Theodore Judah Elementary School

Student/Parent Handbook

2018-2019

2018-2019

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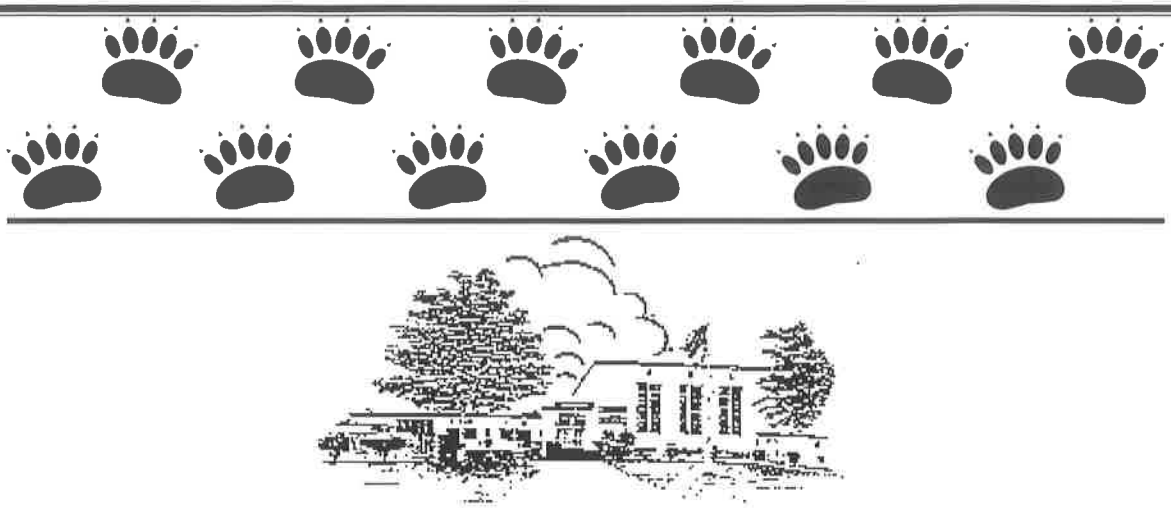


Dear Judah Families,

Welcome to Theodore Judah Elementary School! Our school is an historic neighborhood school that has a long tradition of academic achievement and community engagement. We recognize that our students are tomorrow's future leaders, and therefore we incorporate student leadership and engagement into our program to teach our students the skills necessary to become active and engaged citizens.

Under the leadership of administration and staff, parents and community partners join with us to enrich our standards-based programs. To that end, we ask that you become part of our team. Volunteering happens in a variety of different ways for different people, so please connect with our school office, your child's teacher, the PTA, or other groups on campus to learn how you can be involved. Volunteer paperwork and screening are required which is available after the second week of school. Please contact the school office for assistance.

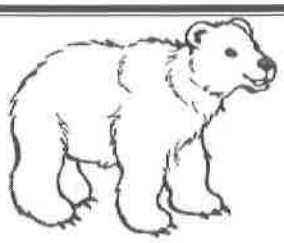
Enclosed you will find our Student/Parent Handbook. Please read it thoroughly and discuss it as a family. It is important that everyone reads, understands and commits to following the guidelines for behavior and work on campus so as to provide a safe and effective learning environment. Included in your first day packet you will find a handout to indicate that you acknowledge and understand these guidelines. Please be sure to return it to your child's teacher.

We are excited for another year of success in 2018-2019. We look forward to a year filled with learning, growth, and opportunities for outstanding academic achievement and social development. Remember, you are your child's first and most important teacher. We look forward to partnering with you to ensure your child has a successful year. Please feel free to connect with me should you have questions, concerns, or need additional information.

Sincerely,

Troy Holding

Mr. Troy Holding
Principal



Our Core Beliefs

We believe that all students will learn at high levels when instruction meets their needs.

We believe that all people are inspired by high standards and challenging goals.

We believe that all people thrive in a setting that respects their individual contributions and the diversity of perspectives they bring to achieving common goals.

We believe that all people give their best in a culture that promotes trust, encourages risk-taking, and celebrates success.

We believe that all people excel in an environment that is safe, and offers everyone unlimited opportunities for continuous growth and personal success.

We believe that all people value open, honest and timely communication and collaboration.

We believe that all people want to be held accountable and rewarded for their contribution to attainment of common goals.

We believe that the social, economic, and cultural diversity of our community is a source of strength for our school system.

Our Purpose

We inspire and provide opportunities for all students to achieve high standards of performance for success in life and work.

Staff

Name	Title	Room Number	Name	Title	Room Number
Troy Holding	Principal	Office	Kayla Weldon Lenora Rideout	Office Manager Clerk	Office
Sarah Stark	School Psychologist	30	Andreya Hernandez	Cafeteria Manager	Cafeteria
Danielle Gronotte	RSP	31	Mike Caves Mario Reyes	Plant Mgr. Custodian	
Monica Harvey	Speech	30	Courtney Garis	Library Support	7
Cindee Stewart	P.E. Prep Teachers		Sara Mendoza Matilda Elliot-Farrow Karrie Figiel Tracy Abernathy	Science Art Garden	20 29
Rob Keedy	Music	9	Judy Arnold	Children's Center	14
Mai Ly	Early Kindergarten	2	Deanna Godby	3rd Grade	12
Kathy Dawson	AM Kindergarten	3	Irene Jewett	3rd Grade	4
Holly Hein	AM Kindergarten	5	Tony Duke	4th Grade	25
Judy Ogden	AM Kindergarten	6	Sandra Gambirazio	4th Grade	28
Cherylanne Bealer-Wynton	1st Grade	8	Karen (KC) Scinto	4th/5th Grade	23
Vanessa Rule	1st Grade	11	Jed Brewer	5th Grade	21
Amy Brown	1st Grade	13	Megan Allen	5th Grade	27
Jennifer Gravvat	2nd Grade	17	John Cunningham	6th Grade	22
Amber Christansen	2nd Grade	1	Laura Rosenheim	6th Grade	26
Claudia Wong	2nd Grade	18	Michael Bruce	6th Grade	24
Nikki Waldron	2nd Grade	19	Rebecca Zimmerman	4th/5th/6th SDC	15
Alison Miller	3rd Grade	10	Kristin Wilson	4th/5th/6th SDC	16

