

**2018/19**  
**Brooklyn Primary Parent Student Handbook**



# **Brooklyn Mission Statement**

**We believe in every child; we are committed to educating and inspiring all children to their highest level of learning.**

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## **BAKER SCHOOL DISTRICT 5J - PARENT INFORMATION**

Baker School District 5J does not discriminate on the basis of race, religion, color, national origin, disability, marital or parental status or sex in providing education or access to benefits of education services, activities and programs in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Regarding student education records, parent(s)/guardian(s) will sign Consent for Information Release form which contains complete directory data, and a Disclosure Statement form which informs parent(s)/guardian(s) about our use of student social security numbers and directory information. These forms will be signed when registering child(ren) for school. The Consent for Information Release provides information about the school directory containing student education records. The Disclosure Statement informs parent(s)/guardian(s) about Baker School District 5J's use of student social security numbers.

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## **Highly Qualified Staff**

*The Baker School District's Board of Directors hires and retains highly qualified teachers. Oregon has set high standards for licensing teachers. Teachers in our district meet these standards.*

*If you would like specific information regarding the professional qualifications of your child's teacher(s), please contact the Building Principal at (541) 524-2450.*

*Sincerely,  
Phil Anderson, Principal  
Brooklyn Primary*

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# BROOKLYN PRIMARY STAFF

The staff at Brooklyn Primary looks forward to this school year with a great deal of excitement and enthusiasm. Our attitude is positive and progressive. We approach the education of your child with a team effort. Parents are an important part of this team. As parents and school personnel work together, we can better meet the needs of all children. To that end, we hope that this handbook will answer questions you might have about Brooklyn Primary. We are pleased to have your child at school and encourage you to visit us at any time. Please note the following staff at Brooklyn Primary:

Principal-----Phil Anderson

Dean of Students-----Angela Lattin

Secretaries-----Kadie

Cosby

Anne-Marie Popa

Kindergarten-----Megan Berry

Kelsey Lehman

Melissa Garner

Holly Miller

Cynthia Norton

Trace Richardson

Grade 1-----Makenzie Dyer

Ami Livingston

Fawn Robertson

Larne Sheehy

Karen Tannehill

Grade 2-----Emmy Clausnitzer

Morgan Colvin

Jill Welter

Elizabeth Olson

Katie Stephens

Grade 3-----Ashley Ballard

Caroline Brown

Patty Dreher

Krystyl Snodgrass

Heather Yaw

Therapy Classroom-----	Sharon Paine
Reading Specialists-----	Francine O'Connell Julie Stout
Speech/Language-----	Hali Fleming Deb Watson
Special Education-----	Nancy Ames Meghan Nilsen
Paraprofessional-----	Rochelle Adams Janet Baker Janet Conant LeAnn Cripe Donita Culbertson Lakisha Dunlap Karen Emmons Tami Goddard Connie Robinson Teresa Sullivan Heather Vaughan Tracey Warner Amanda Washington Britta Yates
ESL-----	Aysha Vidales
ESL Interpreter-----	Ma'Lena Wirth
School Counselor-----	Erin Justus
Physical Education-----	Ty Everson
Music-----	Tanner Denne
Library-----	Christie Randall
Cooks-----	Debbie White Rochelle Stoaks

## SCHOOL HOURS

<b>Monday - Thursday</b>		
<b>First Bell</b>	=	7:50 a.m.
Tardy Bell	=	8:00 a.m.
Kindergarten Lunch	=	11:40 - 12:05
1st Grade Lunch	=	12:30 - 12:50
2nd Grade Lunch	=	12:05 - 12:25
3rd Grade Lunch	=	12:55 - 1:15
<b>School Dismissal</b>	=	3:30 p.m.

### ARRIVAL

Classes will begin at 8:00 a.m. For those students who ride with parents, we ask that they arrive at school **no earlier than 7:30 a.m.** Adult supervision begins at 7:30 a.m.

Students are to be dropped off at either end of the building so they may enter directly onto the playground.

If you drop your children off in the morning, please remember not to block the lanes of traffic in front of the school. Please pull over to the curb for your child's safety.

## ACADEMIC DEFINITIONS, EXPECTATIONS AND PROCEDURES COMMON CORE STATE STANDARDS

### Higher Standards = Better Results

#### How does the school know if my child is making adequate progress?

State assessments at grades 3-11 and classroom work samples throughout the years are progress checks for student growth. Your child will be expected to achieve 'benchmark' standard on state tests and classroom work samples. Oregon is moving towards a more rigorous alignment with national standards through the Common Core State Standards (CCSS). Brooklyn Primary teachers began implementing CCSS during the 2013-14 School Year. This year students will take the Smarter Balanced Assessment to determine how well they are performing based on the Common Core.

#### What are Common Core State Standards?

The Common Core State Standards (CCSS) are a coherent progression of learning expectations in English language arts and Mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals. While most states already have English language arts and mathematics standards in place, they vary widely from state to state in their coverage and level of rigor.

#### Common Core State Standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build on strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society; and
- Are evidence-based.

Moving towards these national standards means your child will receive instruction at higher levels of content in math and reading, and may also be assessed on their learning with more rigorous expectations. What does “rigor” look like? Your child may have homework assigned more frequently, and the work may require more writing, with questions or problems that are more complex (may include more than one step or part). These changes make it more important than ever for your child to stay “up” on their learning – regular attendance, conscientious application of their time and effort on school lessons, completion of homework and daily assignments. If you have questions about how the move to Common Core State Standards will affect your child’s education, please talk with your child’s teacher or contact the school office.

**What are the benefits for parents of common standards?**

- A common set of standards ensures that all students, no matter where they live, will be focused on graduating from high school prepared for postsecondary education and careers. In an increasingly mobile society, families with children transferring to new schools will not have to adjust to new learning expectations. Standards will be the same for all students in states adopting the CCSS, making transitions smoother for students.
- In a competitive global economy, all students must compete with not only American peers in other states, but with students from around the world. The CCSS were designed to prepare students to succeed in this environment.
- Because common standards define exactly what students should know and be able to do at each grade level, they will help parents hold their schools accountable for teaching students in ways that support learning of the important content and skills defined by the CCSS.
- With adoption of the CCSS, states and districts can share experiences, methods of assessment, teaching practices, instructional materials, and approaches to helping parents support and reinforce learning at home.

**How will the Common Core State Standards be assessed?**

Two consortia of states—the SMARTER Balanced Assessment Consortium and the Partnership for the Assessment of Readiness for College and Careers—were awarded federal funding to develop an assessment system aligned with the CCSS. Oregon selected Smarter Balanced as their state assessment. This assessment has been used by Oregon since the 2014–2015 school year.

**English Language Arts**

The Common Core State Standards (CCSS) for English language arts include standards for use in English language arts courses, as well as literacy standards in history/social studies, science, and technical subjects. The standards for English language arts describe expertise that students will develop in the areas of reading, writing, speaking and listening, and language. The standards also describe how students use and strengthen these skills—particularly reading and writing—in other subjects at their grade level.

**Standards for English Language Arts**

1. Reading: Text complexity and growth of comprehension

2. Writing: Text types, responding to reading, and research
3. Speaking and listening: Flexible communication and collaboration
4. Language: Conventions (grammar), effective use, and vocabulary

## Mathematics

The Common Core State Standards (CCSS) for mathematics include two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). The two are linked together while students are learning.

### Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### How can I help my child meet grade level standards?

Become familiar with the standards so you know what is expected of your child. At conference times, use your child's classroom work samples and test scores as a starting point for discussions with the teacher about progress toward meeting CCSS benchmarks and ways you can support learning at home. Take a genuine interest in what your child is doing at school. Provide a quiet, well-lit place for a study area and stick to a nightly homework schedule. Place reasonable limits on television, cell phone use and technology-oriented activities. Let your child know you expect him or her to do well, and you believe school work is important. Ask your child's teachers for ways to support learning at home. Ensure regular, full day attendance. Utilize the Friday tutorial when appropriate. Call the school if you have concerns or questions about your child's progress.

