

MARSHALL ELEMENTARY SCHOOL

A California Distinguished School



Marshall Vision: Marshall Elementary, a community of learners, values diversity and promotes equity. We will work together to achieve our goals of meeting and exceeding standards. Marshall Elementary School will support our students in becoming responsible and productive citizens.

We are Marshall, nothing less than our very best!

Marshall Elementary School
Castro Valley Unified School District
20111 Marshall St., Castro Valley, Ca 94546
(510) 537-2431 www.marshall.cv.k12.ca.us

Principal Tracie Christmas email: tchristmas@cv.k12.ca.us

Secretary TBA email: TBA@cv.k12.ca.us

Handbook

Table of Contents

Marshall Mustang Team	3	Possible Consequences	13
Bell Schedule	4	Suspensions	14
School Policies	5	Health and Safety	15
Attendance	6	Academic Programs	17
Nutrition	8	McKinney Vento Act	20
Communication/Conduct	8	Parent Committees	21
Awards	11	Parent & Family Involvement Pol.	21
Marshall Mustang Mark	12	Title 1 Compact	25

Principal's Message

Welcome to Marshall Elementary!

We are excited to welcome you to the new school year. We have spent the last few years transitioning curriculum from addressing the California State Standards to our new curriculum which meets the National Common Core State Standards. No longer are students taking the STAR test. Students took the SBAC (Smarter Balanced Assessment Consortium) test this past year for the first time. Everything is in place and ready for us to hit the ground running, and come out of the gates with the confidence that we know what we need to teach and where students need to be to have a successful year, and how it all fits together to make our students college and career ready by the time they leave high school. Marshall Elementary is an AVID, (Advancement via Individual Determination) School, striving to prepare our students to take develop proven study skills strategies to succeed in today's academic world.

We will need families to come together, classes to come together, and the entire school to realize that we are stronger in our unity than we are separately. Together we can take on any challenge, and we will be working on this throughout the year. Whether it is during the walk-a-thon, the Halloween parade, monthly assemblies or the hand soccer tournament, we will continue to support, promote, and encourage each other in all of our endeavors.

Once again, we are asking for your involvement, whether it is time, talents or resources whenever possible. Please join the PTA and support your child through their classroom and our general school activities. We hope to see you out there!

With your help we can continue Marshall's tradition of student academic achievement and continuous improvement. Please take a moment to review the policies, procedures and guidelines contained in this handbook. We will be reviewing many aspects of this handbook with all students during the first few weeks of school. We encourage you to spend a few moments reviewing this with your child as well.

Thank you for your continued support.

We are Marshall Mustangs! Nothing less than our very BEST!

Sincerely,

Tracie Christmas, Principal

The Marshall Mustang Team

Classroom Teachers

Name	Grade	Rm	Extension	Email
Hora, Jamie	Kinder.	6	X4306	jhora@cv.k12.ca.us
Leyson, Maria	Kinder.	1	X4301	mleyson@cv.k12.ca.us
TBA	Kinder.	7	X4307	TBA@cv.k12.ca.us
Riley, Jessica	Kinder-2 SDC	5	X4305	jriley@cv.k12.ca.us
Brown, Debbie	1 st	9	X4309	dbrown@cv.k12.ca.us
McCullough, Natalie	1 st	8	X4308	nmccullough@cv.k12.ca.us
Chau, Dana	1 st	11	X4311	dana.chau@cv.k12.ca.us
Clark, Stephanie	2 nd	10	X4310	sclark@cv.k12.ca.us
Kreiss, Lauren	2 nd	13	X4313	lkreiss@cv.k12.ca.us
Rudden, Maryam	2 nd	12	X4312	mrudden@cv.k12.ca.us
Giovanetti, Audreann	3 rd	24	X4324	agiovanetti@cv.k12.ca.us
Shoffner, Lisa	3 rd	22	X4322	lshoffner@cv.k12.ca.us
Wartens, Joshua	3 rd	21	X4321	jwartens@cv.k12.ca.us
Kikes-Avery, Nicki	3-5 SDC	25	X4325	nkikesavery@cv.k12.ca.us
Green-Curiel, Suzi	4 th	14	X4314	sgreencuriel@cv.k12.ca.us
Kundert, Erin	4 th	23	X4323	ekundert@cv.k12.ca.us
Newton, Emily	4 th	15	X4315	enewton@cv.k12.ca.us
Devine, Katie	5 th	29	X4329	kdevine@cv.k12.ca.us
Penn, Amiee	5 th	16	X4316	apenn@cv.k12.ca.us
Herring, Cheryl	5 th	17	X4317	cherring@cv.k12.ca.us

Support Staff

Leong, Kara	RTI Teacher	19	X4319	kleong@cv.k12.ca.us
Anderson, Francesca	Resource	3	X4303	fanderson@cv.k12.ca.us
Rodriguez, Christina	Psychologist	27	X4327	crodriguez@cv.k12.ca.us
Reynes, Charles	Science	28	X4328	creynes@cv.k12.ca.us
Roberts, Brianna	Speech	2	X4302	broberts@cv.k12.ca.us
McCoy, Robin	Librarian	18	X4318	rmccoy@cv.k12.ca.us
Langstaff, Sandra	Paraprof.	3	X4303	slangstaff@cv.k12.ca.us
Carroll, Ashley	Paraprof.	9	X4309	acarroll@cv.k12.ca.us
Sosa, Adriana	Paraprof.	19	X4319	asosa@cv.k12.ca.us
Odeh, Kifah	Paraprof.	19	X4319	kodeh@cv.k12.ca.us
Souza, Kim	Paraprof.	19	X4319	ksouza@cv.k12.ca.us
Gazzaway, Sarah	Paraprof.	19	X4319	sgazzaway@cv.k12.ca.us
Barker, Lynette	Paraprof.	25	X4323	lbarker@cv.k12.ca.us
Seaton, Melissa	Paraprof.	25	X4325	mseaton@cv.k12.ca.us
Thnay-Hu, Regina	Paraprof.	25	X4325	rthnayhu@cv.k12.ca.us
Byrne, Bonnie	Café. Mgr.	Café.	X4366	bbyrne@cv.k12.ca.us
Chang, Emily	Café. Assist.	Café.	X4366	echang@cv.k12.ca.us
Lee, Darrell	Bldg./Grnds.	Office	X4300	darrell.lee@cv.k12.ca.us

Administration

Christmas, Tracie	Principal	Office	X4315	tchristmas@cv.k12.ca.us
TBA	Secretary	Office	X4300	
Burt, Annette	Attendance	Office	X4300	aburt@cv.k12.ca.us

2018-19 Marshall Bell Schedule

Regular Day – M, Tu, We, Th

GREEN on the calendar

Collaboration Day – Friday

(Collaboration Days will switch to the last day of the week when Friday is a Student Free Day)