School Calendar 2018-2019

Theodore Judah 2018-19 School Calendar & Daily Schedules

First Day of School.....Thursday, August 30, 2018
Labor Day Holiday..... Monday, September 3, 2018
Back to School Night.....Wednesday, September 12, 2018
Veterans' Day Holiday (no school).....Mon. November 12,2018
Thanksgiving Holiday (no school).....November 19-23, 2018
Parent Conferences & End of Trimester 1 (shortened days).....**TBD**
Winter Holidays (no school).....December 22, 2018-January 6, 2019
Martin Luther King, Jr. Holiday (no school).....Monday, January 21, 2019
Lincoln Holiday (no school).....Monday, February 11, 2019
Washington Holiday (no school).....Monday, February 18, 2019
Parent Conferences & End of Trimester 2 (shortened day).....**TBD**
Spring Holiday (no school).....April 15-19, 2019
Open House.....Wednesday, May 22, 2019
Memorial Day Holiday (no school).....Monday, May 27, 2019
Last Day of School (shortened day).....Thursday, June 13, 2019

EK/KINDER SCHEDULE: 8:00am-11:20am DAILY

7:30 breakfast, 7:45-7:55 arrival, 8:00 instruction begins, 10:00-10:20 snack & recess, 11:20 dismissal

PRIMARY (1st-3rd Grades) SCHEDULES		
Mon, Tues, Wed & Fri **297 minutes 8:00am- 2:07pm**	**Thursdays** **237 minutes 8:00am- 1:07pm**	***Shortened Days** **235 minutes 8:00am- 12:35pm**
7:30 Breakfast (optional)	7:30 Breakfast (optional)	7:30 Breakfast (optional)
7:58 Line up	7:58 Line up	7:58 Line up
8:00-10:00 Instruction	8:00-10:00 Instruction	8:00-10:00 Instruction
10:00-10:15 Recess	10:00-10:15 Recess	10:00-10:15 Recess
10:20-11:20 Instruction	10:20-11:15 Instruction	10:15-11:45 Instruction
11:20-12:00 Lunch	11:15-11:55 Lunch	11:45-12:10 Lunch
11:00-11:30 Cafeteria	11:15-11:45 Cafeteria	12:10- 12:35 Instruction
11:45- 12:00 Recess	11:45-11:55 Recess	
12:00- 1:00 Instruction	11:55-12:45 Instruction	
1:15- 1:30 Recess	12:45- 12:55 Recess	
1:10-2:07 Instruction	12:55 -1:07 Instruction	

INTERMEDIATE (4th-6th Grades) SCHEDULES		
Mon, Tues, Wed & Fri **317 minutes 8:00am- 2:12pm**	**Thursdays** **257 minutes 8:00am- 1:12pm**	***Shortened Days** **249 minutes 8:00am- 12:40pm**
7:30 Breakfast (optional)	7:30 Breakfast (optional)	7:30 Breakfast (optional)
7:58 Line up	7:58 Line up	7:58 Line up
8:00-10:25 Instruction	8:00-10:25 Instruction	8:00-10:25 Instruction
10:25-10:40 Recess	10:25-10:40 Recess	10:20-10:30 Recess
10:40-12:05 Instruction	10:40-12:00 Instruction	10:30-12:19 Instruction
12:05-12:45 Lunch	12:00-12:40 Lunch	12:10-12:31 Lunch
12:05-12:30 Cafeteria	12:00-12:30 Cafeteria	
12:30-12:45 Recess	12:30-12:40 Recess	
12:45-2:12 Instruction	12:40-1:12 Instruction	

Regular School Attendance

Our school and our school district share the goal of ensuring that all students are working towards mastery of grade level standards. To meet this goal, students must attend school daily and arrive on time. We expect your full cooperation in giving your child the best education possible by making sure s/he comes to school every day that s/he is healthy. Makeup work will be assigned if a child is absent, and parental help may be necessary. However, makeup work is not a substitute for class time. We teach many important concepts every day which cannot be learned through homework. Our goal is a 97% attendance rate for every student. That would equate to no more than 4 excused absences for the year.

State Law requires that parents/guardians send their child(ren) to school regularly and on time. All teachers are required to report daily attendance. The State Register and County Health Department requires and explanation for all absences via a note, e-mail, a telephone call, or a personal visit from a parent/guardian. Our office clerks are happy to take a message regarding your child's absence. If you choose to write instead, the note or letter must contain the date and specific reason for the absence. All absences without an excuse will be considered unexcused until verified. After 7 school days, an unverified absence becomes considered a truant absence. Student illness, medical absences, or an excused personal absence (as defined in California Education Code), are the only excused absences by law. **Please note that family vacations are not an excused absence, per the law**. Please reference the attendance code document at the end of the handbook for more information. If using e-mail to verify an absence, please send to: lenora-rideout@scusd.edu.

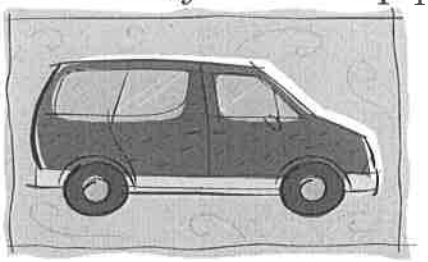
We ask that all appointments be scheduled outside of the school day when possible. However, if your child needs to miss school for part of the day due to an appointment, we appreciate your efforts in making sure s/he attends as much school as possible. If your child is late to school, s/he must sign in at the office and receive a pass before going to the classroom. Likewise, if you need to check your child out of school early for an appointment or emergency, please go to the office first to fill out the early dismissal paperwork. You may be asked to show your photo ID. Please obtain a note to verify the appointment and submit to the office.

Please be advised that the following is the procedure that the District will take for students who have excessive absences and/or unverified (truant) absences:

- 1st Truancy letter sent after 3 unverified absences or tardies of 30 minutes or more
- 2nd Truancy letter sent after one additional absence or tardy
- 3rd Truancy letter and SART (Student Attendance Review Team) appointment sent after another additional tardy or absence; and
- SART (Student Attendance Review Team) hearing and contract completed and signed
- SARB (Student Attendance Review Board) referral after one additional unexcused absence or tardy. SARB contract will be put into place
- Violation of the SARB contract may result in a referral to the District Attorney's Office for prosecution.
- Ten or more excused absences results in an "excessive excused" absence letter. Any absence after the tenth day will require a doctors note.

Before and After School

Your child's safety is our top priority!



Slow Down and Buckle Up!

Please make sure your child comes to school after 7:30 a.m. unless s/he attends the children's center. **There is no teacher or staff supervision of children on the yard until 7:45 A.M. Students may not arrive before 7:45 A.M. and must be picked up no later than 15 minutes after their dismissal bell. ***Parents and students in grades first through sixth who are on campus visiting/playing before the morning bell need to be on the play ground side (north side) of the red/yellow lines painted on the blacktop, or in the cafeteria for breakfast to ensure supervision and safety of students.**

The staff parking lot is for staff parking and SCUSD staff access ONLY. Students are not to be dropped off in the staff parking lot. All students, pedestrians or bike riders coming to school in the back are to enter campus using **only the pedestrian gate**.