## INSTRUCTIONAL PROGRAM

Baker School District 5J staff is charged with the responsibility to establish and implement curriculum that meets the requirements of the Oregon State Department of Education and the needs of students living in our district. Therefore, the curriculum developed and implemented in Baker School District 5J is a required public education for our students.

The District is an active member of the community. Our primary and intermediate schools are a closed forum. The Principal may invite community resources that provide instructional support.

## SPECIAL PROGRAMS

Brooklyn Primary qualifies as a **Title I Schoolwide** school and as such receives Title 1 program funds which allow us to offer programs to students needing extra assistance under the direction of the Title 1 teacher, with a goal of improved performance in reading and math. Students qualify for Title I help based on several screening assessments given throughout the school year, including DIBELS, in-class assessments, and SBAC. Title I staff utilize reading and math intervention programs designed to provide individualized and/or small group instruction for students needing extra help to achieve Common Core State Standards. This approach is called **Response to Intervention (RTI)**.

The **RTI** program serves students at risk of not meeting grade level benchmarks in reading through our Title Reading Room. Students who are not meeting grade level benchmarks, or who make uneven progress towards benchmarks are provided with extra help through interventions provided during the normal reading and/or math block. Progress is

closely monitored throughout the intervention program to determine whether or not the student is making appropriate reading gains. Parents may contact their child's classroom teacher with any questions regarding their child's eligibility for Title I services.

A **Speech/Language Therapist (SLP)** is scheduled to service students who are on an IEP for speech/language difficulties. The SLP serves children with language/communication needs by focusing on articulation and fluency of speech. If your child has speech/language needs you may request testing to see if he/she would qualify for this program.

Two **Learning Resource Centers (LRC)** are provided for children on an Individual Educational Plan (IEP). Mrs. Ames primarily serves IEP students in Grades K and 1. Mrs. Nilsen primarily serves IEP students in Grades 2 and 3. Students with IEPs are provided specific instruction at an appropriate level of difficulty in order to allow for progress towards grade level standards. The majority of our IEP students receive core instruction for math and reading in the regular classroom with support from the LRC staff. These students receive a "second shot" of instruction from the LRC later in the day, with a goal of bringing those students up to grade level as quickly as possible. Other IEP students receive core instruction for reading and math through "pull out" programs inside the Learning Center itself during the reading and/or math block.

LRC teachers consult with classroom teachers regularly to ensure the best possible environment for achievement. Learning Center teachers review IEP goals with parents during an annual IEP meeting. Progress for IEP students is reported quarterly through the school report card format. Extended School Year (ESY), a summer program for students receiving IEP services, is available for qualifying students. The ESY program runs three mornings a week for six weeks. Please contact the office or your child's teacher if you have questions about whether or not your child would qualify for the LRC program.

Students identified as **English Language Learners (ELL)** are classified as on active or monitor status. Active students receive 30 minutes of instruction daily in language acquisition, vocabulary, and language comprehension. Students on monitor are incorporated into regular classroom instruction. Progress is monitored by the classroom teacher and ESL staff. ESL staff provides consult to classroom teachers and participate in quarterly EBIS meetings to help make instructional decisions regarding ELL students. The ESL staff provides a multitude of services to parents of ELL students, including special programs for parents, translation of school communication and school documents, and assistance during registration, conferences, IEP meetings, behavior meetings.

A **School Counselor** is available full time at Brooklyn Primary. Mrs. Justus provides support to the building administrator and classroom teachers, provides assistance to students placed on behavior plans, and conducts individual counseling for students with special needs and/or circumstances. The counselor position falls under the umbrella of the District's K-12 Comprehensive Guidance Program. Mrs. Justus serves as a liaison to community agencies involved in the safety and well being of children/juveniles. Parents who would like their child to receive services from Mrs. Justus should submit their request to the building principal or office.

Through the **Brooklyn Primary Music Program**, taught by Mr. Denne, students receive 50 minutes of music instruction weekly. Music instruction includes reading music notes and rhythms, movement/dancing, singing and learning to play the recorder and percussion instruments. Students prepare for a grade level music performance that helps demonstrate the musical skills they are learning. Grades for music are based largely on attendance and participation, both in class and programs.

**Brooklyn Primary PE classes**, taught by Mr. Ty Everson, provide students with 50 minutes a week of physical education instruction focused on movement, fitness and sportsmanship. Student grades in class are determined by attendance, participation, following directions and coming ready for class through appropriate clothing/footwear. Students are expected to have appropriate footwear for PE – shoes that provide support for feet and ankles as well



as appropriate traction for quick movement. Boots, shoes with elevated heels, thongs and/or sandals do not work well in PE. Students wearing dresses or skirts should bring a pair of shorts for PE to slip on underneath.

## **STUDY HABITS FOR PRIMARY STUDENTS**

1. Recognize the value of effort and regular practice. As students move upwards in grade levels, the work becomes more complex and rigorous. Progress results when students set aside regular time to *practice for learning*.
2. Set up a study schedule and stick to it. After school homework clubs are available.
3. Find a place where to study. Have everything you need handy. Make sure distractions are taken away. If you study with someone else, be sure you *concentrate on studying*.
4. Take occasional breaks. Walking even a few steps can help increase blood flow and brain energy.
5. Review material you have learned from time to time. Parents can be helpful in the review process.
6. Organize as you study so when you review you can quickly find the work you have completed.
7. Do your homework first. Putting work off makes it harder to do.
8. Encourage daily reading! This can include reading out loud or silent reading.

## **HOME HABITS FOR PARENTS OF PRIMARY STUDENTS**

1. Spend time with your child and share your child's activities.
2. Share literature with your child and encourage a daily habit of reading by your child.
3. Establish a reasonable set of work responsibilities for your child.
  - a. Involve your children in household or family chores.
  - b. Have your children listen to and follow directions in an appropriate and timely manner.
  - c. Help your children learn the art of communicating their needs in a respectful manner.
4. Ensure your children to go to bed at certain times and get up at certain times. Adequate rest is an important component of the child's brain development. Sleep affects your child's ability to retain information and work with the concepts they are learning in school.
5. Children are growing rapidly! Provide nutritious meals, beverages and snacks. Encourage the regular intake of fruits, vegetables, proteins and water. Less sugar and pre-packaged foods; more "real food" and homemade meals helps your child maintain even blood sugar levels, which in turn affects mental clarity.

## **A-B-C'S OF BROOKLYN**

The following school topics are presented in alphabetical order for your convenience.

### **ABSOLUTES**

Some behaviors may be referred directly to the office without benefit of **REFOCUS**. These behaviors, known as **ABSOLUTES**, include the following.

1. **Absolutely no physical violence or severe threats of violence.**
2. **Absolutely no weapons.**
3. **Absolutely no alcohol, tobacco or other drugs.**

### **ALTERNATIVE EDUCATION PROGRAMS**

At least two alternative education programs have been established and approved by the district to meet the individual needs of students. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon State Department of Education. Homeschooling shall not be used as an alternative education program replacement. Parents may request additional in-district alternative education programs by submitting written requests to the principal.

## **ACADEMIC PROGRAM: REPORT CARDS**

Report cards are issued every nine weeks. At the elementary level, report cards evaluate academic targets and characteristics of a learner. Academic targets are assessed utilizing grade level power standards drawn from the Common Core State Standards. A Student's academic proficiency is communicated through a 1 through 4 continuum:

- 1: *Not yet making sufficient progress*
- 2: *Nearly meets or making progress*
- 3: *Meets grade level standard*
- 4: *Exceeds grade level standard independently*

Characteristics of a learner represent the kind of personal skills a student demonstrates including work habits and social emotional skills. These characteristics are reported separately from the academic targets utilizing three marks:

- +: Consistently*
- ✓: At time*
- : Rarely*

### ● **TEXTBOOKS, LIBRARY BOOKS, SUPPLEMENTAL TEXTS**

All necessary textbooks and supplementary materials needed in the classroom are supplied by the school. Textbooks will be issued by teachers. Proper care of books is the responsibility of each student. Students will be required to pay the replacement costs for books that are damaged or lost.

