nurse in helping create a medical plan. We also have information on low cost insurance for children and teens through the California Healthy Families program. It provides health, dental and vision coverage to children who do not have insurance and do not qualify for free Medi-Cal.

Anti-Bullying

Bullying can occur any time or place. Bullying is aggressive behavior that is intentional and that involves an imbalance of power. Most often, it is repeated over time. All Paso Robles Joint Unified Schools follow the Olweus (pronounced Ol-VEY-us) Bullying prevention program.

Forms of bullying include:

1. Verbal bullying including derogatory comments and bad names
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving, and spitting
4. Bullying through lies and false rumors
5. Having money or other things taken or damaged by students who bully
6. Being threatened or being forced to do things by students who bully
7. Racial bullying (based on ethnic background or geographic region)
8. Sexual bullying (based on gender or sexual orientation)
9. Cyber bullying (via cell phone or Internet)

Warning Signs of Bullying

Students who are being bullied often exhibit some warning signs. These students may:

1. Have torn, damaged or missing pieces of clothing, books, or other belongings
2. Have unexplained cuts, bruises, and scratches from fighting
3. Have few, if any, friends with whom he or she spends time
4. Seem afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities (such as clubs or sports) with peers
5. Take a long "illogical" route when walking to or from school
6. Lose interest in doing school work, or suddenly begin to do poorly in school
7. Appear sad, moody, teary, or depressed when he or she comes home
8. Complain frequently of headaches, stomachaches, or other physical problems
9. Have frequent bad dreams or trouble sleeping
10. Experience a loss of appetite
11. Appear anxious and suffer from low self-esteem

What to do if you suspect your child is being bullied:

If you believe your child is being bullied, please call the school and let us know. We want to help solve the issue before it becomes a huge problem. When we know about a bullying issue, we will act quickly to resolve the problem. We will talk to your child and let him/her know how we will handle the incident, and we will encourage your child to keep lines of communication open between the school and home.

When we talk to the suspected bully, but we will not say, "So and So said you are bullying." We will identify the specific bullying behavior and follow our progressive discipline program. This can range from counseling the students and talking to their families to suspension, depending on the severity of the situation. Because of student confidentiality, we will not be able to communicate with you information about specific disciplinary action taken, but we can assure you that the consequences will be appropriate and follow District and Ed Code guidelines. In each of the classrooms, bathrooms, and common rooms, we have the following posters:

Bullying Prevention

Definition of Bullying

A student is being bullied when he or she is exposed one time or repeatedly and over time to negative actions on the part of one or more students.

SCHOOL RULES AGAINST BULLYING

We will not bully others.

We will try to help students who are bullied.

We will include students who are left out.

When we know somebody is being bullied, we will tell an adult at school and an adult at home.

Bullying can lead to expulsion and removal from Paso Robles Joint Unified School District

How to Report Bullying

- Tell an adult at school and an adult at home.
- Call the school at 805-769-1200.
- E-mail the school principal.
- Fill out an incident report.
- Use the bullying form on the school web page or at <http://tips.wetip.com>.
- Call the We-Tip Hotline at 1-855-86BULLY

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