Several school buses arrive at the front and back of the school. Please do not park in bus loading zones at any time and help us keep the cross walks safe and clear. City Parking officials enforce red zone and loading zone violations. Watch for flashing red lights on the school buses. You must stop when the lights are flashing even if the bus is parked at the curb. U-turns are not permitted in front of the school. Classroom teachers monitor students as they line up and enter the school buses at the end of the day. We expect all bus riders to follow all SCUSD transportation rules.

Students picked up by a parent/guardian need to wait in a place agreed to by your family. Children may be picked up by the classroom, or in the front of the school. After school there is very limited parking and you may want to park on a side street to avoid traffic. **Never** encourage your child(ren) to cross the street alone unless they are in a crosswalk and mature enough to cross the street safely. Never drop your child off in the middle of the street.

If you are late in picking up your child, s/he will be sent to the office to wait. Children are not allowed to play on the school grounds after school. The playground is closed for use until after 6:00 pm when the ASES program ends. If you have difficulty getting to school on time, your child may be placed into day care and you will be charged an hourly rate. Additionally, parents who are habitually late will also be issued a notice of unattended child.

Bike, scooter and skateboard riders should always wear a helmet. Riding bikes, skateboards, or other items is not permitted on campus. Lock up your bike and follow the rules of the road!

Dogs and other animals are not permitted on campus!

Visitors on Campus

All visitors on campus must sign in at the school office where they will receive a Visitors' Badge. Students and staff are told to report anyone without a badge to the nearest teacher, or to the office. You are welcome on campus, but you must help us protect the safety and welfare of our students by first signing in. School-age children not enrolled in our school are not allowed on campus without an adult between instructional program hours. All visitors must be off campus by 8:30 AM and 2:30 PM unless you have signed in at the front office and an assigned volunteer to a task by staff.

Medication

Education Code 49423 states: "Notwithstanding the provisions of section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician may be assigned by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedule by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement."

- We must have written permission from the doctor on our district form. **(*Even for non-prescription medicine (i.e. aspirin, cough drops, medicated creams etc.)**
- "Administration of Medication" forms, available in the office, must be signed by both a parent and a doctor. These forms must be updated annually. All unused medication shall be picked up by the parent/guardian at the end of the year.
- Medicine must be in a clearly labeled, original prescription bottle.
- Medication is to be brought to the office immediately upon entrance to the school grounds. **Students may never keep medication in their desks, lunch boxes, or back packs.**
- Teachers may NOT keep student medication(s) in their desk.

*By law, students must not bring **"over the counter medicine"** such as aspirin, Tylenol, throat lozenges, cough drops, etc. to school without written permission from a doctor.

Grading, Progress Reports and Report Cards

Report cards will be issued on a trimester basis for all students in grades K-6. The report card provides parent(s)/guardian(s) information regarding their child(ren)'s progress towards meeting Common Core Standards. Progress is reported in five levels: (4) student excels/shows advanced understanding, (3) student constantly demonstrates understanding, (2) student is approaching standards/shows steady progress, (1) student demonstrates minimal understanding. The goal for all students is to meet grade level standards as indicated by levels 3 or 4 by the end of the year. Early Kinder students receive a progress report at the end of each trimester.

Progress in other subjects, such as in social skills and work habits are reported by using the marks of: Outstanding (O), Satisfactory (S) and Needs Improvement (N). Report Cards are given out at the end of the trimester. If a student is not making progress towards mastering the Standards, a Progress Report will be sent out by the teacher to indicate areas of deficiency. Progress will be discussed at parent-teacher conference in the fall. Students not meeting grade level standards will also have a conference in the Spring. Additional conferences may be scheduled at any time.

Reporting School Crime

SCUSD and Sacramento City Police Dept. provide crime watch. The phone number is 643-7444. The number is for anyone wishing to report crimes at school or suspected truants. It is a 24 hour recorded line; callers may remain anonymous.

Uniform Complaint Procedures

The Governing Board recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow uniform compliant procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform compliant procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, child nutrition programs and special education programs. BP#1312.3(a)

The Board encourages the early, informal resolution of complaints at the site level. The program or site administrator should serve as an intermediary to resolve concerns whenever possible. Students must attend school during the compliant process.

RESPONSIBILITY FOR UNIFORM COMPLAINT PROCEDURES

The Administrative Assistant to the Superintendent will receive and investigate complaints and ensure district compliance with law. The administrative Assistant to the Superintendent will also assist complainants in understanding that they may pursue other remedies including actions before civil court or other public agencies.

WHO MAY FILE A COMPLAINT

A complaint may be filed by an individual, including a person's duly authorized representative, or any interested third party, public agency, or organization. Individuals who

may file complaints include district students, employees, and parents/ guardians. The district provides assurance regarding protection against retaliation and provisions of confidentiality.

FILING A COMPLAINT AND TIMELINE

Step 1: Filing a Complaint
Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. The public may access the Complaint form by accessing the District's web-site: www.scusd.edu. Forms are available in many languages.

Complainants alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred, or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

If a person is unable to put a complaint in writing due to conditions such as illiteracy or disability; district staff shall help him/her to file the complaint. (Title 5, Section 4600)

Step 2: Mediation-Seeking Informal Resolution
Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint.

Step 3: Investigation of Complaint
The compliance officer shall hold an investigative meeting within five days of receiving the complaint, or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representative shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, Section 4631)

Step 4: Final Written Decision
The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

APPEALS

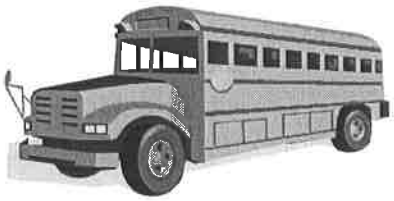
Any complainant(s) may appeal a district decision to the State Superintendent of Public Instruction by filing a written appeal with the Superintendent within 15 days of receiving the

district decision. The complainant shall specify the reason(s) for appealing the district decision. The appeal shall include:

- A copy of the complaint; and
- A copy of the district decision

DIRECT STATE INTERVENTION

A complaint may be filed directly with the California Department of Education, without first exhausting the district Uniform Complaint Procedure, if one or more certain conditions exist (Title 5 California Code of Regulations Section 4650). For more information regarding the right to direct state intervention, please contact the administrative assistant to the Superintendent



Bus Procedures

Transportation to and from school is a privilege, and safe behavior is required. Students who do not follow all bus safety rules will be issued a citation. Repeated failure to follow bus rules will result in suspension from the bus. Repeated suspensions will result in the revocation of your child's transportation privileges. Please teach your child that bus services are a privilege and to make good choices. See www.scusd.edu for full information on District transportation expectations and policies. In short:

Bus Riders Shall:

- Remain seated, face the front of the bus, and keep the aisle clear
- Stand up only when getting on or off the bus
- Keep body parts and all objects inside the bus
- Promptly and respectfully obey all bus drivers
- Wait at and walk to all bus stops in an orderly and polite manner
- Cross the street only when escorted by the bus driver
- Avoid loitering around the bus stop on the way home
- Use your regular bus stop at all times unless your parent gives written permission that has been approved by a school authority

Bus Riders Shall Not:

- Distract or disobey the bus driver
- Create loud noises
- Deface or tamper with any part of the bus or bus stops
- Purposely touch others or their possessions without permission
- Use offensive language or gestures
- Bring animals, glass, aerosol cans, or other dangerous objects on the bus
- Eat, drink, and chew gum, smoke, spit, or throw objects
- Behave in any way that is illegal or dangerous (e.g. fighting)

Cafeteria/Lunch Procedures

Our school offers free or reduced lunch to qualified families. To ensure we provide access to all families potentially eligible, we ask that all families fill out a lunch application who are not already qualified, or who have not already applied on line. **Potential school funding is directly tied to the number of students eligible for free or reduced lunch regardless of whether or not they participate in the lunch program**. If family income changes during the school year, new forms are available in the office at any time. All information is confidential. You may also access the online lunch application at: http://mealapp.scusd.edu/fma/.

During the Lunch Period:

- Teachers will escort their class to the cafeteria.
- Children are expected to walk to and line up in the cafeteria. In line they should be quietly facing the front of the line with their hands, feet, and all objects to themselves. Students are expected to follow the directions of school staff.
- Students shall respect and work positively with supervising staff and yard duty.
- On rainy days all classes will be escorted to the cafeteria to eat indoors.
- Children are expected to clean up their own trash and to eat in a polite manner.
- Children are not allowed to share food during lunch, or snack, unless the teacher has approved a class treat.
- We support healthy eating habits. Please keep candy, chips, sodas and other unhealthy items at home.
- Glass containers are not allowed.

Parents/guardians of students who do not qualify for the free lunch program and who wish to by school lunch will need to pay a fee. Below, please see the 2018-19 rates:

Breakfast/Lunch Meal Costs:

Breakfast: Free to all students

Lunch: $2.75

You may pay in advance by cash or check. All payments should be delivered to the cafeteria manager for processing. Please make checks out to Theodore Judah Cafeteria and put the student's name in the memo section of the check. The cafeteria manager will record the amount of money you send in on your student's account. Any outstanding fees for meals eaten will be deducted from the total amount. Parents are responsible to pay outstanding lunch bills. Parents may also submit payment online to www.ezschoolpay.com.

Parent/Teacher/Staff Communication

Regular Parent/Teacher/Staff communication is required. Teachers send information home in a variety of ways. Please be sure to connect with your child's teacher so you understand their procedure for communication. Many teachers use a homework folder for home/school communication. Other forms of communication include classroom newsletters, websites and weekly classroom updates via e-mail. Our school posts a monthly parent newsletter titled *The Bear Essentials* on our school website after the September edition is sent out in hard copy to all families. Copies of the parent newsletter are also available in the office throughout the year. I encourage all families to routinely read school communication to stay informed. Please also teach your child that if the school sends something home to parents that they are expected to give it to you. Please visit our school website: www.TheodoreJudahElementary.org for school-wide information.

A positive working relationship between parents, teachers and staff is critical for student success. To that end, we ask that parents, teachers and staff seek to establish positive relationships for the betterment of the students. We also ask that parents seek to discuss their questions or concerns first with their child's teacher. This helps promote trust and respect between parents and staff. Teachers, staff and parents are encouraged to invite the principal to join the discussion to add an additional perspective towards resolution only after parents and staff have worked together diligently to resolve the concern.

Academic and Behavioral Interventions

Conferences

The teacher and principal may conference with students and parents to provide assistance to encourage positive social behavior and/or to improve academic progress.

Student Contracts

In addition to the school-wide Parent/Teacher/Student Compact, the teacher, parent, principal and student may develop contracts or a positive behavior rewards system to help further progress towards social or academic goals. The contract provides the student and parent frequent feedback regarding progress. Positive reinforcement and accountability are emphasized.

Independent Practice

Practicing what has been taught is important. All students have homework. Your child may be given additional work in areas where he/she needs help. Sharing the homework time with an adult can improve student success. Primary students may need supervision with their work. Intermediate students may need someone to help them look over their completed assignments. Participating in reviewing and discussing their work is a great way to learn what your child is studying in school and to emphasize the importance of education and meeting one's responsibilities.

Building good work habits starts early. Students who do not complete their homework at home may be expected to do their work at the picnic benches during recess. Students will be allowed a restroom/water break.

Student Study Team

The Student Study Team (SST) is designed to support parents, teachers and students who are showing an area of specified need that has not been met by the general classroom intervention practices. The student may have an emotional or learning need that requires special attention. The SST is made up of teachers, the school psychologist, parents/guardians and the principal. Other staff members who may participate include the school nurse, resource teacher, and speech/language specialist.

Parent participation is key to the SST process. However, if the parent is unable to attend the SST meeting for his/her child, the SST team will proceed with the meeting to support the student. Staff will then reach out to the family and follow-up.

District Hearings

School staff works diligently with the students and families to resolve negative behaviors. However, if behavior issues are habitual, the student and his/her parents will be required to attend a district hearing. At the hearing a determination will be made by the Superintendent's Designee as to whether the child should remain at his regularly assigned school with additional conditions or supports, or if s(he) will be provided with an alternative educational setting. Before the school administration makes this recommendation, it will have concluded that the student has a serious and continuing behavior problem which interferes with his/her education as well as the education of others, and that the school has exhausted all means at its disposal in attempting to resolve the problem, and that the school has made efforts to keep the parents informed and has attempted to enlist their aid and support in resolving the student's concerns. An immediate hearing will be called in the event of extreme behaviors (i.e. an unlawful substance or object is brought to campus), as outlined in Education Code and the standards of conduct for the District.

Character Education

Character counts in school and life. Students who exhibit outstanding character traits are recognized by our teachers each month. The trait is also highlighted each month in the parent newsletter. Please take the time to discuss the trait of the month with your child and how s(he) can display such traits at home, at school and in the community.