### **ACCIDENTS**

If your child is injured at school, we will utilize basic first aid techniques and make him/her comfortable. We will contact parents as soon as possible if a serious injury has occurred. In the event parent and/or guardian cannot be reached, we will attempt to contact the emergency number listed on Registrations Form. Please help us by keeping your emergency contact information up-to-date. In case of extreme emergency, 911 will be contacted.

### ● **ACCIDENT INSURANCE**

The district makes available to students and parents a low cost student accident insurance program. Parents are responsible for paying the premiums (if coverage is desired) and for submitting claims through the district office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with the injury.

### **ALCOHOL, TOBACCO, DRUGS**

The use, possession, distribution and/or sale of alcohol, tobacco, drugs and/or related paraphernalia is strictly forbidden on school property by students, parents, staff and/or other citizens. Disciplinary matters will include referral to local law enforcement in all matters related to illegal possession, distribution or use of these or other controlled products for all parties involved.

### **ASBESTOS**

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having their buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

### **ASSEMBLIES:**

Assemblies are planned for the good of all students. It is a time to have fun, experience something new and to be with fellow classmates. Students are required to attend all school assemblies. Students will be expected to be on their best behavior.

### **ATTENDANCE**

Except when exempt by Oregon law, all students ages 6-18 who have not completed the 12th grade are required to attend regularly, a school full-time during the entire school term. All students five years of age who have been enrolled in a public school are required to attend regularly (Policy JEA). State laws require the attendance of students from 6-18 years of age. Exceptions must be approved by the district school board unless a student has graduated from high school prior to age 18.

Students are required to provide written or verbal excuse from his/her parent or guardian when absent from school. If it is necessary for a student to remain indoors after an illness, parent verification is requested. Tardiness, generally, is not excusable. Parents are asked to verify a student's tardiness to school. Students are expected to remain home when ill.

Regular attendance shall be **required of all** students in accordance with the regulations of Baker School District and Oregon State Laws 339.010 to 339.030. Absence from school or class will be considered "excused" under the following circumstances:

- A. Sick, student and/or family member (Doctor note may be required)
- B. Students Medical/Dentist appt. (Doctor's note may be required)
- C. Death/Funeral
- D. Religious Purposes
- E. Emergency situation that requires a student's absence
- F. Pre-arranged absences, per principal discretion

Students may be excused on a limited basis from a pre-planned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.

#### ● **MORNING ATTENDANCE CALLS**

If students are absent from school, parents are asked to contact the school by 8:15 a.m. with a phone call or a note the day of absence. Parents may call early in the morning. If the school does not hear from the parents, the school begins calling home around 9:00 a.m. The purpose of this procedure is to maintain school-home communication, insure the safety of our students and express interest and caring. Regular communication is required with extended illness or absence. **We must hear from a parent/legal guardian to excuse an absence.** Students are not allowed to excuse themselves from school. Teachers are asked to pass information regarding absences on to the office immediately upon receiving it.

#### ● **ILL CHILDREN**

It is our policy to contact parents immediately if a child becomes seriously ill at school. If we cannot reach a parent and/or guardian, we will use the emergency contact information you have provided. Please remember, we cannot keep seriously ill children at school, nor can we keep children at school if they have a communicable disease.

One question we are asked is "*When should I keep my child at home?*" National health standards suggest these guidelines: if a child's symptoms include a fever greater than 100-degrees Fahrenheit (orally), if a child has a rash with a fever, a runny nose with yellow or green drainage, vomiting, diarrhea, strep throat diagnoses by a doctor. Other considerations include staying home after a prolonged illness, after surgery, after a major change in health status, and after diagnosis with head lice or nits.

A child may return to school when his/her temperature returns to below 100-degrees Fahrenheit (orally for a minimum of 24 hours without use of Tylenol or other fever reducing medications), has consent from school nurse or doctor after a rash with a fever. Runny nose discharge must be gone or the student must have been on antibiotics for 48 hours and have written or phone consent from a doctor or school nurse, if a child has not vomited for more than 24 hours, has no diarrhea for 24 hours, or has been on antibiotics for 24 hours and have consent from doctor or school nurse after strep throat has been diagnosed, have written instructions from the doctor and parent regarding

medication or special health needs for the school after an illness of two or more weeks, surgery or other change in health status.

Parents of a student with a communicable disease (school restrictable disease) are asked to telephone the school so other students who have been exposed to the disease may be alerted. A student with a school restrictable disease such as: chicken pox, diphtheria, measles, meningitis, mumps, lice infestation or nits, whooping cough, plague, rubella, scabies, staph infections, tuberculosis and/or meningococcal disease is not allowed to attend school. The school administrator may, when he/she has reasonable cause to believe the student has a school restrictable disease, exclude that student from attendance until a physician, public health nurse or school nurse certifies that the student is not infectious to others.

### ● **STUDENTS WHO ARRIVE OR DEPART DURING THE SCHOOL DAY**

Students arriving at school after 8:00 a.m. must check in at the office prior to going to their classroom. Students checking in at the office will be issued a tardy slip to be given to the classroom teacher. Students leaving the school grounds during regular school hours will be signed out at the office by an adult. Late arrival and/or early departure students must use the front door to enter or exit the building. Teachers are asked to contact the office immediately if a student calls home from the classroom for reasons pertaining to illness and/or departure.

### ● **REGULAR SCHOOL ATTENDANCE PROMOTES SUCCESS**

While educators work to help students reach state standards, it is clear that regular school attendance and successful academic performance are closely tied. Whether looking at grades or test scores, the pattern is evident: ***Students who attend school consistently learn more and perform better.*** They usually fit in better socially, are healthier and more able to cope with challenges of learning. All these factors add up to a great impact on a child's chances of becoming a successful, contributing member of society as an adult.

The building principal or designee will send an attendance letter to the guardians of students accruing four or more absences during a semester, whether the absence has been verified by parents or remain unverified. Letters will be sent after 4 absences and 8 absences. Students whose attendance pattern reaches chronic absence rates (10% absence rate or greater) may have additional requirements imposed (after school, Friday participation, etc.) in order to make up for missed instruction.

There are many reasons why students miss school. Our goal is to work with families to overcome those problems and provide the best possible education for our community's children. If you are having trouble getting your child to school, please contact the school for assistance. We want to partner with you for the best possible results. If irregular attendance continues, the principal will contact the parents and report the violation of the state compulsory attendance law to the District Attorney.

### **BEFORE AND AFTER SCHOOL EXPECTATIONS** (Policy JH)

Students' safety will be assured through close supervision of students in all school buildings and grounds during the hours when students are normally present. Such supervision does not include early morning or the time following usual departure, unless students are present for a scheduled activity. Law enforcement may be asked to address disruptive and/or inappropriate behavior occurring on school grounds outside the supervised school day.

### **BHS SPORT EVENT RULES**

Students are welcome to attend all sports events at Baker High School, however when you attend, we ask students to observe these simple rules:

1. Be respectful of the team and the audience. Remember - the high school ***is not a playground.***
2. Students are expected to ***sit with parents or friends*** while watching the game.
3. Remember that other people attend sports events to ***watch the game.*** Unless you are an athlete on the field, your behavior should not cause anyone to have to pay attention to you.

4. In other words, we expect students to practice safe-respectful-responsible behavior while they are on school property for sports or other public events.