ORANGE on the calendar

Kindergarten		
Start	End	
8:10 AM	9:30 AM	Instruction
9:30 AM	10:00 AM	Recess
10:00 AM	11:15 AM	Instruction
11:15 AM	12:00 PM	Lunch
12:00 PM	1:30 PM	Instruction
Grade 1 & 2		
Start	End	
8:10 AM	9:40 AM	Instruction
9:40 AM	10:00 AM	Recess
10:00 AM	11:30 AM	Instruction
11:30 AM	12:10 PM	Lunch
12:10 PM	1:45 PM	Instruction
1:45 PM	2:00 PM	Recess
2:00 PM	2:50 PM	Instruction
Grade 3		
Start	End	
8:10 AM	10:05 AM	Instruction
10:05 AM	10:25 AM	Recess
10:25 AM	12:20 PM	Instruction
12:20 PM	1:00 PM	Lunch
1:00 PM	1:45 PM	Instruction
1:45 PM	2:00 PM	Recess
2:00 PM	2:50 PM	Instruction
Grades 4-5		
Start	End	
8:10 AM	10:05 AM	Instruction
10:05 AM	10:25 AM	Recess
10:25 AM	12:20 PM	Instruction
12:20 PM	1:00 PM	Lunch
1:00 PM	2:50 PM	Instruction

Kindergarten		
Start	End	
8:10 AM	9:30 AM	Instruction
9:30 AM	10:00 AM	Lunch/Recess
10:00 AM	12:10 PM	Instruction

Grade 1 & 2		
Start	End	
8:10 AM	10:35 AM	Instruction
10:35 AM	11:05 AM	Lunch/Recess
11:05 AM	12:10 AM	Instruction

Grades 3, 4, and 5		
Start	End	
8:10 AM	11:10 AM	Instruction
11:10 AM	11:40 AM	Lunch/Recess
11:40 AM	12:10 PM	Instruction

Minimum days

BLUE on the calendar

The same as regular week except students get out at 1:50 instead of 2:50.
 No afternoon recess for grades 1-3.
 Kindergarten gets out at 12:30.

SCHOOL POLICIES

SCHOOL ARRIVAL TIME

We ask that students not arrive, or be dropped off at school before 7:55am. We have no student supervision prior to that time on the playground or other areas around the school. If participating in the breakfast program, students may arrive at 7:30 and must remain in the cafeteria.

STUDENT RELEASE

- After school, students in grade Kindergarten and First grades will not be released from the classroom until a parent or identified guardian arrives.
- During the school day, students will be released only through the office after the parent or identified guardian has signed out the student.
- Any person picking up a student needs to have his or her name on the student's emergency card. If a parent or guardian is unsure whether or not an approved person's name is on the emergency card, please send a signed note to the office or come by to write that person's name on the card.
- Students are not to be directed to meet someone in the parking lot.

CAMPUS VISITATION

IT IS REQUIRED THAT ALL VISITORS REGISTER IN THE OFFICE AND RECEIVE APPROVAL TO BE PRESENT ON THE CAMPUS.

NOTE: A visitor is a person who is not a CVUSD student or a Marshall staff member.

All visitors to campus must check in at the office and sign-in when they arrive on campus. Visitors must wear a visitor badge. If a visitor will be volunteering in the classroom, with students anywhere on campus, or going on a field trip where students will be present, that visitor must have completed and turned in the Megan's Law form to the Marshall School Office. There is a 10-day turn-around for clearance after the form is submitted. Unless you are a district employee, this is the only form which will allow participation. Please note that a separate set of forms are needed if you wish to drive students on a field trip.

In order to ensure the safety of our students and staff, and to prevent undue interruption of instruction, all visitors coming to the campus for observations must follow the procedures below:

Classroom observations:

- Approval of a site administrator or designee must be obtained a minimum of 24 hours before observing a class. Teachers will also get prior notice.
- All visitors must check in at the office and wear a visitor's badge before proceeding to the classroom. Non-school employee visitors will be accompanied by a district/site employee.
- Observations are limited to no more than 30 minutes.
- Frequency of observations will be reasonable so as not to disrupt the classroom instruction. Standard is one visit within a week. Exceptions may be made at the principal's discretion.

While in the classroom:

- The observation is not to be used as an opportunity to conference with the teacher. If the visitor desires discussion with the teacher on the day of the observation, a conference appointment must be prearranged with the teacher before the observation date.
- Observe quietly...avoid talking to students, teacher and/or other staff during the observation. Interact with the students only if the teacher has agreed to such contact before the observation.

- Students' rights of confidentiality must be observed.
- Do not move about the classroom, as this is distracting to the students and teacher.
- If observation becomes a disruption to the classroom instruction, the visitor will be asked to leave. Visitation rights may be limited if the observation becomes a disruption to the students and/or teachers.

Thank you for following our visitation procedures to keep our focus on student learning.

ATTENDANCE PROCEDURES

Attendance continues to be a concern for Marshall Elementary and for the school district. Your child's school attendance is very important to their success in school. Procedures are in place to monitor each child's attendance and the information is recorded for state reporting purposes. Please note the following California Education Code:

Education Code section 48260 – Any pupil subject to full-time education or compulsory education who is absent from school without a valid excuse more than three days or tardy in excess of 30 minutes on each of or more than three days in one school year is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

Reporting Student Absences: Please call the attendance voice mail system to report your child's absence. All absences must be called to the attendance line **within 48 hours** of the student's absence. Any absences not reported are considered "unexcused". **The attendance voice mail number is (510) 537-2431, then press 1.** Please follow the directions on the recording. This number is available 24 hours a day, 7 days a week. We appreciate the fact that you notify your child's teacher if you know that your child will not be at school, but **the office MUST also be notified.**

PLEASE NOTE: An EXCUSED absence in one due to illness, medical, dental, or optometry services, or the funeral of an immediate family member. **ALL** other absences are recorded as **UNEXCUSED**. If your child has a medical or dental appointment, and arrives to school late, you **must** have a note from the doctor's office for the absence to be considered excused.

Attendance Requirements

According to Education Code 48260, any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor. Any student who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant.

You will be notified if your child accumulates unexcused absences and or tardies. Should your child accumulate unexcused absences and or tardies in excess of the state guidelines you will receive a letter identifying your child as a truant. **A copy of this letter will go into your child's school records and a copy will be sent to Pupil Services at the District Office.** If you have any questions regarding this policy, please call the attendance office at (510) 537-2431 extension. Please help us improve ADA at Marshall by refraining from taking your child out of school for vacations or other unexcused reasons.

Truancy Interventions (unexcused absences)

- **3 absences = 1st Truancy Letter** – serves as a reminder to the parent/guardian to address the student's attendance issues and to avoid possible future truancy. (Student/parent conference may be required at middle and high school)
- **6 absences = 2nd Truancy Letter** – Student Attendance Review Team (SART) Meeting with the Principal or Assistant Principal, Counselor, Parent, and Student (Attendance Contract)
- **9 absences = 3rd Truancy Letter** – Student Attendance Review Board (SARB) Meeting at the District Office. This is a truancy mediation program mediated by the county's district attorney or probation officer, and/or a juvenile court. Also in attendance are the Student Resource Officer (SRO), District Personnel, School Administrator, Parent, and Student.
- **Excessive excused absences**-after 11 excused absences for illness, a doctor's note is required for every subsequent absence. When there is no doctor's note, the absence becomes unexcused and truancy letters will be generated.
- **Truancy issues may lead to intelligibility for extracurricular activities**, i.e. dances, sporting events, field trips, and proms.