Monthly Character Awards:

- Sept. Prepared: This student comes to school organized with everything they need. They sit down as they enter class and get ready for instruction.
- Oct. Trustworthy: This student doesn't gossip or share secrets. They return found objects to the lost and found and always keep their eyes on their own papers.
- Nov. Kind: This student goes out of their way to help someone. They help and compliment others.
- Dec. Persistent: This student tries hard, not matter what obstacles are put in their way. They will practice longer, re-do work until it is correct and ask others for help.
- Jan. Empathetic: This student can put themselves in your place and understand how you feel. If you are in a bad mood they'll give you space or cheer you up. They look for ways to make everyone feel like they belong.
- Feb. Enthusiastic: This student loves to learn new things. Their joy is contagious. They have energy and those around them feel energized.
- Mar. Adaptable: This student will work well in any group. If math time changes due to an assembly, they look forward to the difference. They look at problems as challenges rather than obstacles.

- Apr. Tolerant: This student knows you are different and that is OK with them. Things that are different are interesting and they want to learn more. They do not judge someone as being less worthy than another.
- May Respectful: This student will raise their hand to ask a question. Say "excuse me" if they bump into you. They will open the door for a classmate and use kind words when talking to others.

School Rules

1. **Be Safe, Respectful, Responsible and Kind to one's self:**

- Be on time for class.
- Be prepared to work.
- Be neat and clean.
- Be responsible for all behaviors.
- Use good manners at all times.
- Try your best in all activities.

- **Be Safe**
- **Be Respectful**
- **Be Responsible**
- **Be Kind**

2. **Be Safe, Respectful, Responsible and Kind towards others:**

- Keep hands and feet to yourself.
- Respond quickly to all school personnel's directives.
- Freeze for the freeze bell without moving or talking.
- Offer help when it is appropriate.
- Walk to the classroom line; stand quietly.
- Follow directions the first time they are given.
- Respond politely to school personnel directives.
- Treat others as you would like to be treated.

3. **Be Safe, Respectful, Responsible and Kind towards learning:**

- Bring all completed homework to class.
- Enter a classroom only if an adult is present.
- Get permission when leaving a classroom.
- Stay in designated areas of the yard.
- Remain within sight of the yard duty persons.
- Walk quietly through the hallways.
- Follow the school dress code.

A student who distracts himself, herself, or others during learning time, or who fails to complete assignments, may need to make up the time wasted during their free time at recess.

4. **Be Safe, Respectful, Responsible and Kind towards property:**

- Cover intermediate textbooks.
- Leave at home all items not essential for learning; **bring no toys or electronic equipment to school.**
- Handle library books appropriately; return them on time.
- Take care of school property. No chewing gum, spitting sun flower seeds or putting pencil shavings on the carpet.
- Return any "found" item to its owner or to the office.
  (Any item confiscated will need to be picked up by a parent or guardian.)

The following are examples of infractions of these rules:
Pushing, shoving, throwing objects, hitting, spitting, kicking, **play fighting**, insults, hand gestures, name calling, **profanity**, defiance, obscenity, assault/battery, fighting, racial slurs, harassment, encouraging a fight, stealing, defacing property, drawing graffiti, creating disturbances in the hallways and bathrooms.

Dress Code

Board Policy #5132

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

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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

All clothing must be clean, suitable and appropriate for school activities.

All clothing must fit.

Shirts should be long enough to cover bellies even when hands are raised, but shorter than the tips of fingers so as not to be oversized. Shirts can not be mesh, see-through, have large arm holes or **spaghetti straps**.

Pants, shorts and skirts must fit around the waist, no sagging or large elastic waist bands. Pants should not drag on the ground. **Shorts and skirts should be longer than the fingertips with arms extended.**

At no time should undergarments be visible. Pajamas and undershirts are not to be worn as outerwear.

Shoes must tie or strap on, be closed-toe, and be suitable for running and other recess or PE activities. Wheelies and shoes that light up are strictly prohibited. Open toe shoes, flip flops and sandals are a safety hazard on the playground.

Jewelry should be minimal and age appropriate. Chains and other jewelry and accessories that could present a safety hazard are prohibited and will be held in the office until picked up by a parent/guardian.

Make-up is not allowed!

Hats may only be worn outdoors. Hats are to be removed in classrooms, cafeteria, and school buildings.

Backpacks, bags and purses are not permitted at recess and must remain in classrooms/designated areas during school hours.

All clothing should be free of "put downs" or other forms of language contrary to supporting academics and student success (i.e. "The dog ate my homework."). Clothing that contains images of violence, is known by local law enforcement to be gang related, is distracting to the class environment, promotes or glorifies drugs or violence is strictly prohibited. Students wearing such clothing will be asked to call home for a change of clothes or be required to change into clothing provided by the school.

Consequences for Citations

Student misbehavior is dealt with as appropriate on a case by case basis. However, in general, misbehavior is dealt with in the following manner.

1st OFFENSE: citation or note sent home for signature or teacher calls home.
2nd OFFENSE: citation, teacher calls home, loss of privilege.
3rd OFFENSE: citation, call home, principal notified, loss of additional privilege, or in-house suspension or home suspension, as appropriate.

The severity of an offense and factors involved determines the action taken where choices are given, as outlined in Education Code and the Standards of Behavior for SCUSD.

We require that parents and students review the SCUSD booklet entitled "Standards of Behavior" and return the signed for to the office.

Student behavior records and information is confidential.

Teachers also implement positive behavior management systems in class. Become familiar.

Description of Consequences School Wide

Citation
The citation form is used to communicate and document infractions and consequences. Students are required to report citations to parents. Parents must sign the form and return it to school the following day.

Time-Out
At times, a teacher may need to send a student to Time Out in another classroom. Time outs are used primarily for disruptive, off-task behavior. The purpose of the Time Out is to give the student time to reflect about his/her behavior and to think about ways to improve before returning to class. Time outs are approximately 10-15 minutes in length.

Recess Restriction
Students restricted from recess must sit quietly at a picnic table or other designated area. A restriction is a consequence for failure to follow school and/or classroom rules.

In-House Suspension
Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Students may not attend lunch or recess with their class. Students are expected to sit and complete their class work quietly. While in the other classroom, students are required to think about the rule(s) they failed to follow and the next steps needed to correct their behavior. In the event that a child disrupts the class during their in-house

suspension, a formal suspension may be issued, as appropriate. Please see below for a description of a formal suspension.

Teacher Suspension

A teacher may suspend, for the day of the suspension and the day following, any pupil from his/her class for any of the acts enumerated in the Education Code. The teacher shall also ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.

Suspension

Suspensions are consequences for deliberate, serious or persistent negative behaviors as enumerated under California Education Code 48900. After investigation of the incident, and conferencing with the student(s), parents are notified and a conference is held with the principal either in person, or via phone. Parents/guardians must keep their child at home for the duration of the suspension, and are required to pick up their child should the suspension occur during school hours. Students are not allowed on the campus before, during, or after school while suspended, nor to attend any field trips or school events during the period of suspension.