Students who demonstrate unsafe, disrespectful or irresponsible behavior at sports events will be asked to sit with their parents. Unaccompanied students who are not able to follow these guidelines may be asked to leave the event. Parents and adults who bring children to the game are asked to monitor the actions of their child(ren) and their guests.

## **BICYCLES / SKATEBOARDS / SCOOTERS**

All bicycles are to be parked in the designated area on the playground. Care should be taken not to park them on the sidewalk or in the street. For safety reasons bicycles, skateboards and scooters are never ridden on school grounds. Scooters and/or skateboards may be carried into the school for safe storage. We advise the use of some type of locking device to secure your child's bike at school during the day, as we do not supervise the parking area continuously and are not responsible for lost or stolen items. Please remind your child to wear a helmet and to ride responsibly.

## **BREAKFAST AND LUNCH**

Basic menus suggested by state directors and meeting state requirements are served daily. A good wholesome meal will be served beginning the first day of school.

The Breakfast and Lunch Program is available to all students. Breakfast is served every day in the classrooms. The cost for breakfast is **\$1.25** for students, **\$1.60** for adults, and **\$0.30** for students who qualify for reduced meals, and will be free to those students qualifying for free meals.

Cafeteria lunches may be purchased by the day, week, or the month at a cost of **\$2.25** for lunch; **\$.45** for an additional milk (*or milk with a cold lunch*). Free or reduced lunches are available to qualifying students. "Extra milk" (*an additional milk with a hot lunch or milk with a cold lunch*) is not covered under the free/reduced lunch program. Adult meals are available for teachers and visiting parents at **\$3.00** per meal and are paid through the school office prior to eating. Students will receive slips to take home when they are out of money. Families are expected to resolve any outstanding balances prior to the end of the school year.

Application forms for Free-Reduced status are available at registration and any time throughout the year in the school office. We encourage all families, whether they qualify for free or reduced meals or not, to fill out an application. This helps our school with our federal program funds. Extra forms are available at the school office if a family's income status changes during the school year.

Federal guidelines do not allow for charging meals. Parents will be expected to keep their child's breakfast/lunch account current. Students whose lunch account carries over a charge of \$10 or more may be asked to have alternative lunch or call home for food and/or payment. PLEASE BE PROMPT AND PAY FOR YOUR CHILD'S BREAKFAST/LUNCH IN ADVANCE. WE CANNOT ALLOW CHARGING.

All students are expected to eat lunch every day unless we receive a written request from a parent for a particular day. Eating breakfast and lunch have an impact on students' attention and behavior, as well as their general health. In light of this, candy, gum, pop, energy drinks are discouraged as lunch items. Students will be asked to remain seated in the lunchroom for at least 10 minutes prior to being excused for other activities.

## **CHEWING GUM**

Students are not allowed to chew gum **at any location** on the school campus, unless granted by the teacher as a special treat on occasion or during testing. In this event, the classroom teacher will authorize and monitor the use of gum. It is the responsibility of the student to dispose of gum prior to leaving the area.

## **CANDY, POP AND LUNCHES**

Students who bring lunches from home are discouraged to include candy or soda as a part of their lunch. Students will not be allowed to buy, sell, or trade gum, candy, drinks or any other food item at school. Candy and/or pop may not be used to simulate drug, tobacco or alcohol usage. For example, crushing and snorting a candy powder will be processed as a disciplinary referral and may lead to suspension. In addition, sending a child to school with caffeinated drinks or caffeine-charged sports drinks is discouraged.

## **COMPUTER AND INTERNET ACCESS / ELECTRONIC COMMUNICATION**

Technology brings great opportunities for student learning, but also some risks. The district has policies and administrative rules for the use of the electronic communication system, including computers and the Internet. Students and parents will be required to complete an agreement form before accessing this system. Posting to social media at school, as well as taking photos and posting photos without permission is considered a violation of our technology agreement. Failure to abide by district and school rules may result in discipline or revocation of system access.

## **DISTRIBUTION OF MATERIALS**

Requests by groups to distribute pamphlets, booklets, flyers, brochures and other materials to students for the purpose of communication with families will be referred to the building principal prior to distribution.

All aspects of school-sponsored publications, including newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students are required to submit such publications to the administration for approval.

## **ELEMENTARY SCHOOL DRESS STANDARDS**

*Please review the following dress standards with your children.*

- **GENERAL STATEMENT**

The matter of student dress is a somewhat sensitive one which needs to be tempered with educational objectives and good judgment. Dress and grooming shall be of a nature that sets **a positive school wide tone** of respect, courtesy, personal pride, and societal customs. It is important the school set **a standard which creates a good learning atmosphere** and helps to build the school image of pride and excellence.

- **WORKING CONCEPTS**

Dress and grooming shall be in keeping with good health, safety and sanitary practices.

Dress and grooming sets a school-wide tone of caring about school, personal pride, and the courteous customs of the society in which we live. Students whose clothing does not appear to follow school guidelines will be offered several alternatives: 1) alter their clothing to fit school guidelines, 2) exchange inappropriate clothing for clothing provided by the school, 3) call home to exchange their clothing for a school appropriate item.

Hats shall not be worn inside of the school except on specifically designated days. Hoodies are allowed but are to be worn in "down" position while inside the school building.

Sunglasses are not to be worn in the building, unless specifically allowed for a school activity or program.

Attire that is profane, suggestive, or vulgar is inappropriate to wear at school or school activities. Attire which advocates the use of alcohol, tobacco, or drugs will not be tolerated. It will be deemed as in conflict with school programs and current curriculum.

Not all styles of attire are appropriate for school and/or work. Student clothing should cover underwear and body parts traditionally considered private. Clothing that reveals cleavage or other physical attributes normally covered by underwear is not considered acceptable for school.

Tops which don't cover (*i.e. backless, bare midriff, low cut, spaghetti strap, etc.*) are not allowed. Tank straps should be 2" wide. Tank tops with oversized armholes are not to be worn alone. Perforated or sheer tops, and shirts or pants with holes may be used over or under shirts or leggings.

The rule of thumb regarding the length of any attire (*including skirts and dresses*) is that it will be no shorter than fingertip length when one's arms are at the side. Shorts meeting these criteria are acceptable apparel during the warmer months. Short shorts are not allowed.

Tight fitting clothes (*spandex, leggings, tights, etc.*) should be worn with items that cover the student in a manner that is tasteful and follows school dress code rules.

Pants, shorts or skirts with holes higher than mid-thigh are not allowed.

Low rise pants that do not cover appropriately are not allowed.

Use of make up by elementary age students is discouraged. Students may be asked to remove make up that is obvious or heavily applied.

Shoes will be worn at all times during school. Flat soles or tennis shoes are suggested for school. Footwear should provide both support to ankle and foot along with protection to the toes. Students should have proper footwear daily for P.E. such as tennis shoes. High heels are strongly discouraged at the elementary level. Flimsy sandals and/or flip flops are discouraged. Roller shoes (*i.e. Heelys*) are not allowed. Please note that we have used the word "discouraged" in our descriptions. If choice of footwear becomes an issue for school activities, students may be asked to call home for more appropriate footwear.

Clothing / accessories that:

- use obscene language or symbols, sexual or other inappropriate references,
- promote illegal, demeaning, or immoral behavior
- display gang related symbols or phrases

are considered inappropriate for school.

The administrator reserves the right to make interpretive decisions on the appropriateness of dress and grooming as related to the learning climate and process.

## **EMERGENCY DRILLS - FIRE, EARTHQUAKE, LOCKDOWN AND OTHER EMERGENCY DRILLS**

Baker School District personnel believe in the importance of a safe school. Students and staff participate in emergency drills or rapid dismissal for fire, earthquakes or other emergencies at least once a month during the school year. When the alarm is sounded or emergency signal is initiated, students must follow the direction of staff quickly, quietly and in an orderly manner.