Independent Study Contracts

In order to maximize student achievement and social/emotional growth and in accordance with California Education Code, it is expected that students will attend school every day. However, family situations do arise which necessitate emergency travel. When these rare situations arise, families may arrange a Short Term Independent Study Contract with the school. These contracts are appropriate for unavoidable emergency absence of no fewer than 5 consecutive school days. Independent study for family vacations or leisure travel that can occur during school breaks is strongly discouraged, since independent study cannot replicate the classroom instructional experience.

A completed Short Term Independent Study Contract must be submitted to the main office or attendance office, signed by a parent/guardian **5-10 school days prior to the absence** (depending upon school site requirements). The contract must include the dates of absences, return to school date, and reason for the request. The absence duration should be as brief as possible, as absences or more than a few days will negatively impact student learning. All requests must be approved by site administration. Parents should pick up all assigned work on the last day of attendance prior to the trip. Once the student returns to school, all completed work must be turned into the House Office or the Attendance Office before the student returns to class. If the student does not complete all assigned work, future requests may be denied. Independent Study contracts at the end of the school year must be completed no later than fifteen school days prior to the last day of school. Independent Study contracts cannot be established during the first 10 days of the school year.

Note: If a student on an IEP is requesting a Short Term Independent Study Contract, the Program Specialist must be notified immediately so that appropriate IEP documentation can be determined.

Welcome to Child Nutrition!

SCHOOL LUNCHES

Marshall School serves hot lunches, and has milk and juice available for purchase for those who bring their lunch from home.

Lunch Price:	\$3.25	Reduced Price:	\$.40
Breakfast Price:	\$1.75	Reduced Price:	\$.30
Milk:	\$0.50		

Pre-Pay Option: Parents must prepay for lunches. We DO NOT take checks. Please bring cash to the cafeteria and put it in an envelope and place into the black box on the wall. Please ensure the students name is on the envelope and the student identification number (if known). Parents may also prepay for lunches through the child nutrition page on the district website – www.cv.k12.ca.us – Parents tab– child nutrition- online payments or go to www.myschoolbucks.com. For more information on this option please see the cafeteria manager or the Marshall School secretary.

NON-SMOKING POLICY

Effective January 1, 1995, smoking and/or use of any tobacco product is prohibited within any Castro Valley Unified School District site during school-sponsored activities, and in vehicles owned and/or operated by the district. The non-smoking policy is applicable in buildings, on grounds, “and in any building in which services are provided by employees of the District.”
(Board Policy No.3513.3)

PARKING

The parking lot is reserved for **STAFF USE ONLY**. It is not safe for families or children to walk through the parking lot. Please remember that the Bus Loop is provided for buses. Parents who **REMAIN IN THEIR CARS** and allow plenty of room for bus drop-off may be in this area, recognizing that there is **NO PARKING at any time**.

MARSHALL COMMUNICATION

- **Email:** Parents may sign up to receive email messages regarding events and announcements. This form of communication is the most frequent and occurs almost weekly from Teachers and Staff.
- **The Marshall Calendar:** is on the school website and is a visible place for upcoming events. School based and district based events are posted here for reference.
- **Marshall Website** – The Marshall Website has important classroom, school, and district information, including the Marshall Calendar. The home page lists important events at school as well as a newsletter that contains important information and events. The Marshall website should be checked regularly.
- **Phone Messages** – The automatic phone message system is utilized for reminders and in case of emergencies.

CELL PHONE POLICY

1. The District does not encourage the use of signaling devices such as cell phones, walkie-talkies, or remote controls on school campuses.
2. Cell phones are not permitted at any time during the school day unless the cell phone is needed for health reasons. A doctor’s note must be on file in the health office for this purpose. Students may not use cell phones in any school buildings.
3. Disruption of an orderly classroom or school environment shall result in disciplinary action, up to and including, confiscation and/or loss of cell phone privileges.
4. The school is not responsible for lost or stolen items.

CIVIL DEFENSE

In the case of a severe earthquake or other disaster, students will be kept at school until a responsible person comes for them.

Regular lockdown disaster and fire drills are held to familiarize students with the routine.

DRESS CODE

Students are expected to come to school in appropriate school clothes. A student's dress must not distract others from the learning task. Students will be sent home to change if their clothing is inappropriate for school wear, or parents will be called to bring appropriate clothing. Missed class time will have to be made up.

- Footwear must be worn at all times for safety purposes; sandals and flip-flops are discouraged, as they are dangerous for running and PE activities.
- Shorts and dresses must be of an appropriate length so as not to detract from the learning environment. Narrow and spaghetti straps are prohibited. Short running shorts or too short skirts, halter tops; bare midriffs, plain white undershirts, bathing suits, and mesh shirts are inappropriate school clothing. Students who frequently play on the bars may want to wear shorts or pants.
- Attire with obscene, questionable, violent, age-inappropriate pictures or wording is not acceptable.
- California Education Code allows the wearing of hats on school campus for the sole purpose of protection from the sun. Consequently, no hats or hoodies should be worn inside the classroom. This does not apply to religious or cultural headwear.

CONDUCT TO AND FROM SCHOOL

1. Students in grades 1-5 are to arrive at school no more than 15 minutes before the scheduled starting time. Playground supervision is provided between 7:55 am and 8:10am. Students may not be unsupervised in the on the blacktop or playground area at any time. Kindergarten students will be given specific directions from their teacher.
2. Students are considered tardy after 8:10am. Students arriving after 8:15 must obtain a tardy slip from the office before going to class.
3. Marshall School is a closed campus. After arriving at school, students are to remain on campus until dismissal time. Parent/Guardians may pick up students during the day by coming to the school office. The office will call the classroom to have the student excused.
4. Students are to go home when dismissed unless they are participating in an organized school activity. No after-school supervision is provided. Students may not wait for siblings who leave at a later time.
5. Defacing, damaging or destroying private property, to and from school, will not be tolerated and must be reported to the school office.

RIDING BIKES TO SCHOOL

- Bikes are to be parked in the bike rack and locked upon arrival at school.
- By law, all bike riders must wear helmets when riding their bikes.
- Bicycles must have individual locks.
- Bikes are not to be ridden in the hallways, banks, walkways or parking lot. They must be walked through the school grounds to and from the bike rack (or classroom) before and after school.
- Skateboards, scooters, and rollerblades may not be brought to school and are not allowed on CVUSD property.

PETS ON CAMPUS

Dogs and other pets are not allowed on campus and should not accompany students and families to school or to school functions.

Exceptions to this may be animals as part of a standards aligned lesson, as determined by the classroom teacher and approved by the principal.

HOMEWORK

Homework at Marshall Elementary is considered an extension of learning opportunities, not displacement of, or substitute for, classroom instruction. Homework can include a wide variety of student learning activities related to the curriculum and need not be exclusively “paper and pencil” activities. School-home communication regarding homework is very important. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

The chart below reflects the average of the total amount of time recommended for homework for each grade:

Kindergarten_____	0-1 Hours per week
Primary Grades (Gr 1-2)_____	1-2 Hours per week
Intermediate Grades (Gr 3-5)_____	2-4 Hours per week

Although these are specific times recommended teachers and parents should work together to determine individual student time demands.

