

# Melva Davis Academy of Excellence Student/Parent Handbook

Kathy Youskievicz, Principal  
Jennifer Henao, Assistant Principal  
Bonnie Katz, Assistant Administrator  
Ericka Duson, Counselor  
Demi Eromosele, Counselor  
Martha Vega, Secretary  
Messe Haslacker, Clerk

15831 Diamond Road  
Victorville, CA 92394  
Phone: (760) 530-7650  
Fax: (760) 955-1841  
<http://mdms.aesd.net>

School Focus: Science, Technology, Engineering, Arts, Mathematics

## **SCHOOL INFORMATION**

### **Hours of Operation:**

Office Hours: 7:30 AM- 3:30 PM

School Hours: 8:10 AM – 2:31 PM (Warning Bell 8:05 AM)

Early Out Tuesdays: 8:10 AM – 1:46 PM

90 Minute Early Out 8:10 AM – 1:01 PM

**EMERGENCY CLOSURE INFORMATION:** When emergency conditions, such as severe weather, make it necessary to close school for the day, announcements will be made on local radio stations (Y102: 102.3 FM and KATJ: 100.7 FM). In addition to the local radio station, you can find closure information online at <http://www.aesd.net>.

**LATE PICK UP POLICY:** We expect that all students will be picked up no later than five minutes after dismissal. We understand that emergency or unforeseen situations sometimes occur which may interfere with a parent being able to pick their student up on time. When these situations arise, and we have not heard from the parent, we make every effort to get a hold of someone on the emergency card to come get the student. When we cannot reach the parent or anyone on the emergency card and thirty minutes has elapsed, it becomes necessary for us to call the local Sheriff's Department to pick up the student. If we have to call the Sheriff's Department, the student will be taken into protective custody and the parent will have to pick the student up at the Sheriff's Department.

**STUDENT PICK UP & DROP OFF:** When dropping off or picking up your student from school, please use the Parent Drop Off lane nearest the curb. **For safety reasons, please do not drop or pick up your student in the parking lot or from across the street as they may not be visible to other drivers and may sustain injuries as a result of being hit by a car.** Students will not be released through the bus loading zone exit. Because of the buses, this area is considered unsafe for students exiting or entering the school. Students may enter through the front gate near the office.

**TO AND FROM SCHOOL:** Students are expected to exhibit the same behavior while en route to school and from school as on school campus. MDAE has the authority by law and Board Policy to suspend or expel students for violation of their behavior on campus as well as to and from school. Please arrive at school no earlier than 7:30 AM as there is not adequate supervision before this time. The school gates open at 7:40 AM each morning.

## **SCHOOL TO HOME COMMUNICATION**

Individual teachers may send home notes on a weekly basis. Important event information can also be found in the office and in our monthly newsletter. InTouch phone calls/Parentsquare messages will be sent out before all major school events and in cases of emergencies.

**ATTENDANCE INFORMATION:** Research has shown that for every day a student misses school, he/she becomes more than two days behind in class. Research has also shown that regular school attendance is an indicator for academic success.

**ABSENCES:** In California, students are expected to come to school on a daily basis. Students who have three or more unverified absences and ten or more excused absences will be referred to the School Attendance Review Board and may receive a citation into court. If your student is absent from school, please call the **attendance line (760) 530-7652**. It is very important that you notify the school of your student's absence. Absences that are not verified during the three day waiting period, will be marked as unexcused according to the Adelanto School District SARB A policy and procedures.

**BP 5113/AR 5113 states:** It is the parent's responsibility to contact the school office in order to verify their student's absence. Upon returning to school, parents will have three (3) days to provide a note or contact the school in person or by telephone to verify the absence. After three (3) days the absence will be permanently unexcused and considered truancy. Disciplinary action may result from unexcused absences. After three (3) days of cumulative unexcused absences, a truancy letter will be sent home and the District's School Attendance Review Board (SARB) will be notified.