## **EVACUATION PROCEDURES**

If Brooklyn Primary School receives threat of intent to harm safety, a 911 call will be made, the district office will be notified and the building will be put in lockdown and/or evacuated. Each student will be accounted for and supervised. Staff and students may be removed to a safe location at the direction of local law enforcement. In the

event of imminent danger, this location may be off campus. During evacuation staff members work to maintain smooth transitions and provide a calm reassuring atmosphere. At the direction of law enforcement officials, students will be released from the site only to their parent, emergency contact, or another adult pending verbal or written confirmation from the parent. We ask parents to help us uphold this policy to ensure a safe environment for students.

## **FIELD TRIPS**

Field trips may be scheduled for educational, cultural, or other extracurricular purposes. While participating at a field trip, students are considered to be “in school”. Therefore, students are subject to the Brooklyn Primary Code of Conduct. Parents who wish to chaperone school trips must have permission from the building administrator. Chaperones will be expected to help with supervision of the students; therefore, bringing siblings and other children to the field trip is discouraged. Bus transportation will not be provided for non-enrolled children.

## **HOMEWORK REQUESTS:**

Students are encouraged to check with teachers immediately following an absence. When a student is absent for one to two days, teachers will provide homework assignments upon the student’s return to school. The attendance office will only request homework assignments for extended absences. According to class policy, teachers may determine whether a student can make up work during a suspension period.

## **IMMUNIZATION:**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Proof of immunization may be personal records from a licensed physician or public health clinic. Immunizations are available at a low cost in the Baker County Health Department.

## **LEAVING THE SCHOOL GROUNDS**

Once a child has come to school for the day, he/she may not leave the school grounds without written permission from his/her parent or guardian. Normally when a child is picked up mid-day by a parent, office staff will retrieve the student in the classroom. Students being picked up by an adult other than his/her parent must have written and/or phone permission from the custodial parent communicated to the school office. This is to maintain each student’s safety and well-being. Bus students are expected to go directly to the school playground or designated area upon arrival. Timely communication from parents is appreciated if a child must leave during the school day. Either the parent or designated adult needs to come inside the office to check the student out.

## **LOST AND FOUND**

Lost and found articles will be placed in a designated location within the building. Please check at the school office. Money and articles of value should be turned over to the secretary. Lost or suspected theft of personal or district property should be reported to the school office. Pupils losing money or any other valuable should inquire in the office to see if anyone has turned it in. We make every effort to return lost items to students. Please help us by writing your child’s name on personal items. Marking of personal property significantly reduces the number of items in our Lost and Found closet. Lost items will be cleared and given to Marla’s Mall at the end of each semester.

## **MANDATORY REPORTING**



Oregon state law requires school employees and other workers in certain professions to make reports if they have reasonable cause to suspect child abuse or neglect. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter's official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation. The report may be made to the Department of Human Services or law enforcement.

School boards are also required to adopt policies on the reporting of child abuse and sexual conduct by school employees. Under these policies, a school employee must report suspected child abuse or sexual conduct to the employees' supervisor or other persons designated by the school board. This reporting obligation is in addition to the report required to be made to the Department of Human Services or law enforcement.

Education providers are required to provide school employees training each year on prevention and identification of child abuse and sexual conduct. School employees and education providers are encouraged as a best practice to periodically review laws relating to child abuse and neglect to ensure that they are in compliance and fully protecting children. [See ORS 419B.005 - 419B.050 and ORS 339.370 - 339.400.]

If you have questions about mandatory reporting procedure, please contact the school principal at (541) 524-2450.

## **MARKERS AND INK**

Students may be encouraged to bring fluorescent markers, ink pens, "sharpies", highlighters and other marking implements to school for use on classroom projects and assignments. The school discourages student use of marking products for marking, drawing, writing on self, clothing, or others. Students choosing to use markers in this fashion will be subject to discipline following the PBIS model (reminder, refocus, referral).

## **PARENT TEACHER CONFERENCES**

Parent conferences are scheduled at the end of the first and third nine weeks. Fall conferences generally span a two day period, including evening hours to accommodate parent work schedules. Spring conferences are held on the Friday following the end of the third quarter.

## **PARENT TEACHER ORGANIZATION (PTO)**

The P.T.O. is a Parent and Teacher Organization. This group plays an important role in supporting our school, providing organizational support, volunteers and fund-raising for many activities and improvements. Parents are encouraged to attend PTO meetings, help with building-wide or PTO projects or be available to help at school in other ways. Meeting dates are posted in the monthly school newsletter. Please see our parent involvement brochure for more details.

## **PHONE USE**

Baker schools are equipped with telephones in every classroom and instructional area. Students must obtain permission from their classroom teacher or supervising adult before using school phones. The office telephone is a business phone. Parents are asked to plan and make arrangements with pupils before coming to school so that incoming and outgoing calls can be minimized. We are pleased to be of any help to you and your child, however, we appreciate your use of discretion in asking the staff to forward messages that may otherwise be given at another time.

- **CELL PHONES/MOBILE DEVICES: “OFF and AWAY”**

Cell phones/mobile devices are not a necessary school item. Each classroom is equipped with a phone. Our office handles phone calls and messages from 7:30 – 4:30 every day. Students who choose to bring cell phones/mobile devices to school need to keep them **off and away**. Classroom teachers may offer a “safe storage” area for student cell phones during the school day. Cell phones are to be **TURNED OFF** and either **turned in to their classroom teacher** or **put away** in their backpacks during the instructional day. Student use of cell phones is not allowed on school property without specific permission of a teacher or supervising adult. The school is not responsible for lost or stolen items. Students who do not follow the cell phone policy will have their phones taken away. Students who break this rule may be required to have their parent or other responsible adult pick up the phone from school. Students unable or unwilling to follow this rule will be asked to leave cell phone/mobile device at home. The building administrator reserves the right to determine whether or not a child’s cell phone will be returned to the child.

- **ETHICAL USE**

Students may not take, record or transmit photos or videos of fellow students or staff without explicit permission. Posting to personal accounts and/or social media during the school day is also prohibited. Cyberbullying is interpreted as communication which substantially disrupts or prevents a safe and positive educational or working environment (GBNAA, JFCFA). Use of any device for bullying will result in more severe consequences and possible referral to police.

## **PLEDGE OF ALLEGIANCE:**

All students will be given the opportunity to participate in the “Pledge of Allegiance” at least once per week. Students may refrain from participation but must maintain a respectful silence during this time.

## **PRESCRIPTION MEDICATIONS AT SCHOOL** (Policy JHCDA)

The district recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a severe allergic reaction or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a students, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self-administer medication, including medication for asthma or severe allergy as defined by state law. A written treatment plan for a student who self administers medication will be developed, and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

All requests for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. **A parent or guardian must always bring prescripton and non prescripton medication to school in original labeled containers.** [OAR 581-021-0037]

A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician’s order. The district reserves the right to reject a request to administer or allow self administration of a medication when such medication is not necessary for the student to remain in school.

A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A process shall be established by which, upon parent written request, a backup prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law. Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. A current first-aid and CPR card will also be required.

Prescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering non-injectable/ or injectable, or prescription or nonprescription medicines to students including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

## **SCHOOL RESOURCE OFFICER**

The School Resource Officer (SRO) is an employee of the Baker City Police Department. The SRO works in conjunction with the Baker School District to assist in the provision of a safe and positive environment for all students. The School Resource Officer will contact students as necessary. Any student who violates the Student Code of Conduct may be referred to the School Resource Officer. The officer may also provide instruction and intervention strategies related to drug/alcohol issues, first aid, bike safety, etc.