ITEMS/ACTIVITIES PROHIBITED FROM SCHOOL

Below is a partial list of items and activities prohibited on school property by CVUSD:

No Smoking	No Tobacco Products	No Scooters
No Bike Riding	No Firearms/Weapons	No Advertising
No Skateboarding	No Open Fires	No Pets/Dogs
No Rollerblading	No Motor Vehicles	No Golfing
No Horseback Riding	No Gas Powered Models	No Alcohol

Firearms, explosives (including firecrackers and caps), knives (including small pocket knives), and other objects deemed dangerous by school personnel may not be brought to school. These items are cause for suspension or expulsion by state law. Other items are prohibited as well unless otherwise approved by a teacher: gum, sunflower seeds, radios, CD players, iPods, and toys (including electronic games and playground balls). **The school cannot accept liability for lost or stolen items.**

MARSHALL ELEMENTARY SCHOOL
CODE OF CONDUCT

The mission of the Castro Valley Unified School District is to provide all students programs of excellence that instill a passion for lifelong learning while preparing them for the challenges of tomorrow. The CVUSD will enhance students' self-esteem, help them discover and maximize their individual potential, and guide each to dignity, to appreciate, respect and accept human dignity.

The Marshall School Code of Conduct reflects the desire to treat students as individuals, work to lift the esteem of each student, and to provide a safe environment for each student to reach her/his full potential.

Each staff member and student at Marshall Elementary is aware of our school wide rules.

Be Respectful
Be Responsible
Be Safe
Be Productive

Marshall Elementary incorporates positive behavior program called PBIS: Positive Behavior Systems
PBIS - UPDATE

M- Make Safe Choices

A- Act Responsibly

R- Respect Yourself, Your School and Others

K- Keep Going

The faculty and staff of Marshall Elementary have determined how this looks in different areas of the school. The staff has created a matrix to ensure consistency of expectations. Please see the matrix on the following pages and review this with your child.

AWARDS, RECOGNITION AND POSITIVE REINFORCEMENT

The Marshall staff provides many opportunities for students to be recognized formally and informally. Teachers often provide verbal praise, stickers, and notes recognizing a child's accomplishments. We also offer whole school and more formal recognition opportunities.

Mustang Mark – Teachers and staff members can recognize a student "Caught Being Good". Students are then announced the next day over our loudspeaker system.





Perfect Attendance Awards – Every trimester, our attendance clerk honors students with perfect attendance and students with one or fewer tardies.

Reading at Home - RAH reading awards are given at monthly assemblies. Each student has weekly reading-at-home goals and may receive awards and prizes based on completion. Students will receive prizes for RAH from the principal for achieving their reading goals.

Clint Sherman Award – This award is for great sportsmanship, attitude and participation in physical education. It is awarded to two students per year.

This is not a complete list of the many ways in which we honor our students. The Marshall staff strives to work with Marshall Students and Parents as a team to ensure a student's behavior does not interfere with their own learning, the learning of others, or to compromise their own safety or the safety of others.

Make Your Mustang **MARK!**

	Lunch Area	Restrooms	Playground	Hallways	Learning Areas	Assemblies/ Special Events
Make Safe Choices 	Walk. Hands, feet and objects to yourself. Eat your own food.	Take care of your needs and leave. Report problems in the restroom to staff members.	Walk in the play structure. Keep tanbark on the ground and in the box. Keep snacks in eating area.	Walk slowly and quietly through the halls. Eyes and body forward.	Walk. Keep hands, feet and objects to yourself. Chairs on the ground.	Keep hands and feet to yourself. Look and listen for signals.
Act Responsibly 	Sort our trash properly. Use good manners. Carry food carefully.	Go. Flush. Wash. Return to class. Use quiet voices.	Clean up before playing. Use problem solving strategies. (1st person in line is referee, Rock, Paper, Scissors) Stay out of the playing area (hand soccer, tetherball).	Return promptly to class. Walk directly to destination. Use health office pass.	Raise your hand. Actively participate. Be on time. Phones in backpacks.	Sit criss cross in designated area. Enter quietly. Use indoor voices.
Respect yourself, your school, and others. 	Clean up our area. Use soft voices. Follow adult instructions.	Give other people their privacy. Keep area clean.	Keep playground litter free. Keep hands, feet and objects to yourself. Take care of equipment. Pick up jackets after playing.	Keep hands and feet to yourself. Respect others' learning by whispering.	Listen actively. Allow others to learn. Work cooperatively. Respect materials. Respect others' property.	Marshall celebration. Eyes on speaker. Ears on speaker.
Keep Going! 	Line up quickly and be ready to learn.	Use the restroom at breaks. Use only what you need.	Line up quickly and be ready to learn. Touchdown. Include everyone! Play and stay in supervised area.	Silent waves to teachers and friends while walking. Walk in a straight line.	Be organized and ready to learn. Use technology for learning purposes. Leave it as you find it.	Ears listening. Eyes watching. Mouth and body calm.

POSSIBLE CONSEQUENCES

Although our primary goal is to teach children acceptable behavior, at times it is necessary to provide consequences for some behaviors. Students interfering with learning or participating in unsafe acts will be subject to consequences outlined by classroom teachers and in this code of conduct.

The following list is designed to clarify possible consequences for inappropriate behaviors.

STUDENT-TEACHER CONFERENCE

The student and teacher will have a 5-10 minutes conference on the day of the infraction. Students may be required to fill in a form reflecting on behavior choices. A written contract may be appropriate at this time.

PARENT CONTACT (BY TEACHER)

When a student receives repeated discipline notices the classroom teacher will contact the parent via a telephone call or request a parent conference. The purpose of the contact is to inform the parent of the nature and extent of the student's unacceptable behavior.

ON THE SPOT

Students may be issued a 10 minute "On the Spot" by any staff member for rule infractions to be served during recess. Students will follow the staff member's instructions regarding where to sit for their "On the Spot."

LOSS OF RECESS

Students remain in the classroom with the teacher or instructional assistant or report to the office during their regularly scheduled recess time, as determined by their teacher. Loss of recess is used as a last resort before suspension.

COMMUNITY SERVICE

When a student is given this consequence, he/she can work to improve the school environment under the supervision of an adult for a period of 15-30 minutes at a predetermined time. Examples of this include cleaning up litter, helping in the cafeteria, or assisting the office staff. This will not take place during the student's instructional time.

CORRECTING VANDALISM OR DESTRUCTION

Depending on the type of vandalism, the student will (with the supervision of an adult) be assigned to perform some type of corrective action.

OFFICE REFERRAL

The office referral allows the teacher to send a student to the office for a conference or a "time-out". During the conference, the student will meet with the principal to discuss the inappropriate behavior and to identify alternatives of behavior that are acceptable. If the student is sent to the office for a time-out, the teacher will indicate the length of time and the specific work to be completed during the time-out.