Below is an abbreviated Education Code description of all offences subject to suspension, or expulsion, as appropriate under Education Code 48900. For a complete description of each section, or further clarification, please feel free to call the principal.

1. Caused, attempted to cause or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered arranged, or negotiated to sell any controlled substance an alcoholic beverage or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant. This includes drug paraphernalia.
6. Committed or attempted to commit robbery extortion.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other officials engaged in the performance of their duties.
12. Knowingly receive stolen school property or private property.
13. Possessed an imitation firearm. (i.e. a replica that is substantially similar to lead one to believe it is a firearm.)
14. Sexual Assault/Battery. Committed or attempted to commit a sexual assault.
15. Harassed Witness- Harassed, threatened, or intimidated a pupil acting as a witness.
16. Unlawful Traffic/Possession of Drug "Soma".
17. Hazing- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
18. Bullying-Engaged in an act of bullying, including, but not limited to, bullying committed be means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically towards a pupil or school personnel.
19. Aiding and/or Abetting- A pupil who aids or abets the infliction of injury to another person.
20. Sexual Harassment. Committed sexual harassment as defined in Section 212.5 (Grades 4-12).
21. Hate Violence. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision € of Section 233. (Grades 4-12)
22. Created Intimidating or Hostile Environment- Intentionally engaged in harassment, threats or intimidation towards other pupil(s) or school personnel, which is sufficiently severe and pervasive,

and results in the disruption of class work, substantial disorder, and invades the rights of pupils or school personnel by creating an intimidating and hostile environment.

23. Made a terrorist threat. Made terrorist threats against school officials or property, or both.

Please note: A student may not be suspended or expelled for any acts enumerated unless that act is related to school activity, attendance or has an impact on the school learning environment. A student may be suspended or expelled for acts enumerated in this section related to school activity or attendance which occur at anytime, including, but not limited to 1) on school grounds, 2) going/coming to school, 3) during, or while going to or from a school sponsored activity. Acts committed outside of the school which carryover and impact the school environment may also be included.

Emergency Cards

Every student **MUST** have a current, up -to -date emergency card on file at the school. The phone number listed on this card is used for automatic calls and attendance messages, and the address listed is used for enrollment purposes and school meetings. Contact information can also be updated through Infinite Campus. **This is our only means of communication with you in the event of an emergency. If an address or phone number changes, please send a note, e-mail, call or drop by the office to update the emergency card.**

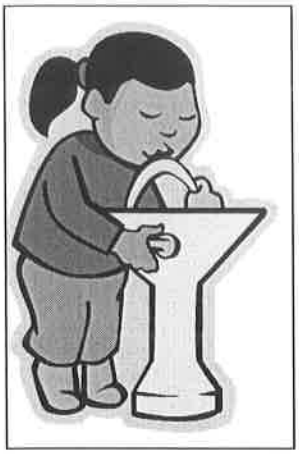
For a child to be released, the person MUST be listed on the child's emergency card, and present a current and valid form of ID. No exceptions.

Snack/ Recess Procedures

Recess is one of the students' favorite times of the day, and social play is key to their development. To make for a safe and positive recess:

- Students will leave the classroom only after the teacher has excused the class by groups or individuals.
- Students will visit the appropriate restroom and wash hands during snack/recess.
- Students with healthy snacks will go to the picnic tables. Candy, sunflower seeds, soda or drinks in bottles are not permitted.
- After eating, students will pick up all their paper and trash and deposit in the trash can.
- Students will get drinks before the freeze bell.
- Students will share equipment.
- Students will take turns fairly.
- Students will treat others with respect.
- Students will freeze at the bell.
- At the whistle, students will walk to classroom lines quickly and quietly.
- Students will stand quietly until the teacher brings them inside.
- Students will enter quietly and follow teacher instructions.
- Students who fail to follow the rules and act safely at recess will lose play privileges for a duration of time as deemed appropriate by staff. A bathroom and water break will be provided.

Restrooms and Water Fountains



1. Students will not play in or around the restrooms or on the water fountains.
2. Students are to use the restrooms and water fountains during recess unless provided with a pass during class time.
3. Students are expected to keep the bathrooms clean.
4. Paper towels are to be thrown into trashcans.
5. Students should notify their teacher if the bathrooms are out of paper products, and the teacher will notify the office or the custodian. Students are not to waste paper products and soap.
6. Students who abuse privileges will be subject to disciplinary action and must be escorted to the restroom by a responsible staff member or designee.

Discrimination/Sexual Harassment Policy

The Sacramento City Unified School District prohibits unlawful discrimination or sexual harassment of any student or employee by any other student or employee.

Teachers shall discuss this policy with their students in age-appropriate ways and assure them that they need not endure any form of sexual harassment or discrimination.

Any student who engages in discrimination or sexual harassment of anyone may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination or sexual harassment of any student may be subject to disciplinary action up to and including dismissal.

Students and staff shall immediately report incidents of discrimination or sexual harassment to the principal or to another District administrator, and/or file a uniform compliant (UCP).

Sexual harassment is any behavior related to sexual innuendo and is not desired by the other person. Some examples are unwanted physical contact, name-calling and gossip, messages to another student via a note, cell phones text/message, or posting messages on the internet, or other forms of social media.

The District prohibits retaliatory behavior against any complainant, or any participant in the compliant process. Each complaint of discrimination or sexual harassment shall be promptly investigated.

Program Information

Theodore Judah is an elementary school serving children in Early Kindergarten through sixth grade. The following is a list of programs we provide:

Children's Center Child Care

Childcare is available on campus for school-aged children. The district provides this care on a fee basis. Care is available before and after school. For more information, please call Tammy Sanchez at 643-7817.

Early Kinder

This program is designed to be the first of a two-year kindergarten program for students. The class supports readiness for kindergarten by providing students "the gift of time" to develop necessary social, emotional and academic skills necessary for school success.

Gifted and Talented Education

Our school provides for the needs of the academically talented through clustered GATE classes. We provide GATE clusters in grades 2-6 for students who qualify.

The Resource Specialist Program (RSP)

RSP provides special instruction and services to students who are assigned to the regular education classroom for the majority of the school day, but who have been identified with a learning disability entitling them to special education. Students in RSP have an Individual Education Plan (IEP) designed to meet their specific needs.

Speech and Language Specialist

The speech and language specialist evaluates the areas of language, articulation, fluency and voice. If a child qualifies for services, the specialist provides therapy.

Intermediate Special Day Class

Our school provides special education services for 4th-6th graders in a self-contained classrooms designed to meet their needs as identified in their Individual Education Plans (IEP).

School Library

Each class visits the library once a week. Kindergarten students are read a story and 1st-6th Grade students check out books once they have returned permission slips. The library is also available for small group or individual research projects. Students who damage or fail to return books will have their library privileges revoked.