**TARDIES:** The tardy bell rings at 8:10 AM. Students **must** be in their seats and ready to work when the bell rings. If your student is not in their seat by 8:10 AM, they will be marked tardy. Students who enter the school after 8:10 AM will be required to come into the office for a tardy slip. Students who have three or more tardies over thirty minutes will be referred for SARB A. Students will be expected to be on time to all class periods. Attendance will be taken each period. ***STUDENTS WHO COME LATE WILL NOT BE ABLE TO RECEIVE A PERFECT ATTENDANCE AWARD FOR THE YEAR.***

**INDEPENDENT STUDY:** If it becomes necessary for your student to miss three or more consecutive days of school, you have the option of requesting an Independent Study Contract. If your student completes all of the required assignments at an appropriate level of mastery, he/she will receive attendance credit for the days he/she was absent. Failure to return the completed work will result in your child being marked absent for the duration of his/her time away from school. You may contact the office to request an Independent Study Contract. Each request will be evaluated on an individual basis by an administrator. Requests can be denied based on programs and school needs. Whenever possible, please allow a one week window from the time of the request to the student departure date to ensure that your student's teacher has ample time to prepare the work requested.

**STUDENT SIGN OUT:** In the event your student needs to leave campus before the end of the regular school day, you will be required to come into the office and sign your student out. For safety reasons, students will not be allowed to leave the campus with anyone not listed on the emergency card or without prior written approval from the student's parent or guardian. ***Students will not be released to anyone without a photo ID and or if not listed on the emergency contacts.*** While we recognize this may be inconvenient, we value the safety of all our students. ***STUDENTS WHO LEAVE EARLY WILL NOT BE ABLE TO RECEIVE A PERFECT ATTENDANCE AWARD FOR THE YEAR.***

**DIVORCE/CUSTODY OF CHILDREN:** If your child has special custody or visitation agreements, it is most important that you bring this to the attention of the office staff. A copy of the court order document or final divorce papers must be given to the office. Without specific court documents on file, the non-custodial parent may sign out and remove the child from school if on the emergency contact list. We will notify you in the event that this occurs and the Sheriff's Department may be called if we feel the students are in danger.

**EMERGENCY CONTACTS/ABI INFORMATION:** Please make sure you update your student's contact information as soon as you have changes in address, phone number, emergency contacts and guardianship. Emergency contacts are used in the event of an emergency or illness and student pick up. Office staff no longer makes changes or updates on student data information. Parents need to update their information online under Aeries parent portal or call Central Enrollment at (760) 246-0235 for assistance.

**CAFETERIA:** Breakfast and lunch will be served in the Multi-purpose room. All students receive free breakfast and lunch.

**Allergies:** Please inform Julie Calderon, Director of Food Services at (760) 246-4912 if your child has any unique food allergies that require special meal preparation.

**SCHOOL HEALTH ASSISTANT:** The MDAE Health Assistant is utilized when a student becomes ill at school, needs minor first aid or is required to take a prescribed medication. The Health Assistant may only give medication accompanied by a doctor's note. All prescription medicine must come to school in the bottle in

which it was originally dispensed. Parents will be called to pick up their student when it is determined a student is too sick to remain in school. Due to privacy issues with our students, you are not allowed to use the health room door as an entrance or exit. Please enter and exit through the front office doors only.

**THE DISTRICT REGISTERED NURSE:** The District Registered Nurse is available in cases of emergency and for routine vision, hearing and scoliosis screenings. She maintains the health records of students with health problems such as asthma, diabetes and allergies. She works closely with parents and the school to develop a care plan for each child with special health needs or concerns.

**CAMPUS VISITATION:** The District has implemented the Raptor Visitor Management System to strengthen our program of campus safety for students and faculty. We welcome parents and other community members to visit our campus. Upon entering our school campus visitors will be asked to present an ID which will be scanned into the system. Once entry is approved, Raptor will issue a badge that identifies the visitor. Observation opportunities, either in classrooms or on school campus, are also possible. Information on how to arrange such observations is available in the office. Children (including small brothers and sisters) not registered at MDAE are not allowed to attend school as visitors, per district policy. The Principal/designee will make every reasonable attempt to honor requests for parents/guardians and interested members of the community to visit the school and view the educational program and instructional materials. Parents who wish to observe in the classroom are asked to observe silently and give 24 hour notice to the office. Once the observation is complete, the parent may schedule a meeting with the teacher to discuss the observation. We do not allow parents to interrupt the learning environment while class is in session.

**CLOSED CAMPUS POLICY:** The District has implemented a closed campus policy on all Sites. There is a Parent Drop-off and Pick-up Procedure throughout the district, lessening unregistered and unmonitored visitors from entering the site during morning drop-off and afternoon pick-up. If you have any questions regarding these procedures please contact our office at (760) 530-7650.