## **SEARCHES AND QUESTIONING**

### **• Searches**

School officials may search the student and his/her personal property when there is reasonable suspicion to believe a student is concealing evidence of an illegal act, or if he/she is suspected of violating the Student Code of Conduct or district policy. Illegal items (*weapons, alcohol and unlawful drugs, etc.*) or other possessions determined to be a threat to the safety or security of others, may be seized by district officials. Referral for illegal items found during a search may be made to appropriate authorities. Official search dogs may be used during the school day to search hallways, classrooms and other school areas for illegal items.

### **• QUESTIONING**

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the principal or designee will be available to accompany the student when appropriate. A reasonable attempt will be made to contact parent/guardian. Parents are advised that in child abuse cases, Child and Family Services and/or law enforcement will be notified and district personnel may be prohibited from contacting parents.

## **SEXUAL HARASSMENT**

The Baker School Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students or staff by other students, staff, Board members, or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, talking about one's sexuality in front of others, etc. Cyberbullying and/or posting of sexually explicit comments or materials also falls under this description. Complaints about behavior that may violate this policy shall be promptly investigated. A copy of the sexual harassment policy and complaint procedure is available on the school district website ([www.bakerk12.or.us](http://www.bakerk12.or.us)).

Any student who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated

the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training as appropriate. Age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action.

The district's policy shall be posted in all (grade 6-12) schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

## **STUDENT CONDUCT AND DISCIPLINE**

In accordance with Oregon Revised 339.240 the Baker School Board has adopted a Policy of Student Conduct prescribing the rules and regulations for the control, discipline, suspension and expulsion of students. These rules and regulations are intended to promote an atmosphere within the school which is conducive to learning as well as insure the protection of the rights of students. Through this program students learn that their rights are respected and honored along with their ability to perform responsibly.

### **● SCHOOL-WIDE DISCIPLINE PROGRAM**

Because we believe a strong, positive, proactive and caring approach to students is essential to providing a safe learning environment, Baker 5J staff implements a School-Wide Discipline program with the following goals:

1. To provide a safe and orderly learning environment for learning.
2. To help students cooperate with others.
3. To help students learn to manage their behavior.
4. To help students learn to respect the rights and property of others.

In order to expect specific behaviors they must first be taught. Thus, at the beginning of the year, and at regular intervals thereafter, teachers spend time teaching all students expected behaviors. These are known as **COMMUNITY BEHAVIOR EXPECTATIONS**. The time spent on teaching all these behaviors at the beginning of the year allows for a greater focus on academics the rest of the year. Throughout the school year, expected behaviors will be reviewed in classrooms. This practice helps us create an environment that is safe, predictable and conducive to learning.

Students who do not follow expectations after a prompt are given an opportunity to think through their behavior. This opportunity is known as **REFOCUS**. Refocusing helps to develop self-understanding and self-control, and promotes independent thinking skills. *Refocus is not considered a punishment*, rather a reminder of behavioral expectations.

### **● OFFICE REFERRALS**

At times direct referral to the office becomes necessary. This step may or may not involve filling out a Refocus form prior to the referral. A completed **Discipline Referral Form** will be written for students receiving referrals and kept in the student's confidential file. Direct referrals include all absolutes and the following:

- a. Defiance, Insubordination, Non-compliance
- b. Habitual violation of school rules
- c. Harassment
- d. Profanity/vulgarity
- e. Dishonesty/Cheating
- f. Vandalism

*\*Note: Legal Authorities will be contacted by school officials if warranted.*

Students will be held responsible for their behavior choices. Consequences will be applied according to behavior, intent, and behavior history, and may include involvement with legal authorities.

The first line of student discipline rests with the classroom teacher. Teachers are in charge of their classrooms. Some tools available for teachers to use include **REFOCUS**, individual problem-solving, parent contact, student behavior plan, time-out, etc. Teachers may also seek the counsel of the CDS and/or Counselor, Student Support Team (SST) or Positive Behavior Instructional Support (PBIS) team to set up a Check in/ Check out program, develop individual behavior plans, conduct weekly meetings with parents and students, etc. The Student Support Team is in place in each building. PBIS team members volunteer assistance to fellow staff in identifying new strategies and techniques for developing positive student behaviors.

We have been pleased with the positive impact of the School-Wide Discipline Program on behavior, academic performance, and school climate. We look forward to a continued positive impact. Should you have questions or comments, please call the building principal at 524-2451.

## **STUDENT CODE OF CONDUCT**

The district has authority and control over a student at school during the regular school day, at any school-related activity and while being transported in district-provided transportation, regardless of time or location. Disobedience/disregard of school behavior expectations is cause for discipline. Students will be subject to discipline including detention, suspension, expulsion and/or referral to law enforcement officials as outlined in building rules and regulations.

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

### ● **DISCIPLINE/DUE PROCESS**

A student who violates the Student Code of Conduct shall be subject to disciplinary action. A student's due process rights will be observed in all instances, including the right to appeal the discipline decisions of staff and administration.

### ● **IN-SCHOOL SUSPENSION**

A student may be referred for in-school suspension for willful and/or repetitive violations of the Student Code of Conduct, including conduct which substantially and/or chronically keeps the teacher from teaching or other students from learning. During in-school suspension a student is placed in an alternate setting that is supervised by one or more staff members. The student is provided with assignments from the classroom along with a reading book or other teacher selected materials. In-school suspensions may vary in length, subject to the recommendation of the building principal or designee.

### ● **OUT OF SCHOOL SUSPENSION**

A student may be suspended from school for willful violations of the Student Code of Conduct, including conduct which materially and substantially disrupts the rights of others to an education, endangers the student or other students and/or district property. Violations of an Absolute policy may trigger suspension. The decision to suspend is at the discretion of the building administrator. For a student who is in fifth grade or lower, an out of school suspension is limited to the following circumstances (SB 553):

1. Non-accidental conduct causing serious physical harm to a student or school employee;
2. When a school administrator determines, based upon the administrator's observation or upon a report from a school employee, that the student's conduct poses a direct threat to the health or safety of students of school employees.

- **EXPULSION**

A student may be expelled for severe and/or illegal behaviors or repeated violations of the Student Code of Conduct.

- **VIOLENCE and/or THREAT OF VIOLENCE**

Students demonstrating violence or severe threat of violence against other students, staff or other persons associated with the school will be subject to disciplinary process including suspension and potential expulsion from school. Continued and/or aggressive violent behaviors may result in referral for interventions including, but not limited to, Threat Assessment and mandatory psychological evaluation to determine appropriate placement options.

- **DISCIPLINE OF DISABLED STUDENTS**

A student being served by an Individual Education Program (IEP) who engages in conduct which is not related to his/her disability, and which would warrant suspension for a non-disabled student, may be suspended. Suspension can be for up to, and including ten consecutive calendar days for violations of the Student Code of Conduct.

## **BULLYING, HARASSMENT & TEASING**

Baker 5J is committed to maintaining a safe, friendly and welcoming environment for students and staff. As a result, we have instituted a zero tolerance policy for bullying. This means issues of bullying will be addressed by school staff. Consequences for bullying may vary by situation, as necessary.

There is a difference between teasing and bullying. Teasing is usually described as back-and-forth banter between children who are normally on a friendly basis with each other. While teasing may occasionally cause hurt feelings, the intent of teasing is not to destroy or harm the friendship.

Behavior that is bullying can be described as threatening, targeted and repetitious. Bullying behavior can be either physical (shove, push, punch, trip, kick, touch), verbal (unkind names, descriptions, or talk) or digital. Digital bullying may include use of phone, text and/or social media to intimidate, harass or defame/humiliate others. Despite insistence that a child is “just teasing”, bullying is usually done in an unfriendly manner, and any give and take, back and forth delivery escalates quickly into hurtful, “over the top” behavior or remarks.