LOSS OF SPECIAL PRIVILEGES

Any student receiving a suspension and/or repeated behavioral referrals before a special event or field trip might not be allowed to accompany their class to the event or trip. Also, students who have displayed behavior that is disruptive during a field trip or special event may not be allowed to attend the next event or trip because of the prior poor behavior. It will be left to the discretion of the principal and teacher to allow any student to attend any field trip. If deemed appropriate, parents of disruptive children may be asked to accompany their children to special events or field trips.

SUSPENSIONS

Students may be suspended as a result of inappropriate behavior in accordance with Educational Code Section 48900 (a) through (e) or whenever it is determined that the student's presence in school causes danger to persons or property or threatens to disrupt the instructional process.

Suspension is the temporary removal of a student from regular school activities, imposed for adjustment purposes. Suspended students may not be present on any district/school property or at any district/school activity, whether at a public or private facility, during the period of suspension. A student is required to complete all assignments and tests missed during the period of suspension.

Except in emergencies, suspension is preceded by an informal conference at which the student is informed of the charges of misconduct and given the opportunity to present his/her defense. Parent/Guardian contact is made when a student is suspended.

Suspension may be imposed for up to 5 school days at a time for a maximum of 20 school days in a school year. Students who have transferred school sites may be suspended for up to 10 additional school days.

In-School Suspension (1 day)

A teacher can suspend a student from his/her class for the day and the next day for any acts listed in the Education Code Section 48900. If any student is placed on in-house suspension, he/she will be given work to do in an isolated, supervised location.

Out of School Suspension (1 or more days)

A suspension will take place for 1-5 days depending on the severity of the problem and at the discretion of the principal.

Grounds for Suspension and/or Expulsion Recommendation:

48900

- a.(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(Mutual combat or verbal/written threats.)
- a.(2) Willfully used force or violence upon the person of another, except in self-defense.
(Battery, assault with a deadly weapon or a Homicide.)
(The three elements of battery are: 1. An Aggressor; 2. Intended to cause physical injury; 3. An innocent victim CSSA form may be completed for this.)
- b. Possessed sold or otherwise furnished any firearm, knife, explosive, and other dangerous objects.
- c. Possessed used, sold or otherwise furnished, drugs, alcohol, or under the influence of any controlled substance or intoxicant.

- d. Arranged, offered, or negotiated to sell look alike controlled substances, alcohol, intoxicants, or liquid, substance, or material represented as a controlled substance or intoxicant.
 - e. Committed, or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole, or attempted to steal school property.
 - h. Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to clove cigarettes, smokeless tobacco, snuff, chew packets, or betel.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Possessed, unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
 - k. Disrupted school activities or defied school personnel.
 - l. Knowingly received stolen school or private property.
 - m. Possessed an imitation firearm.
 - n. Committed or attempted to commit sexual assault or sexual battery.
 - o. Harassed or threatened or intimidated a pupil witness.
 - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
 - r. Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act.
 - s. A pupil who aids or abets.
 - t. **Apply to grades 4-12 only:**
 Committed sexual harassment of another person.
 Caused, attempted to cause, threatened to cause or participated in an act of hate violence.
 Intentionally engaged in harassment, threat, or intimidation, directed against a pupil or group.
 Terrorist threat.
- 48901.5 Electronic signaling device (pager)

Parent Supervision

A student may be suspended from a class because he/she committed an obscene act, engaged in habitual vulgarity or profanity, disrupted school activities or otherwise willfully defied staff authority. The teacher of the class from which the student is suspended may require, following written notice, the pupil's parent/guardian to a portion of a school day in that class. After completing the classroom visit and before leaving the school premises, the parent/guardian also shall meet with the principal or designee. (Ed Code:48910)

A FINAL WORD Regarding the Code of Conduct

We are very proud of our Marshall School community and our students. We would like to thank parents and community members for helping make Marshall such a wonderful and safe school environment. Your continued support and cooperation will benefit all the members of the Marshall School Community. As a "Community of Lifelong friends and Learners" we can only become more successful through the combined efforts of all. **Marshall Mustangs. Nothing less than our very best!**

HEALTH AND SAFETY

STUDENT MEDICATION AT SCHOOL

If your student is to take daily or periodic medication (**including over-the-counter medication**) during school hours, you must fill out a "Medication to be Given at School" form each school year. The forms are available in the office and will be accepted effective in August of each year. **No medication will be administered without this form signed by both the student's doctor and parent/guardian.**

Students may never keep medication in their desks, lunch boxes, etc. It is to be brought to the office and will be administered at the appropriate time. Again, the doctor must prescribe even over-the-counter medications.

Additionally, all medications brought to the office can be returned only to the parent/guardian. All medications must be picked up by the parent/guardian. We will dispose of any remaining medicines in June.

INJURIES OR ILLNESS AT SCHOOL

First aid is administered in case of minor injuries which may occur during the school day. School personnel are not allowed to render medical attention beyond first aid. If an injury requires further attention, the parent or a person listed on the emergency card will be contacted. In case of severe injury, the child will be taken to an emergency hospital immediately.

If injured or ill at school, students should immediately inform an adult. Office personnel will call the parent or a person listed on the emergency card. Although we encourage strong attendance, if your child is sick, please keep them at home until symptom free for twenty-four hours.

In order to ensure the health and safety of your child it is essential your child's emergency information is kept up to date. Please inform the school secretary if you move, change phone numbers, change contact numbers, change daycare situations, or would like to add someone to the emergency card.

BLOOD BORNE PATHOGENS

In meeting State and Federal Standards as well as district board policy for dealing with blood borne pathogens and infectious materials, will dismiss to the office any student with blood or bodily fluids. Parents/Guardians will be notified if a change of clothing is necessary in order for the child to remain at school.

COMMUNICABLE DISEASES

If your child is absent from school due to one of the following diseases, please notify the office at once: chicken pox, measles, impetigo, pink eye, or ringworm. Your physician will tell you how long your child must remain out of school and what medication is needed. The office has a form to be completed by your child's physician before returning to school.

HEADLICE

Each year, a number of students are found to have head lice. When discovered at school, the parent is called immediately to take the child home for treatment with medicated shampoo designed to kill the lice. The child may not return until treated.

Should this occur to your child, please do not be unduly alarmed. Head lice occur with some regularity in school age children. Many react emotionally to head lice, but having lice does not mean a child is not cared for or dirty. Head lice spread easily, especially to children who use each other's combs or wear each other's hats or clothes. Please inform the school immediately if your child has head lice, as we would like to take preventive measures.

Student Wellness Board Policy 5030

The Castro Valley Unified School District recognizes that student health and wellness have a tremendous effect on student learning and achievement. Students who are physically and emotionally healthy are ready to grow, learn, and achieve success. The goal of our comprehensive school wellness policy is to promote the health and well being of students and staff and includes a focus on health, physical education, and nutrition.