1. The drop off area is located at the front of the school. Students may enter through the front gate at 7:40 AM. Students are to immediately report to the quad or the MPR. School begins promptly at 8:10 AM. Gates are then locked and students will need to get a tardy slip from the front office after 8:10 AM.
2. Parents who want to walk students to the gate or pick them up at the gate should park in the parking lot. Due to the large number of students being picked up and dropped off, the parking lot may fill up quickly. The bus zone is not to be used for parking or student pick up. We do have a few buses that need access and students should not walk through or cross through that area.
3. Please do not walk your child to the classroom or pick them up at the classroom door. Please see site administration or the school secretary if your student needs special accommodations for this procedure.
4. Parents are asked to schedule teacher conferences for a time that is convenient for both the teacher and the parent. Parents should refrain from holding personal conversations during instructional time.
5. Students are not to be dropped off before 7:30 AM. There is no supervision before 7:30 AM.
6. In the afternoon, please remember that students are dismissed to the parent pick-up zone at 2:31 PM
7. Parents can also pick up students along the loop in front of the school. Please pull up all the way through the drop-off/pick-up zone to enable the maximum number of cars to unload and load. Parents are to remain in their cars. This loop is designed for cars to continually move forward or exit. This loop is divided into two sections. The left side along the school side curb is for drop off and pick up only. Once students have entered/exited the vehicle, you may pull into the right lane to exit the loop. Students can be dropped off at any part of the loop on the drop off side only. Please do not create a third lane down the middle. This creates a dangerous situation for students entering and exiting vehicles. Please follow traffic pattern indicated by signs and arrows for the drop-off and pick-up area.
8. Drivers need to be patient and courteous of others who are also waiting.
9. After school, please wait outside on the sidewalk in the parent waiting area.
10. We ask that parents not ask to have students be called to the office early if at all possible. Students should remain in their classrooms until the dismissal bell. Instruction at MDAE is bell to bell.

11. There will be no early release after 2:15pm.

**EC 44810: Interference with School** - Every minor over 16 years of age or adult who is not a pupil of the school, including but not limited to any such minor or adult who is the parent or guardian of a pupil of the school, who comes upon any school grounds or into any school house and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor, and is punishable by a fine of not less than one dollars (\$100) nor more than one thousand dollars (\$1000), or by imprisonment in the county jail for not more than sixth months or both.

**VOLUNTEERS:** MDAE has an active program for interested parents and community members, eighteen and over, who wish to volunteer. Coordinated by our attendance clerk, these volunteers work in classrooms and at the school to provide support and safety. A completed volunteer application, a TB Test and a copy of your driver's license, along with board approval must be turned in prior to volunteering at school. **Parents who wish to chaperone on field trips must receive volunteer approval from the School Board prior to attending the field trip.** Interested volunteers can call the school office at 760-530-7650. We have many opportunities for parents who wish to be an active part of the MDAE Campus.

**CLASSROOM DELIVERIES:** Delivery of flowers, balloons, etc will not be allowed during the school day due to the disruption of learning time. Store bought cupcakes are allowed with permission of the teacher. Parents are not permitted to bring food for any children other than their own. There are allergies and health implications that do not allow us to give children food from anyone other than their parent /guardian.

**PARENT TEACHER CONFERENCES:** Parent/Teacher conferences will be scheduled during the school year. We encourage all of our parents to attend their conference. At the conference you will receive information on your student's progress towards mastering the grade level content. If you are unable to make your scheduled conference time, please schedule an alternate time when you can come meet with your child's teacher. Progress reports are sent home on a regular basis, if you have concerns about your child's progress, we would be more than happy to meet with you.

**UNIFORM COMPLAINT PROCEDURE:** We ask that you seek first to meet with your school administrator or teacher should a problem arise. We work very hard to ensure a satisfactory outcome to all. Should you have any concerns after speaking with school administration, you may request a public complaint form from either the MDAE Office or the Adelanto School District Office. Once the complaint is filed, you will be contacted by School District personnel.

**ACADEMICS - GRADE REPORTING:** The Adelanto School District grading period is divided into semesters. If your student is "at risk" of not meeting grade level standards, you will be notified through mid-semester progress reports and during formal conference periods. Your child may be scheduled for a Student Study Team (SST) meeting to discuss progress. We will work together to make sure that we have a plan in place to support the needs of the student.