There are four levels of bullying. **Harassment** involves offensive physical contact and/or verbal communication with malicious intent. Behavior is considered **Assault** if a person causes injury or harm as a result of physical contact. **Coercion** is when a person attempts to prevent someone from doing something they have a legal right to do, like walk down a certain street or sit at a table in the lunchroom. **Intimidation** is when someone uses verbal threats or name calling to embarrass someone else because of race, gender, size, looks, religion, sexual preference, etc. Legal consequences for bullying behavior include alternate environment, suspension, expulsion, or arrest. Students are encouraged to report bullying behavior to the principal, recess duty staff, and/or their classroom teacher.

### **ANTI BULLYING: Promoting Safe, Respectful, Responsible Behavior**

The building principal utilizes several tactics to keep on top of any bullying issues at Brooklyn.

**PBIS Program** Our Schoolwide PBIS program includes several strategies aimed at helping students behave safely, respectfully and responsibly with each other and with adults. This program is rolled out year long with students at a classroom and building level.

**Classroom School Climate** talks, provided by Mr. Anderson throughout the course of the school year, are aimed at providing instruction about bullying and promoting a safe respectful environment for all students.

**Small group and individual interventions** Both Mr. Anderson and Ms. Justus (Counselor) work with individuals and small groups to resolve ongoing bullying and/or harassment issues.

## **GENERAL PLAYGROUND RULES** REVISED 6/11

1. No fighting, play fighting, play shooting or wrestling.
2. Use appropriate language (*no name calling, swearing, etc.*).
3. No throwing or kicking rocks, mud, snow, wood chips or sticks.
4. Toys and other personal game items are not allowed at recess. Sport-type balls may be brought for recess, but use should follow school playground rules, including allowing others to join a game.
5. Students are expected to respond immediately at the end of recess: play stops; equipment is put away; students move quickly to line up area.
6. Tag and/or chase games will be played in grassy areas only.
7. Do not climb fences, trees or other non-play structures. Remain within the fenced area at all times.
8. Children must seek permission from an adult to leave the fenced area.
9. Skateboards, scooters, bicycles, rollerblades, and skates are not to be used on school grounds. Bicycles skateboards and scooters will be held and/or walked across playground.
10. Stay out of "**Off Limits**" areas and any designated yellow-lined buffer
11. Gum, food, candy, pop, energy drinks, cell phones, electronic music devices and/or games are prohibited on the playground.
12. Consequences for students not following rules include: verbal warning, asked to WaJog, assigned to a recess box, sent to office, given a referral for further consequences.

## **SWINGS**

1. Swing back and forth in a sitting position only.
2. Hold on with both hands at all times. No jumping off.
3. On wet days swings may be off limits due to water (*marked with a red cone*).
4. Do not walk or run between the swings.
5. Swingers may face either direction.
6. No pushing of each other in swings - except duty teacher, parents and/or lunch buddies.

## **CLIMBING STRUCTURES**

1. No tag or chase games while on climbing structures.
2. Pushing / shoving is not permitted.
3. Jumping off the structures is not permitted.
4. On wet or icy days structure may be off limits (*marked with a red cone*).

## **MONKEY BARS, TWIRLING BARS, HORIZONTAL LADDER**

1. Students should use two hands on the bars at all times.
2. Sitting or standing on top of the horizontal ladder is not permitted. Standing on top of the dome or bars is not permitted.
3. No cherry drops, 'no hands' drop or death drop allowed.
4. Students are not to "assist" in moves or grasp other students.
5. Go only one direction on horizontal ladder when 2 or more people are in line.
6. No more than 3 students on each twirling bar section at a time.
7. No tying self to bars.

## **JUMP ROPES**

1. Use ropes for jumping only.
2. Jump away from other games.

3. Use jump rope on black top.
4. The rope must stay low to the ground during “Helicopter” games.
5. Take turns jumping and holding the rope and holding the rope for others to jump.

## **GAMES**

1. No games are frozen - everyone can play, but you will have to wait for your turn.
2. “Crack the Whip” or “Red Rover” type games are not allowed.
3. Use balls for their intended purpose.
4. You may kick or throw balls in the field only.
5. Soft rubber balls only for wall-ball.
6. Do not chase balls that go over the fence or outside school boundaries. Tell a duty teacher and they will decide what to do.
7. Groups of students playing basketball can play with no more than 2 balls per basket. Groups of students shooting independently can play with up to 4 balls per basket.
8. Super balls are not allowed.
9. Tennis balls are to be used in the field for catch only.

## **SOFTBALL**

1. Only whiffleballs may be used. Use the ball and bat correctly.
2. Batters that are waiting, stand behind the backstop when a batter is up.
3. Climbing the backstop is not permitted.
4. Benches behind backstop are for sitting.
5. All students will use plastic or padded bats; wiffle balls will be used for hitting; safety softballs may be used for catching only.

## **FOOTBALL**

1. Football scrimmage games are allowed only with staff supervision.
2. Use two handed touch, below the waist, or flags. Tackling is never permitted.
3. Blocking is O.K. from the front only, with arms folded against chest.
4. Pushing, shoving and tripping is not permitted.
5. Dog piling and wrestling is not permitted - **IN ANY GAME - NOT JUST FOOTBALL.**

## **WINTER SAFETY**

1. Throwing, kicking, eating snow is not permitted.
2. ‘King of the Mountain’ type games are not permitted.
3. Snow sculpture is encouraged, but should take place away from organized play areas.
4. Snow berms are off limits unless specifically designated for use with weather appropriate clothing requirements.
5. Sliding on ice is not permitted.

## **PICNIC TABLE**

1. Sit on benches.
2. Do not stand or sit on table.

## **STUDENT/PARENT COMPLAINTS** (POLICY KL-AR)

A student or parent who has a complaint concerning a classroom issue and/or staff member should first bring the matter to the attention of the appropriate staff member. If the outcome is not satisfactory, a conference with the principal may be requested. If the outcome of this conference is not satisfactory, the student or parent may file a complaint with the superintendent. In accordance with Board policy, when satisfactory resolution of a complaint is not reached at the superintendent level, the complaint may be heard by the Board.



- **DISCRIMINATION ON THE BASIS OF GENDER (AC-AR)**

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact their building principal.

- **INFECTIOUS DISEASE INSTRUCTION**

According to Oregon Law, an age-appropriate plan of instruction about infections/diseases including AIDS, HIV and Hepatitis B has been included as an integral part of the district's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by contacting the principal for additional information and procedures.

- **INSTRUCTIONAL MATERIALS COMPLAINTS**

Complaints by students or parents about instructional materials should be directed to the building principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a *"Reconsideration Request Form for Re-evaluation of Instructional Material"* may be requested from the school office. The building principal will be available to assist in the completion of such forms as requested.

- **PROGRAM EXEMPTIONS**

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district. *(Refer to Baker School District 5J Form 141 at the district office.)*

- **ATHLETIC/COACH COMPLAINTS**

Complaints concerning school sponsored athletic programs are covered in Athletic Handbook Policy. Parents choosing to file a written complaint may find the form (KL-AR) online at the school website or at the Middle School/High School office.

## **TALENTED AND GIFTED PROGRAM**

- **Identification of Talented and Gifted Students**

In order to serve academically talented and gifted students in grades K-12, including talented and gifted students from such special populations as cultural and ethnic minorities, the disadvantaged, the underachieving gifted and disabled learners, the district will identify students based on:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

- **Programs and Services Complaints**

Individuals with complaints regarding the appropriateness of programs or services provided for talented and gifted students should complete the talented and gifted Standards Complaint form available through the school office. All complaints will be reported to the superintendent who will arrange for a review committee to meet within two school days of receiving the written complaint to review all pertinent information.

## **TARDIES**

Students are expected to arrive at school and attend every class period in a timely manner.

## **TRANSPORTATION OF STUDENTS**

Baker School District makes every effort to provide transportation for students living more than a mile from their attendance school. Transportation is also offered from each school site to other schools in the district. Students being transported on district provided transportation (buses) are required to comply with the **Student Code of**

**Conduct.** Any student failing to abide by the district code of conduct while riding on school transportation or while waiting at a bus stop may be denied transportation services and/or subject to disciplinary action.