CVUSD policy 5030 is compliant with federal and state requirements and follows recommendations provided through *Guidance for the Development of California School Wellness Policies*, posted through a link on the California Healthy Kids Resource Center web site at www.californiahealthykids.org. Additional health priorities and strategies are provided in the California Department of Education's (CDE's) January 2005 White Paper titled *Healthy Children Ready to Learn*. (<http://www.cde.ca.gov/eo/in/se/yr05healthychildrenwp.asp>) To comply with federal and state requirements that school districts develop policy to promote student health and support the reduction of childhood obesity, Castro Valley Unified School District adopted a Student Wellness Policy (Board Policy 5030) in June 2006. The policy is printed in CVE Handbook for your information. Please join us in our continued work towards promoting school environments supporting the development of health students.

Healthy snacks-Suggestion taken from www.cspinet.org/healthysnacks/ Grades 1-5

Please send a daily snack or purchase snack tickets (school snack is sold each day at recess) for students to have a mid-morning snack. Fresh Fruits and vegetables including dried fruit! raisins (black or yellow), cranberries, apricots, apple rings, mango, figs, papaya, berries, Kiwi, apples, oranges, banana, melon, pear, plum, carrot, celery, Other Fruit options: Apple sauce, fruit cups--jarred or canned fruits like diced peaches, pineapple. Choose fruit packed in fruit juice (best choice) or light syrup, but NOT "Syrup" or "Heavy Syrup", olives, and crackers, pretzels, goldfish type crackers, pretzels, tortilla chips.

Peanut butter--Please do not send peanut butter as a snack as there are students who are allergic.

Birthday or special celebrations

BP 5030(a) Celebrations guidelines

- ***Celebrations that involve food during the school day should be limited to no more than one party per class per month. Food offered during these parties must be commercially prepared and packaged.***
- ***Celebrations should occur after the last lunch period.***

Please make celebration arrangements with the classroom teacher. Thank you for supporting our new guidelines. If you have any questions, please contact the school office.

ACADEMIC PROGRAM

Marshall's School Program

Marshall Students benefit from integrated educational programs, support services, and leadership opportunities. We concentrate district, site, staff, parent, student and community resources in implementing programs designed to help us meet our goals.

ACADEMIC CORE

The academic subjects are the core of the instructional program at Marshall School. We provide a quality instructional program integrating the various subject areas. At the beginning of each school year parents are given a Parent's Guide to Student Success, which outlines Grade Level Standards.

A broad outline of each is as follows:

Language Arts (Curriculum: Foundations K- 3, Expeditionary Learning, Lucy Calkins – Writers Workshop, C.I.A. (Collect, Interpret, Apply) Units of Study, Peanut Butter Publishing

The Castro Valley Unified School District believes that the ability to communicate affects a person's achievement in all academic areas and daily life. Recognizing that literacy growth begins before children enter school and develops throughout an individual's lifetime, our primary goal is to educate students to become literate citizens through a sequentially oriented K-12 language arts program. Developmentally appropriate opportunities and resources will be provided to build the language/communication skills needed to pursue life goals and to participate as fully informed, productive, and responsible citizens.

Implementation: At the core of a successful language arts program is a staff trained in research proven instructional strategies to deliver the standards. Instructional materials are the tools teachers need to implement the standards based curriculum and are provided equitably throughout the district. As Language Arts Standards are implemented, teachers participate in staff development and the selection of materials which support and enrich instruction.

HISTORY/SOCIAL STUDIES (Adopted Textbook Series: Scott Foresman)

The history/social science program adopted by the CVUSD Board of Education follows the California State Department's Board of Education Framework for Public Schools. The framework emphasizes:

- Skills
- Values of a democratic society
- Social Participation

Scott Forsman is the publisher of the series of study for each grade level as follows:

Kindergarten: Learn and Work

First Grade: Time and Place

Second Grade: Then and Now

Third Grade: Our Communities

Fourth Grade: Our California

Fifth Grade: Our Nation

MATHEMATICS: (Adopted Textbook Series: Eureka Math)

Standards of student progress are the thrust of the Castro Valley Unified School District Mathematics Program. Teachers use a variety of instructional materials to meet the standards adopted for each grade level. Our goal for Marshall School is to develop students who:

1. Have fluency with basic computational skills
2. Understand mathematical concepts
3. Are mathematical problem-solvers and can recognize and solve routine problems readily
4. Find ways to reach a solution or goal where no routine path is apparent.
5. Communicate precisely about quantities, logical relationships and unknowns via the use of signs, symbols, models, graphs and mathematical terms.
6. Gather data, analyze evidence and build arguments using mathematical reasoning to support or refute hypotheses, and make connections among mathematical ideas and between mathematics and other disciplines.

SCIENCE: (Adopted Series Scott Foresman)

The Castro Valley Unified School District has adopted Science Standards for each grade level K-12. At K-5, each grade level teaches units on the earth, physical and life sciences and in the upper grades, scientific reasoning and technology. The approach is one of hands-on, learning by doing. We are transitioning to NGSS.

Science Centers

In this facility, students have the opportunity to use state-of-the-art equipment and technology. Working with a science specialist and their classroom teacher, students are involved in laboratory experiments, enhancing, reinforcing, and applying their understanding of essential scientific concepts.

HEALTH AND WELLNESS:

The CVUSD school board has adopted health and wellness standards for all students in our district. These standards are taught at Marshall through an interdisciplinary approach, at times classroom teachers will teach standards, as well as guest presenters, and our Physical Education teachers.

COMPUTER EDUCATION

All students in grades K-5 receive training in how to operate a Chromebook and certain educational applications. Students in grades K-5 utilize their classroom chrome cart for classroom assignments and activities (e.g. word-processing, Hyperstudio, spreadsheets, charts, online reading). Classrooms have a ratio of one to one in grades 3 through 5 and one to two in Kindergarten through 2nd grade. Students must have parental permission to use computers and the Internet at school. Students and parents are required to sign an internet use agreement before students are allowed to have access to the internet on campus. Expectations for students are clearly defined in this agreement.

PHYSICAL EDUCATION

The Board of Education has employed Physical Education Specialists to augment and upgrade the quality of PE at the elementary school level. PE Specialists provide instruction to all grade 1-5 students for one half of the instructional time required by the State Department of Education for each student. The classroom teacher provides the other half of the required instructional time. Effective this year, specific PE standards will be implemented for all students.

VISUAL/PERFORMING ARTS

Instrumental and vocal music will occur simultaneously, requiring students to choose their preferred musical instruction.

- **Instrumental Music Program:** Music specialists provide instruction to small groups of fifth grade students in beginning and advanced strings, woodwinds and brass. Students are expected to practice daily on their own time.
- **Vocal Music:** Classroom vocal music is provided to all students, grade K-5. In addition, a specialist in vocal music provides creative musical activities for students in grades 5. These activities augment the classroom program once a week.

SUPPLEMENTAL PROGRAMS

ALFA Time (Accelerated Learning for All):

This program provides services to Marshall students in grades K-5 who need specialized assistance language arts. The focus of the program is determined by the needs of the students. Progress monitoring occurs periodically to determine student needs and ensure student placement in the program. Students needing extra challenges may be receiving specialized instruction during this time as well.

ELD (English Language Development):

The ELD Program is designed to assist K-5 students whose primary language is other than English. The ELD Program assists students in acquiring oral English proficiency while supporting students in the academic areas. Students work with their classroom teacher with support from the District EL teacher and instructional assistant to help them increase their English proficiency to allow them to function independently in the classroom.