**HOMEWORK:** Homework is an essential part of the educational program. It may consist of the completion of class work and/or special assignments appropriate to the grade level at which the child is working.

**Teachers are expected to:**

- Assign homework to reinforce, extend or enrich the educational process.
- Explain the homework assignment.
- Monitor and/or evaluate the completion of homework.

**Parents are expected to:**

- Check with their child on a daily basis to see what homework is due.
- Provide a quiet place at home to do homework.
- Monitor the completion of homework and the return of homework to school.

**Students are expected to:**

- Take homework home.
- Do homework to the best of his/her ability.
- Complete homework neatly.
- Return homework to school on time.

**ASSESSMENT:** Students are assessed throughout the year. Assessment data is used to drive the instructional needs of the school. In addition to the local Adelanto benchmarks, students in grades 6-8 are required to take the CAASPP test each spring.

**ELD:** Students with language development needs, as determined by their annual ELPAC testing, are given one period of English Language Development five days a week. During this time, the students work on meeting their ELD goals and objectives.

**INTERVENTION:** All students are given every tool possible to meet and exceed the state mandated proficiency levels. With this in mind, the MDAE staff has developed a Multi-tiered System of Supports (MTSS) program that is focused and specifically targets essential standards in language arts and math.

**AFTER SCHOOL PROGRAM:** MDAE houses an after school program that is run by an outside company.

**LIBRARY:** All students receive regular instruction in library skills. In addition, children are encouraged to use the library at other times. **Students who lose or damage books/chromebooks are required to pay for them. Students will not receive a report card if a book/fee is owed. Students are responsible for their textbooks/chromebooks at all times.**

**END OF THE YEAR CELEBRATIONS:** Activities are held at the end of the year to celebrate completion of middle school. Responsibility is a trait that we strive to instill in our students. In order to hold our students accountable, 8<sup>th</sup> grade students will have some stipulations for participating in the end of the year activities.

1. Students may not have more than 15 on campus tardies during the second semester.
2. Students may not have less than a 2.0 gpa at time of activity.
3. Students that engage in negative behaviors may lose activities as determined by administration.

**STUDENT RECOGNITION:** We believe that every student on our campus can and will be successful. We take every opportunity to celebrate this success. We encourage and invite you to attend these celebrations.

**PERFECT ATTENDANCE:** Attendance is extremely important to the success of our students. Students who do not miss any days of school are honored at semester awards. Students who have perfect attendance the whole year are honored with an award at the end of the year. In order to receive a perfect attendance honor, a student cannot have missed any days or have been tardy or picked up from school early.

**SPIRIT DAYS:** MDAE is a community of learners, both student and adult. In building that sense of community and belonging, we use a common language and have common goals. It is important that we celebrate together as well. The staff and our ASB will be discussing special Spirit Days and all stakeholders will be notified as to when these will take place. Students and adults will be encouraged to participate in the theme of that month. Titan Spirit T-shirts may be worn every Friday.

**PARENT ORGANIZATIONS:** Parent involvement in school is a critical indicator for academic success. Recognizing the importance of our parents, we invite you to be involved in every aspect of your student's educational journey. A great way to be involved is to join some of the parent groups we have on campus.

**SCHOOL SITE COUNCIL:** (SSC) The School Site Council plays an important role in the educational program at MDAE. Site Council voting members are elected for two year terms. The main responsibility for School Site Council is to assist in improving the learning environment here at MDAE. All parents are encouraged to come and attend School Site Council's monthly meetings even if they are not voting members.

**ENGLISH LEARNER ADVISORY COMMITTEE:** (ELAC) The ELAC is made up of the parents of our English Language Learners. This committee meets throughout the year to discuss student progress and provide input for the instructional program for our English Learners, including categorical budget expenditures.

**FAMILY LEARNING OPPORTUNITIES:** We will offer a variety of fun learning activities for families to participate in each year. We will develop activities based on interest and need. Our Family activities may include, but are not limited to, Literacy Night, Multi-Cultural Night, Science and Math Night, Holiday Festivals, STEAM Night and Science and Engineering Fair. This list will be developed with input from all stakeholders, and the possibilities are many.