## ● **STUDENT TRANSPORTATION BEHAVIOR**

In order to ensure the safe and efficient operation of school buses and maintain a positive atmosphere, **appropriate student behavior on buses and at bus stops is essential.** In general, this means following established rules and treating the driver, passengers and others with respect and courtesy. It is of primary importance that students accept the authority of bus drivers and bus stop supervisors. Failure to comply with rules or directives by drivers and/or supervisors may result in disciplinary action. **Disciplinary action may include consequences at school as well as on the bus.** Video cameras will be utilized periodically as a part of the district's ongoing program to ensure the health, welfare, and safety of all those riding school buses.

If a student who does not normally ride a bus wishes to use this system, he/she must provide written permission from a parent or school requesting transportation. Students who are not regular riders of a certain bus may be allowed to ride if they have written permission from their parents or school office, if space is available. Please see the Oregon State-District list of expectations below for student behavior guidelines.

## ● **OREGON STATE - DISTRICT SCHOOL BUS RULES**

The following list of rules was developed in accordance with Oregon Administrative Rule 581-53-010. It covers most situations but is not intended to limit the authority of drivers and supervisors to restrict student behavior where needed.

1. Students are under the authority of the driver or supervisor. Failure to promptly obey directions (**defiance of authority**) may result in loss of bus riding privileges. Honesty and cooperation are expected.
2. Fighting, wrestling and disruptive activity are not acceptable on the bus.
3. Items are not to be thrown or otherwise propelled through the air in the bus or out the windows.
4. Students must remain seated while riding the bus (**face front, feet on the floor**). Seats may be assigned by the driver.
5. Pupils should not open or close windows without permission of the driver. Nothing is to be extended out of the windows at any time.
6. Students should converse in normal tones; loud or vulgar language is not acceptable.
7. It is the responsibility of all bus riders to keep the bus clean and undamaged. Spitting is not acceptable.
8. Students shall be courteous to the driver, to fellow students and passersby.
9. Eating, drinking, or gum chewing on the bus routes will not be permitted.
10. Students shall not bring animals or other pets on the bus except guide dogs or other legally exempt animals.
11. Possession or use of alcohol or tobacco by students is prohibited.
12. Items which take up extra seat space, or are disruptive or dangerous are not allowed on the bus. This includes, but is not limited to the following:
  - a. large items which cannot be held on the student's lap without extending into the aisle or other side of the seat.
  - b. scooters and skateboards (need to be enclosed in a sports bag).
  - c. radio/tape player units other than the pocket-size units with earphones.
  - d. glass containers.
  - e. matches and lighters.
  - f. guns, explosives, knives and other weapons.

*These items will be confiscated by the driver or supervisor.*
13. Burning material of any kind is unlawful.
14. Students should not promote misbehavior by others.
15. Students who are suspended out of school or expelled from school are not allowed to ride the bus.

16. Safe, orderly conduct is expected at all bus stops. When it is necessary to cross the road, students will cross in front of the bus or as directed by the driver.
17. Students shall use emergency exits only in a true emergency or when directed as part of a drill.
18. A student must have written permission from his/her parent or school office to get on or off a bus except at his/her regular stop. One note may give such permission for up to a year if that intent is made clear in the note.
19. Students who are not regular riders of a certain bus may be allowed to ride if they have written permission from their parents or school office if space is available.
20. Buses will adhere to the pre-determined schedule as much as possible.

### ● **SCHOOL BUS DISCIPLINE PROCEDURES**

If there is sufficient evidence of a violation of bus rules, the bus driver will fill out a bus incident report (*bus ticket*). It is not necessary that the driver see the incident if substantial evidence exists. The student must obtain his or her parent's (*or guardian's*) signature and the principal's (*or designee's*) signature and return the "ticket" to the driver. At least one of these signatures must be on the "ticket" before the student is allowed to ride the bus again. Both signatures will be required before riding the bus a second time. Exceptions will be made where there is a risk to the student's health or safety. In addition, a student who is bused to school will be allowed to ride the bus home unless he/she poses a threat to the safe operation of the bus.

Supervisors at bus stops are to report violations to the student's principal. The student's principal or his/her designee will weigh the evidence and investigate as needed and will assign an appropriate penalty for each infraction reported.

#### ***What circumstances constitute a bus suspension of a student?***

1. Defiance of authority: non-compliance with directives given by bus driver.
2. Disrespect to the bus driver.
3. Weapons, and toy replicas of weapons, are strictly prohibited.
4. Fighting or any dangerous activity, violence, anything that looks like violence, or severe threats of violence.
5. Swearing.
6. Damage to bus.
7. Possession of tobacco, alcohol, and other drugs.
8. Continuous disruptive behavior.

The Transportation Department, in conjunction with District officials, reserves the right to suspend students from riding the bus. Parents/Guardians will be contacted regarding bus-related issues prior to any suspension from bus transportation. In all cases Baker School District 5-J policy EEACC-AR Student Conduct and Discipline for District-Approved Student Transportation will be referenced and followed. Students or parents who want a copy of this policy may contact the district office.

### **VISITATIONS**

Parents are encouraged to visit school at any time. If visiting a classroom, parents must notify their child's teacher before attending the classroom. For safety reasons, we ask all visitors to sign in at the office and wear a visitor tag while in the building. Meetings with a teacher can be scheduled on a prearranged basis. Visiting school by a younger brother, sister, friend, or another child is discouraged by the administration unless the child is accompanied by an adult. Visitation of children without an adult requires special permission from the principal.

We welcome parent visitors during lunch. Please notify us before 9:00 if you will be eating school lunch to ensure the kitchen prepares enough food. If a parent does eat lunch with their child, their child may choose one friend to join them in eating with their parents.

### **VOLUNTEERS**

Education providers are required to conduct background checks on all employees and volunteers and respond to requests for background checks from other education providers. Background checks must specifically include

information requests related to substantiated reports of child abuse or sexual conduct. Parents whose background check comes back flagged may appeal for re-consideration. Written explanation of the incident(s), including documentation of full resolution of the concern shall be provided to the building administrator. The building administrator has final approval/denial authority.

## **WEAPONS** (Policy JFCF)

Weapons of any kind are strictly forbidden on school grounds. This includes, but is not limited to, knives, guns, explosives, and irritants such as mace. Guns or other weapons are not allowed in cars while parked on school property.

Visible possession, transference and/or use of weapons or facsimile of any type is not allowed on school property. All school properties are posted as "Weapon Free Zones". Students who bring weapons or weapon facsimiles to school will be subject to the disciplinary process, including potential expulsion from school. Parents or visitors who bring weapons on campus must follow legal rules concerning concealed weapons.

## **WITHDRAWAL FROM SCHOOL**

When a student is transferring to another school, parents will need to contact the office prior to checking out with all his/her teachers, library and school office. Families are responsible for ensuring written notification of enrollment in another school and/or educational program is provided to the school office within 30 days of withdrawal. Student records will be sent upon receiving a signed form from the new school.

## **Parental Decision to Consider Private Placement for Students**

Baker School District 5J has no obligation to pay for academic programs, emotional or health treatment programs and/or any treatment facilities that are not considered part of Baker School District 5J. Parents may determine a need for private placement of their student, however, Baker School District 5J is not responsible for payment of such placement without prior approval from the superintendent of the school district and a determination that the student's needs cannot be met within the Baker School District 5J system. Parents **MUST** contact the building principal at least ten days prior to determining the need for a private placement in order to provide adequate time for the building principal to evaluate and address the concerns, placement and options for educational opportunities.

Placement for a Special Education student will be discussed and approved at his/her Individual Education Plan (IEP) meeting. The IEP team will determine placement for students receiving specifically designed instruction.

**Revised 6/30/16**