Breakfast and Lunch Programs

Sacramento City Unified School provides the Universal **FREE Breakfast.** All students may eat breakfast at no cost. For our lunch program, your child may purchase lunch at school. The cost is $2.75 for lunch. Milk alone is 50¢. Adult lunch is $4.00. You may choose to prepay or have your child bring the money to school daily. Parents may also use www.EZSchoolPay.com to add money to their child's account. **Families may qualify for free or reduced meals.** Application forms will be sent home for those who are interested in applying. You can also apply online at www.scusd.edu/school-menus. Additional

applications are always available in the school office. Please do not hesitate to ask or apply. All information is confidential.

ASES Expanded Learning

SCUSD/ASES Expanded Learning sponsors a free after school program for students in grades 1st-6th. Stop by the office for enrollment information or call the Target Excellence office at 647-2235. To call the site director between the hours of 2:00 pm and 6:00 pm, the direct line is 647-2235. Students must register to participate in the program.

Science Lab/Garden- Science Alive

Each classroom will engage in Science lab lessons weekly. Students also participate in our instructional gardens as it relates to mastery of the science standards.

Computer Lab

Each class is scheduled a time in the library to use the lap-top computers. Mobile computer carts are also available for classroom instruction.

Music

Each student in grades K-6th gets 30 minutes of direct instruction weekly in music in a program funded by the PTA.

Art

Each classroom will participate in Art instruction as sponsored by our PTA.

Parent Involvement Policy

Theodore Judah
Parental Involvement Policy

Theodore Judah has jointly developed with and distributed to parents of participating students the following written parental involvement policy. The policy has been agreed on by parents of students and describes the means for carrying out the following requirements:
(Title/Parental Involvement, 20 USC 6318 [a]-[f])

Theodore Judah carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I/ SCE and their rights to be involved.
   - ❑ *Back-to-School Night*
   - ❑ *School Site Council*
   - ❑ *Open House*
   - ❑ *PTA BBQ*

2. Offer a flexible number of meetings:
   - ❑ *Opportunities for home visits*
   - ❑ *Parent Conference, Student Study Team*
   - ❑ *PTA General Meetings*

3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its SCE programs and parental involvement policy
   - ❑ School Site Council
   - ❑ ELAC Committee

- ❑ Connect Ed
- ❑ School Safety Committee
- ❑ GATE Meetings
- ❑ Monthly Newsletter

4. Provide parents of participating students with timely information about SCE programs

- ❑ Connect Ed
- ❑ Student Handbook
- ❑ ELAC/SSC meetings
- ❑ Back to School Night
- ❑ Open House
- ❑ Monthly Newsletters
- ❑ Kindergarten Orientation
- ❑ District/School Web-site
- ❑ School Marquee

5. Provide parents of participating students with an explanation of curriculum, academic assessment, and proficiency levels students are expected to meet
   - ❑ Student Handbook
   - ❑ Progress Reports
   - ❑ Back to School Night
   - ❑ Open House
   - ❑ Report Cards and Conferences
   - ❑ Published District/Grade Level Standards Sheets
   - ❑ District/School Web-site
   - ❑ Student Study Team/IEP meetings

6. Provide parents of participating students, if requested, with opportunities with regular meetings to participate in decisions relating to the education of their children
   - ❑ School Site Council
   - ❑ School Safety Committee
   - ❑ ELAC
   - ❑ GATE Meetings
   - ❑ Student Study Team Meetings
   - ❑ Parent-Teacher Conferences

"If a school has in place a process for involving parents in the joint planning and design of the school's program, the school may use that process, if such process includes an adequate representation of parents of participating children." (20 USC 6318 [c][3])

Shared Responsibilities for Theodore Judah

Theodore Judah has jointly developed with and distributed to parents of participating student a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the common core standards.

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

Building Capacity for Involvement
To ensure effective involvement of parents and to support a partnership among Theodore Judah, parents, and the community to improve student academic achieving, Theodore Judah carries out the following legal requirements in the manner described below:

1. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children.
   - ❑ *District Handout of Grade Level Standards*
   - ❑ *Parent Conferences*
   - ❑ *Progress Reports*
   - ❑ *Student Study Team Meetings*
   - ❑ *Kindergarten Orientation*

2. Provide materials and training to help parents work with their children to improve their children's achievement.
   - ❑ *District Handout of Grade Level Standards*
   - ❑ *Parent Conferences*
   - ❑ *Progress Reports*
   - ❑ *Student Study Team Meetings*
   - ❑ *Kindergarten Orientation*
   - ❑ *District Sponsored Workshops*
   - ❑ *Teacher/parent Interest Groups*

3. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
   - ❑ *Staff Meetings*
   - ❑ *Curriculum Meetings*
   - ❑ *District Sponsored Workshops*
   - ❑ *Target Excellence (ASES) parent meetings*
   - ❑ *PTA Meetings*

4. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
   - ❑ *Target Excellence (ASES) parent meetings*
   - ❑ *Art Docent Program*
   - ❑ *Garden Docent Program*
   - ❑ *Classroom volunteer*
   - ❑ *PTA*

5. Distribute information related to school and parent programs, meetings, and other activities to parents of participating students in a formal and, to the extent practicable, in a language the patents understand.
    - ❑ Attendance Letters are distributed in different languages
    - ❑ District Policies and informational handouts are distributed in different languages
    - ❑ Translators are provided for Parent Conferences
    - ❑ Personal phone calls from staff in various languages

6. Provide support for parental involvement activities requested by parents.
    - ❑ *Patent-Teacher Conferences*
    - ❑ *Referrals to assistance Programs-District and County*
    - ❑ *Teacher Training*
    - ❑ *District Workshops*
    - ❑ *Referrals to District Family Advocate*
    - ❑ *PTA Meetings*
    - ❑ *Monthly Principal's Coffee*

Accessibility

Theodore Judah, to the extent practicable, provides full opportunities for the participating of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and, to the extent practicable, in a language parents can understand.

Field Trips

Field trips are planned to coordinate with and enhance our curriculum while providing students with an exciting opportunity to visit interesting locations. Some classes fundraise to help cover any costs of a specific trip, families make donations, and our PTA assists with covering cost. No child may be denied participation due to an inability to make a donation. **To volunteer on field trips, you must fill out the District required paperwork for a background check and be *officially cleared by the district as a volunteer prior to the trip*.** Teachers will inform parents of how many chaperones are needed for each field trip. If you are planning to drive, you will also need to submit a District proof of insurance form including all requested documents for approval in advance. The District requires the use of chaperones on all field trips. If, for any reason, a scheduled field trip does not have a sufficient number of chaperones, or necessary paperwork on file, then the trip is subject to be cancelled.