**LOST AND FOUND:** Children will be able to view lost and found articles at lunch and during recess. At the end of the school year, all unclaimed clothing and items will either be donated to the Adelanto CRC or cleaned and used for school needs. Parents may want to check the Lost and Found area periodically throughout the school year. We make every effort to return lost items, labeling your student's personal items with their name helps us in our return efforts.

**DISCIPLINE POLICY - Discipline Philosophy:** All students have the right to learn in a conflict-free environment. Therefore, teachers have the right to expect each child to demonstrate behavior appropriate for school. Students will be counseled when they make inappropriate choices. Every staff member on the school campus shares the same expectations for student behavior. When a student demonstrates negative behavior, they will receive consequences appropriate to the action. Students are expected to know and follow school and classroom expectations at all times. In an effort to educate every student on the appropriate way to behave in school we hold behavior assemblies throughout the year, we model appropriate behavior and choices, and we work closely with parents. We want every student at MDAE to receive the maximum benefits of attending our school.

**SUSPENSION:** An official consequence requiring a student to remain at home for one to five school days. The student may not enter campus or participate in any school sponsored activity during this time. Parent communication is required for this consequence. It is hoped that parents will become partners with the school in this serious consequence by pursuing home discipline during the period of the school suspension.

**EXPULSION:** An official consequence removing the student from school for a given period of time, usually one semester to one year. The principal of the school can recommend an expulsion to the Board of Trustees for the most serious of offenses or when a student has reached a threshold of five suspendable offenses. Recommendation for expulsion is required by law in certain circumstances: weapons, serious school violence, harassment, or drugs. The Adelanto School Board is responsible for final decisions in expulsion cases.

**Due Process:** The staff and administration of Melva Davis are dedicated to fair and equal treatment for all students. A serious effort will be made to investigate claims of student misbehavior. Discipline and

consequences will be consistent with law, school expectations, and age. Parents are welcome to discuss consequences and evidence of wrong-doing at any time. All concerns of this nature should be referred to the school administration. As mandated by state confidentiality laws information regarding a student will be discussed with and released only to the child's parent and or guardian.

**BEHAVIOR INTERVENTION:** MDAE uses a positive approach to student behavior. We believe that all students can be taught the appropriate expectations for behavior. We also believe that when a student does not behave appropriately, that they need intervention and support. We work with every student, developing and using different methods of support, to help all students achieve and behave their very best.

**SERIOUS OFFENSES:** There are a group of behaviors, listed in Education Code 48900, which require an administrator to become involved immediately. These are serious offenses and can lead to suspension from school and, in severe cases, expulsion.

- Causing, attempting to cause, or threatening physical injury
- Possessing or furnishing a weapon (including toy weapons)
- Possessing, selling or furnishing controlled substances or paraphernalia
- Selling look-a-like controlled substances
- Aiding and abetting an altercation – including videotaping/posting on social media
- Damaging or attempting to damage school or private property
- Robbery or extortion
- Possession of stolen property
- Hate crime
- Sexual Harassment includes, but is not limited to verbal, visual or physical conduct of a sexual nature:
  1. Unwelcome leering; sexual flirtations or propositions.
  2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
  3. Graphic verbal comments about an individual's body, or overly personal conversation.
  4. Sexual jokes, stories, drawings, pictures or gestures.
  5. Spreading sexual rumors.
  6. Touching an individual's body or clothes in a sexual way.
  7. Cornering or blocking of normal movements.
  8. Displaying sexually suggestive objects in the educational or work environment.
  9. Any act or retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a harassment complaint.

**DRESS CODE POLICY CONTRACT:** Melva Davis Academy of Excellence has a mandatory dress code policy. All students are expected to be in dress code every day. The dress code will ensure student safety, avoid unnecessary distractions to the educational program, and build school spirit.