GATE (Gifted and Talented):

Students in fourth and fifth grades who demonstrate exceptional academic ability or talent in areas of mathematics, language arts, leadership and creativity are referred for placement in the GATE program. The differentiated GATE program is integrated school-wide so that all students are involved in learning activities, which are challenging, and encourages them to expand their knowledge. Using the teaching strategies of acceleration/pacing, depth, complexity, and differentiation we constantly re-examine what students learn and how they learn.

TITLE I:

Effective since the 1998-99 school year, Marshall is a Title I School. Additional instruction is given to students who qualify for this program. Students qualify for Title I assistance based on their academic performance on a variety of assessment measures in mathematics and language arts.

Parent involvement is a vital part of our Title I program. Parents are encouraged to work closely with staff to assist their student. Parent advisory meetings are held to explain the program to further encourage parent participation. Title I parents will be given the opportunity to form a separate council or to attend School Site Council meetings to provide input. All parents are invited to attend School Site Council meetings, which are held on the second Tuesday of each month at 3:15 pm in the Library, beginning in October. At Family Nights parents are provided material and information to assist them in working with their student(s).

SPECIAL EDUCATION PROGRAMS

RSP (Resource Specialist Program): Specifically credentialed Special Education teachers provide eligible students with one to three hours daily of small group instruction in mathematics, reading and/or language development.

SDC (Special Day Class): Special Education students in grades 3-5 requiring a small group, self-contained classroom are enrolled in our SDC program. These students are included in regular classes in academic, fine arts, PE, Second Step, library, computer and other areas as established with their individualized Education Plan (IEP). The program is taught by a teacher who holds a Special Education credential.

SPEECH AND LANGUAGE: Speech and language therapy is provided for those eligible students (K-5) demonstrating this need. Students receive instruction in various language concepts and structures. Students are also seen for articulation therapy when they exhibit evidence of substituted or distorted speech sounds that interfere with their learning and communication.

PSYCHOLOGICAL SERVICES

Marshall has the part-time services of a district psychologist who serves the school in a variety of ways. The psychologist evaluates individual students for learning/emotional difficulties, visits them in their classroom setting, and observes their behavior and responses within the classroom. He/she meets with staff and parents to gain more knowledge about the student, the student's problems and attempts interventions, which may resolve or reduce a situation at school and/or home. Psychologists also report the results, implications and meanings of various State testing programs to the CVUSD Board of Education. Students may be referred to the Student Success Team by parents or staff. Prior to any kind of evaluation, parent permission must be given before any assessment can take place.

EXTRA-CURRICULAR PROGRAMS

STUDENT COUNCIL

Student elections are held yearly for the offices of President (5th grade), Vice President (4th or 5th grade), Treasurer (4th-5th grade), and Secretary. The Marshall School Student Council reinforces the classroom instructional program in the areas of written and verbal communication skills, debate, higher order thinking skills, history, civics and economics. In addition, students learn business and personal ethics through real-life experiences. These workplace skills of leadership and responsibility support the academic core classroom program. In addition, Student Council may raise funds and create programs which benefit the school.

Student Council programs vary from year to year depending on the direction taken by each newly elected set of school government representatives or appointees, and the adult advisor. Each class elects a student representative to attend Student Council.

MCKINNEY-VENTO ACT

Are you currently in uncertain housing, a temporary address, or with no physical address?

Children have access to the education and other services that they need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

The McKinney-Vento Act is meant to protect children and youth who lack a fixed, regular, and adequate nighttime residence. This includes.

Children who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals; or
- awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If your circumstances fit these definitions and you need enrollment assistance, contact your school office, or the Castro Valley Unified School District Homeless Liaison, Jim Kentris, at 510-537-3000, ext. 1257.

PARENT COMMITTEES AND PROGRAMS

Parent leadership and participation are essential for the success of every student. Following is a list of the many ways for parents to be involved.

PTA

Meetings are held bi-monthly. Childcare is always provided, so please join us.

- **Objectives:**
- Promote the welfare of children and youth in home, school, and community.
- Raise standards of home life.
- Secure adequate laws for the care and protection of children and youth.
- Bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the education of children and youth.
- Develop communication between educators and the general public to further united efforts that secure the highest advantages in physical, mental, social and spiritual education for all students.

SCHOOL SITE COUNCIL

- School Site Council (SSC) has the on-going responsibility to review with the principal, teachers, other school personnel, and pupils, the Single Plan for Student Achievement and tie the SPSA plan to the overall school budget.
- The council is composed of five parent and community members, three teachers, one classified staff person, and the principal. These ten representatives have voting rights. Parents are encouraged to attend SSC meetings held the second Tuesday of each month, October through May. The monthly agenda is posted on the office window.
- SSC gives parents a unique opportunity to be involved in positive change in their child's educational program and school environment while working closely with teachers and other staff members.

ELAC (ENGLISH LANGUAGE ADVISORY COMMITTEE):

Parents of bi-lingual students are encouraged to participate in the Marshall School Advisory Council. Members will meet to make plans and recommendations regarding our second language learner program.

TITLE I ADVISORY COUNCIL

Parents of Title I students are encouraged to participate in the Marshall School Title I Advisory Council. Meetings are held regularly throughout the year to ensure the needs of title 1 students are being met.

PADRES UNIDOS

This is a parent meeting run primarily in Spanish for all parents, but specifically targeted to our Latino families. We want to empower our Spanish speaking families to get more involved here at school.

SCHOOL SMARTS

School Smarts is a program sponsored by the California PTA. This program will empower parents to better understand the school system, and build advocacy skills. Everything is taught through the lens of Art education, so parents will enjoy art education as part of every one of the 8 sessions. Classes will be held Thursdays in October and November. Look on our website for more information.

PARENT and FAMILY INVOLVEMENT POLICY

Title I Targeted Assistance Program

Part I. General Expectations

In collaboration with our parent community, Marshall Elementary agrees to implement the following requirements according to Section 1118 (b) of the ESEA:

- The school and participating parents will jointly develop and distribute a Marshall Parent and Family Involvement Policy.
- The school will notify parents about the Marshall Parent and Family Involvement Policy in an understandable and uniform format, including translations, when needed.