If **behavior problems** develop with a child, the parent will be asked to accompany their child on the trip; otherwise the student may have to remain at school. Additionally, a student or an entire classroom may be placed on a field trip contract in advance of the trip. The contract will delineate required levels of behavior and work completion. All terms of the field trip contract will be reviewed with students and parents/guardians at the time the field trip contract is implemented. Parents of students who do not meet the requirements set out in the contract will be notified prior to the trip, and the student will stay behind at school.
The following is additional important information related to field trips:

- Students must return a correctly completed field trip permission form to their classroom teacher or the teacher sponsor by the deadline stated on the form. **Students will not be allowed to attend without a permission slip. NO EXCEPTIONS.**
- Depending on the trip, permission slips may not be accepted on the day of the field trip.

- Parent permission granted over the phone **will not be accepted. NO EXCEPTIONS.**
- Field trip transportation is reserved for Judah students, chaperones, and teachers only. Parents who are acting as chaperones may not bring small children or siblings on the bus.
- School attendance is required on field trip days. Classroom instruction will be provided for students who are not permitted to attend the field trip.
- While on school field trips, students are required to behave in a safe and responsible manner and follow adult directions at all times. The same rules that apply at school also apply on field trips.
- Students choosing to behave inappropriately **may lose** future field trip privileges.
- Students misbehaving during a field trip may be returned to school by a teacher, administrator, or a parent may be called to pick up the student. The classroom teacher and/or administrator will notify parents if this should occur. Additional appropriate consequences for the behavior may also follow, per education code.

Tobacco Use Prevention Instruction

All students in grades four through eight shall receive instruction that addresses the following topics: **(Health and Safety Code 104420)**

1. Immediate and long-term undesirable physiological, cosmetic and social consequences of tobacco use.
2. Reasons that adolescents say they smoke or use tobacco.
3. Peer norms and social influences that promote tobacco use.

The Governing Board recognizes that tobacco use presents health hazards and desires to discourage students' use of tobacco products.
(cf. 3513.3 – Tobacco-Free Schools)

Students shall not smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees. Students who violate this prohibition shall be subject to disciplinary procedures, which may result in suspension from school.
(cf. 5144.1 – Suspension and Expulsion/Due Process)

All students shall receive instruction on the effects of smoking on the human body.
(cf. 7142.8 – Comprehensive Health Education)
(cf. 6143 – Course of Study)

Legal Reference:

EDUCATION CODE

48900	Suspension or expulsion (grounds)
48900.5	Suspension, limitation on imposition; exception
48901	Smoking or use of tobacco prohibited
51202	Instruction in personal and public health and safety

HEALTH AND SAFETY CODE

104420	Implementation of tobacco use prevention program

Parent and Student Notifications
The Governing Board recognizes the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

The Board further prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students and visitors at any activity or athletic event on property owned, leased or rented by or from the district.

The Superintendent or designee shall inform students, parents/guardians, employees and the public about this policy and related procedures.
(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)
(cf. 5144.1 – Suspension and Expulsion/Due Process)

Enforcement Procedures for Visitors
A visitor who smokes on district property shall be informed of the district's tobacco-free school policy and asked to refrain from smoking. If the person fails to comply with this request, the following actions may ensue:

The matter may be referred to the Superintendent or designee responsible for the area or the event.

The Superintendent or designee may direct the person to leave school property.

If necessary, the Superintendent or designee may request local law enforcement assistance in removing the person from school premises.

If the person repeatedly violates the tobacco-free school's policy, the Superintendent or designee may prohibit him/her from entering district property for a specified period of time.
(cf. 3515.2 – Disruptions)

Regulation SACRAMENTO CITY UNIFIED SCHOOL DISTRICT approved:
November 16, 1998 Sacramento, California. Reviewed June 11, 2002

Toy and Electronic Use Policy

Toys are not allowed at school, and must stay at home unless express permission by staff has been granted for a purpose. Toys become a distraction at school and interfere with student learning. Any toys found at school will be taken away and placed in safe keeping until an adult can pick them up from the school. The school is not responsible for any toy or electronic device that is broken, lost or stolen while on campus. Cell phones, Apple Watches and Smart Watches are allowed on school campus, but must **remain in the student's backpack** and **be turned off** during school hours, per SCUSD policy. Students may use phones on the way to and from school, however, cell phones must be **turned off** and put away when students enter campus. Cell phones, I-pods, or any other electronic devices are not allowed at recess. Students caught with a cell phone or electronic device while at school will have the device taken away and kept in the office for safe keeping until a parent/guardian can pick it up. In some classes it may be necessary for the teacher to collect and then return cell phones each day. In an emergency situation a student may be allowed to use a cell phone to contact a parent with specific information provided by the school, with the permission of staff. Students are not allowed to take pictures or video on campus using cell phones or any other electronic device. Cyber bullying and harassment are not tolerated and will be addressed on a case by case basis per the education code. The school encourages parents to actively monitor their child's engagement with social media so as to prevent inappropriate behavior.

Pesticides

The District Grounds Crew works at Theodore Judah each week. If the crew plans to spray pesticides or herbicides, they will post a notice on the front and side doors of the office, 72 hours before spraying. If you have any questions, please call our maintenance office at 264-4075.

SCUSD Lost/Damaged Textbook Policies

1. Textbooks are provided for use by students and remain the property of the Sacramento City Unified School District. Students are responsible for returning textbooks checked out in their name in good condition, with no more wear and tear than usually results from normal use. (SCUSD BP 6161.2)
2. Each student is responsible for all textbooks checked out under his/her name and is subject to fines if books are lost or damaged. Students or parents/guardians are responsible for the current replacement cost of the materials. (SCUSD BP 6161.2 and CA Education Code 48904)
3. Payment can be made by cashier's check, money order or cash. Checks for lost or severely damaged books are made out to **Sacramento City Unified School District**. If the book(s) are later found (within 9 months) and returned, a refund check will be issued **by the district.** A receipt must be presented in order to receive a refund.
4. Fines may be waived in instances of unusual circumstances at the discretion of the principal, his/her designee or the district. Or, students may complete service hours in lieu of cash payment for damaged or lost textbooks.
5. When materials are damaged but still usable the student will be charged as follows:

Damages	Cost
Torn pages, ink or pencil marks	$1.00 per page
Damaged cover	25% of the cost of the book
Damages that prevent re-issuing books (including mold or mildew or obscenities – drawn or written)	Full cost of the book
Missing bar codes	$5.00

6. All textbooks must be returned by students at the end of every school year. If not, the district may withhold the student's grades, diploma, and transcripts until restitution is made or an agreement is reached with the site administration. (CA Education Code 48904). The student may also be denied participation in school privileges or commencement activities. (SCUSD BP 6161.2)