#### **Shirts**

- Must have a collar
- Solid colors only – Purple, Black, White, Gray
- May contain school logo only
- Long or short sleeves
- Logos and Brand Names are inappropriate

**Pants, Shorts, Skirts, Belts**

- Pants must be free of holes or tears
- Must be appropriate length – longer than arm
- Stretchy/denim/legging type material is inappropriate
- Solid colors only – Black, Gray
- Must fit properly – not too loose or tight
- Denim pants/sweatpants are inappropriate

**Socks, Leggings, Undergarments/Shirts**

- Solid colors only
- Leggings may not be worn as pants

**Sweatshirts, Sweaters, Coats**

- School colors only-purple, gray, white, black
- Writing should be school logo only or smaller than a fist
- Logos and Brand names are inappropriate

**Hats, Beanies**

- Solid colors
- Writing should be school logo only

**Dress Code Accessories**

- Undergarments shall be covered
- Clothing must fit properly
- Earrings no longer than one inch from the ear
- Gauge or spike style earrings shall stay home
- Shoes must be school appropriate – open toed sandals and/or CROCS should be worn at home
- Bare midriff or bare back blouses should be worn at home
- Clothing or accessories that are deemed offensive to others or cause a disruption will be changed
- Dying any part of hair in bright/vivid colors – including hair extensions is considered inappropriate
- Cosmetics are inappropriate at school and if seen will be confiscated
- Items that are gang, violent, sex or drug related will be changed
- Bandanas, “do-rags,” nylon stocking caps, or caps worn backwards will be removed
- Tattoos, permanent or temporary, are inappropriate
- Students tattooing themselves with pens or markers will be asked to wash
- Facial piercing will need to be covered, removed or have a clear spacer while on school campus

**Non-Compliance with Dress Code**

- If an item is not listed in this document it is not permitted
- If you have a question about a particular item of clothing, it should be asked BEFORE the item is worn. Bring the item to school first and ask if it is allowed to be worn
- The school administration will make the final determination on whether a student is out of compliance with dress code policy
- Violation of dress code policy may result in loss of school privileges, or return to school of residence
- PE clothes are not the school uniform. They may be worn on an emergency basis only (Admin. approval required).

**PERSONAL PROPERTY, PLAYTHINGS, GADGETS, TOYS**

Electronic Devices such as video games, laser pens, pepper spray, fireworks, whipsits, aerosol spray cans, perfumes and hairspray, salvia, stuffed animals, permanent markers (Sharpies) and similar toys/items **ARE NOT ALLOWED** at school. Such items will be confiscated and a parent will have to pick the item up the same day it is confiscated. Students who use cell phones shall do so only before or after the instructional day. Cellphones are to be turned off in the classroom, unless needed for a lesson, as designated by the classroom teacher. The information regarding cell phone use is included in this document. The “Parent Authorization/Acknowledgement for Student Cellphone Possession” line must be initialed in order to possess

cell phones on campus. Aerosol sprays and strong perfumes are not permitted, as others may be allergic. **Although we make every attempt to secure and protect all property at school, we ARE NOT responsible for any lost or stolen property (including money) and recommend that students do not bring any items that cannot be used for reading, writing or math at school.**

#### **ADELANTO SCHOOL DISTRICT'S BOARD POLICY REGARDING CELLPHONE USE:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Even though cell/smart phones are an integral part of our everyday world and through instant communication may add to the well-being of students our students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

#### **Use of Cell/Smart Phones**

1. Under no circumstances are students permitted to use cell/smart phones on Adelanto School District property or during school sponsored activities or events in order to transmit any text or images that are obscene, pornographic, illegal, profane, violate academic policies, or invade another's privacy. This includes "sexting" (the sharing of explicit or otherwise sexually provocative photos and/or messages). This also includes the possession of inappropriate digital content.
2. The Adelanto School District will not assume any responsibility or liability for loss, theft, damage or destruction of any personal student cell/smart phone.
3. Guidelines for use of a student cell smart/phone according to grade level are as follows:  
Elementary and Middle School - Elementary and Middle school students may possess cell/smart phones during the school day in accordance with the following regulations:
  - a. Written authorization from the parent/legal custodian or eligible student (18 years and older) to a school administrator indicating that the student is in possession of the cell/Smart phone. Each form will be kept on file during each school year (includes summer). A student may not have the portable communication device in his/her possession without this written authorization and administrative approval.
  - b. Prior to entering the school building, the cell/smart phone must be turned off.
  - c. During regular instructional hours cell/smart phones must be turned off, secured, and out of sight, unless a classroom teacher has given a student authorization to use the device for an educational activity. Once the activity is completed the cell/smart phone must be turned off, secured, and removed from sight.
  - d. All students who have cell/smart phone use as part of their IEP or 504 plan are authorized to carry such a device during the regular school day.
  - e. During regular bus transportation to and from school elementary and middle school students may only use cell/smart phones with permission of the bus driver.