- The school will make the Marshall Parent and Family Involvement Policy available to the local community and update it periodically.
- The school will adopt the Home-School compact as a component of the Marshall Parent and Family Involvement Policy.
 - a. Parent and Family involvement means the participation of parents and family in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring:
 - b. That parents/families play an integral role in assisting their child's learning
 - c. That parents/families are encouraged to be actively involved in their child's education at school.
 - d. That parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - e. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

Part II. Description of how the School will implement required school parent and family involvement policy components

1. Marshall Elementary School will take the following actions to involve parents and family in the joint development and agreement of its School Parental and Family Involvement Policy and its schoolwide plan under Section 1118 of the ESEA:
 - *Present information during Principal's message at PTA
 - *Send invitation in major languages of parents including English, Spanish and Chinese
 - *Include the policy in the Marshall Handbook which is given to each parent
 - *Publicize the SSC agenda that includes the policy review

2. Marshall Elementary School will hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A rights and requirements of parents involved in Title 1, Part A programs. The school will convene the meeting at a convenient time for parents so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title 1, Part A programs to this meeting and will encourage them to attend by:
 - *Offering child care for evening meetings
 - *Providing translators for major language
 - *Including staff in the meeting to answer questions
 - *In addition to a specific Title 1 meeting, include this information in SSC, ELAC, and PTA meetings

3. Marshall Elementary School will provide parents and family of participating children information in a timely manner about Title 1, Part A programs that includes a description and an explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels that students are expected to meet by:
 - *Back to School night with curriculum descriptions by classroom teachers.
 - *Review of the Single School Plan and school-wide goals
 - *Individual parent conferences
 - *Individual written communication about standards-attainment

4. In addition to the annual meeting, Marshall Elementary School will provide parents and families of participating children, if requested by parents/families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - *Scheduling a Title 1 meeting and inviting all parents of participating children
 - *Scheduling individual parent conferences
 - *Including time on meeting agendas for suggestions (SSC, GATE, ELAC)

5. Marshall Elementary School, in conjunction with Castro Valley Unified School District, will provide an individual student report to parents about the performance of their child on the state assessment in at least math, language arts and reading by:
 - *Sending the Individual Student STAR report to families during the summer
 - *Developing a Student Learning Plan for students not meeting standards that addresses specific student needs at fall parent-teacher conferences
 - *Continually reviewing student progress and reporting it to parents with Mid-Trimester progress reports and Trimester report cards

6. Marshall Elementary School will take the following actions to provide parents/families timely notice when their child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - *Providing a letter of assurance regarding Highly Qualified teachers employed at the school in the September newsletter
 - *Providing specific information about the parents' right to examine documentation that a teacher is Highly Qualified newsletter
 - *Participating in rigorous hiring practices to offer positions only to those candidates who are Highly Qualified, as are all current Marshall Teachers.

7. Marshall Elementary School will provide assistance to parents/families served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph:
 - *The state's academic content standards
 - *The state's student academic achievement standards
 - *The state and local academic assessments including alternate assessments
 - *The requirements of Part A.
 - *How to monitor their child's progress
 - *How to work with educators

Activities include:

 - +Parent/Family Tips in the Marshall Memo (newsletter)
 - +Communication components provided at Back to School Night
 - +CVUSD Parent Guides that include grade level specific content standards as a component of parent-teacher conferences
 - +Annual Title 1 parent meeting that explains the requirements of Part A.
 - +Family Test-taking Information Night
 - +SSC meetings that involve the review and approval of the school's academic goals and related actions
 - +Marshall's participation in the county's Parent Leadership Institute

8. Marshall Elementary School will provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training and using technology, as appropriate, to foster parent and family involvement by:
 - *Quarterly literacy development tips in the Marshall Memo (newsletter)
 - *Extended day kindergarten parent training
 - *Family Literacy Night
 - *CVUSD Literacy Training sessions for parent volunteers

9. Marshall Elementary School will, with the assistance of its parents, educate its teachers, principal, and other staff in how to reach out to, communicate with and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - *Soliciting parents' suggestions and opinions at PTA meetings

- *Participating in the Parent Leadership Institute with the Alameda County Office of Education
- *Continuing Marshall's 'open door' atmosphere that allows parents access to teachers and principal on an informal basis
- *School-home communication tools provided in the Marshall Memo Handbook and website
- *Encouraging parent participation to assist in classrooms and on field trips

10. Marshall Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the State Preschool, Reading First, and Early Reading First by:
- *Including pre-school students in the school's Reading At Home (RAH) program
 - *Providing literacy training and materials for the State pre-school instructor
 - *Requiring and documenting parent participation in the Program
 - *Inviting parents of pre-school students to Open House

11. Marshall Elementary School will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to parents of participating children in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

- *Important communications are posted on the Marshall website and are translated into Spanish and Chinese
- *Home language translators arranged for parent-teacher conferences
- *Parent literacy-building tips provided in Spanish
- *Marshall Handbook is available in both English and Spanish

Part III. DISCRETIONARY SCHOOL PARENT AND FAMILY INVOLVEMENT POLICY COMPONENTS

The School Parent and Family Involvement Policy for Marshall Elementary, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- *Providing literacy training for parents from Title I, Part A funds if the school district has exhausted all other reasonably available sources of funding for that training.
- *Paying reasonable expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions.
- *Creating interest in school social activities by soliciting student and parent opinions about present events and new ideas.
- *Providing funds for students and/or parents of students with limited resources to participate in PTA events that include entrance or meal costs.
- *Informing parents of opportunities to learn English such as CBET (English Language training).

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance record document and minutes of the School Site Council meeting on December 11, 2007.

This policy was adopted by the Marshall Elementary School Site Council on May 29, 2018; it will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A students on or before September 1, 2018.

PARTNERS IN LEARNING COMPACT
Castro Valley, Marshall, Stanton Elementary School

SCHOOL STAFF

PARENT & FAMILY

STUDENT

We believe all students can learn, and we will do the following to ensure their success:

- Staff members will keep respectful and positive lines of communication open with parents
- Set high grade level content, social, and behavioral standards for all
- Welcome and respectfully treat all parents as partners in education
- Respond in a timely manner to requests for information
- Regularly share information about your child’s progress and any concerns as they arise
- Provide motivating and interesting learning experiences that are developmentally appropriate
- Use teaching methods and materials that acknowledge individual and cultural differences
- Clearly communicate homework, classwork, and behavioral expectations
- Respond to parent concerns in a timely manner
- Staff will provide a school environment that will help foster a positive attitude toward schools and learning in students

Teacher _____

Principal _____

Date: _____

I believe that parents and family are the child’s first and most important teachers. I will encourage my child’s learning and success in school by striving to do the following:

- Send or bring my child to school on time every day
- Make sure that my child gets adequate sleep and healthy meals
- Provide a quiet place and time for my child to do homework, and review and ensure that homework is returned to school
- Promptly respond to messages from school
- Help my child’s school whenever possible
- Read to my child or have my child read for at least 30 minutes daily
- Limit the time my child watches television and plays video games
- Attend Back-To-School Night, Parent/Teacher conferences, Open House and other school events, whenever possible
- Talk with my child about his/her school activities every day
- Support and encourage my child to meet or exceed academic grade level standards
- Notify the office by phone or send a note upon the child’s return when absent
- Maintain open lines of communication with the teacher and the school

Parent _____

I believe that my education is important and that I can be successful in school. I will be a responsible learner by striving to do the following:

- Come to class on time every day
- Come to school ready to learn
- Listen, follow school rules, show respect for others, and be responsible for my own behavior
- Be a cooperative learner
- Carry information between school and home
- Return my completed homework on time
- Read at home for at least 30 minutes every day
- Do my best work on every school assignment
- Discuss what I am learning with my family
- Ask my teacher questions when I don’t understand something
- Tell an adult if I need help solving a problem or I have a concern
- Practice good communication and Conflict Resolution skills
- Limit the time I spend watching TV and playing video games

Student _____