#### **Use of Student Cell/Smart Phones at School Sponsored or Related Activities**

1. Elementary and Middle school students involved in after-school and weekend instructional activities including Saturday school may not use cell/smart phones without the instructor's permission in the area of the activity from the beginning of the activity until the end of the activity.
2. Cell/smart phones may be used if students are participating in non-academic activities (athletics, drama, clubs, etc).
3. If traveling to or from a school sponsored activity via bus, student cell/smart phones may be used with the permission of the sponsor.
4. During bus transportation to and from athletic events or other school sponsored events, students may use cell/smart phones only with the permission of the athletic coach or principal/designee.

## **Elementary and Middle School Student Misuse of Cell/Smart Phones**

1. Any staff member having knowledge of unauthorized possession or use of a cell/smart phone by a student on Adelanto School District's property shall promptly report this information to the Principal/designee.
2. Students who misuse cell/smart phones in any of the following ways may face disciplinary action:
  - Refusal to Turn Off a cell/smart phone. Students in possession of a cell/phone must turn it off when directed by a teacher, administrator, coach, counselor, or other school personnel, and secure it out of sight.
  - Causing disruption using a cell/phone to cheat, including getting and giving answers to tests and copying from the Internet.
  - Using a cell/smart phone to bully, threaten, harass, or attack another student or school personnel whether or not communicated directly to that person
  - Sending (or asking to receive) pictures or videos of people without their permission

**CONSEQUENCES FOR INAPPROPRIATE USE:** When cell/smart phones are misused, students will be subject to disciplinary action including but not limited to, verbal or written warning and loss of the cell/smart phone. Additional consequences are referenced within the Adelanto School District's Search and Seizure Policy, Mobile Learning Devices Policy, Acceptable Use of Electronic Networks Policy, and the Discipline Policy. Any student in violation of the policy and procedures regarding cell/smart phones may be subject to the following disciplinary actions.

**First offense** - confiscation of cell/smart phone for one (1) day and parent must pick up the communication device, with a conference.

**Second offense** - confiscation of the communication device, and school detention at the discretion of administration. The cell/smart phone will be returned only to the parent at the completion of the consequence and with a conference.

**Third offense** - one day, out-of-school suspension and loss of privilege of having a cell/smart phone for the remainder of the day. The communication device will be confiscated and returned only to parents at the end of the suspension and with a conference.

**Fourth offense** - could result in a three (3) day suspension. The student will not be allowed to have a cell/smart phone on school property for the remainder of the year.

Any subsequent violation may result in additional disciplinary action or loss of school privileges.

Any subsequent violations may result in additional disciplinary action or loss of school privileges.

**Please Note: Cellphones and/or electronics brought on campus are at your own risk. Lost, stolen, or damaged cellphones or electronics are not the responsibility of Melva Davis Academy.**

This policy is to be reviewed with the students at the beginning each school year.

**BUS/TRANSPORTATION STUDENT CONDUCT:** The state law (Section 14103 Title 5 C.A.C. "Authority of bus driver) reads: Pupils transported in a school bus shall be under the authority of and responsible to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation in accordance with regulations of the governing board of the District.

Students may receive a "bus ticket" for any of the following infractions:

1. Improper boarding/departing procedures
2. Bringing articles aboard bus of injurious or objectionable nature
3. Failure to remain seated

4. Refusing to obey the driver
5. Fighting/pushing/tripping
6. Hanging out of the window
7. Throwing objects in or out of the bus
8. Lighting matches/smoking on the bus
9. Spitting/littering
10. Unnecessary noise
11. Tampering with bus equipment
12. Rude, discourteous and annoying conduct
13. Destruction of property
14. Other behavior relating to safety, well-being and respect for others

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

The principal or designee of the school will notify the parent of any written bus citation. The following consequences shall be followed:

- 1st offense - warning and ticket home
- 2nd offense - 3 day suspension from bus
- 3rd offense - 5 day suspension from bus
- 4th offense - 8 day suspension from bus
- 5th offense - 10 day suspension from bus
- 6th offense - bus privileges suspended for rest of the school year

The principal may suspend immediately from the bus if the infraction is warranted.

The transportation office and the school office will keep copies of the citations on file with each incident.

Teachers will endeavor to familiarize pupils with the standards of conduct expected of them as passengers prior to their participation on trips. It is the parent's responsibility to contact the school office when a student is issued a "School Bus Incident Report".

#### **TRANSPORTATION**

**Bus Riders:** Please direct inquiries to the District Transportation Office at 760-246-3278 if you have any questions regarding transportation.

**Bus Conduct:** It is the intent of the Adelanto School District to transport students as safely and as comfortably as possible. To accomplish this, it is expected that students will conduct themselves in a courteous and orderly manner. Any behavior which is not conducive to the safety and well-being of everyone riding the bus will be subject to disciplinary action. Bus riding is a privilege. Students who repeatedly fail to act in a safe manner will be removed from the bus permanently.

**SCHOOL BUS TRANSPORTATION IS A PRIVILEGE, NOT A RIGHT!**

**ANTI-BULLYING/SEXUAL HARASSMENT POLICY:** MDAE believes that all students have a right to a safe and healthy school environment. To that end, the District, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. The District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as inappropriate touching, unwanted sexual comments or advances, hitting or shoving; verbal and/or electronic assaults, such as teasing or name-calling; and social isolation or manipulation. This policy applies whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during a lunch period, (whether on or off campus) and or during a school-sponsored activity. Students on social media who act in violation of this policy may be subject to school/district disciplinary procedures up to and including expulsion.

### **Adelanto Elementary School District Anti-Bullying Policy**

**Bullying definition:** For the purpose of this policy, bullying is defined as; one or more acts of sexual harassment, hate violence, or intentional harassment, threats, or intimidation, directed against school district personnel or pupils, committed by a pupil or group of pupils that interferes with the individual's school performance or participation in the educational process. Bullying including bullying committed by means of an electronic act.

"Electronic Act" means the transmission communication, including, but not necessarily limited to, a message, text, sound, or image, or a post on a social network, internet website, by means of an electronic device, including, but not necessarily limited to, a telephone, wireless telephone, or other wireless communication device, computer, or other device.

**Indicators of Bullying Behavior:** Bullying behaviors may include, but are not necessarily limited to the following:

- **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. Inappropriate references to an individual's sexual orientation, religious beliefs, or ethnicity.
- **Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, theft, or exhibiting inappropriate and/or threatening gestures or actions.
- **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- **Cyber Bullying (Sexting):** Sending insulting or threatening messages, sending nude or sexually suggestive pictures/videos, black mailing, via email, phone, texting, social media, or any other electronic or written form of communication.

#### **Areas of where bullying can occur:**

- Any School sponsored function i.e. field trips, dances, sports, etc...
- School property including before and after school is in session.
- Bus stops or on the bus itself.
- Walking to and from school.
- On the internet through social networks such as Facebook, Twitter, Emails, Blogs, Chat rooms, etc...
- In the neighborhood where the individual lives.

- Public areas where students are known to hang out when school is not in session such as skate parks, shopping malls, strip malls, bowling alley, etc...

### **Components to Bullying Behavior**

When investigating a report of bullying the principal or designee shall assure the incident contains all of the following components:

1. Specific type of Aggression:
  - Verbal
  - Physical
  - Psychological
2. Behavior is intended to Harm or Disturb
3. Carried out repeatedly and over time
4. Imbalance of Power
  - ✓ Physical
  - ✓ Psychological

### **Jurisdiction:**

The administration and staff will act promptly on any act of bullying that takes place under the following conditions:

- Any District or school sponsored function i.e. field trips, dances, sports, etc...
- On School property including before school, after school, and while school is in session.
- Bus stops or on the bus itself
- Walking to and from school.
- Cyber-bullying that causes a disruption to the educational process for individuals, groups or the school.
- When a bullying act that began in a non-school setting presents itself in school and disrupts the educational process for individual, groups or the school.

### **Education Code: 48900**

- a) (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.
- k) Disrupted school activities or otherwise willfully defied the valid authority of Supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- q) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**48900.4** In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against the school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

#### **Administrative Responsibilities:**

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of District Policy and school procedures regarding anti-bullying.
- Develop and incorporate anti-bullying procedures into behavior or discipline codes.
- Review and revise these annually, as appropriate.
- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.

#### **Staff Responsibilities:**

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Discuss with students all aspects of the anti-bullying policy and strategies to prevent bullying.
- Encourage students to report bullying incidents.
- Learn to recognize the indicators of bullying behavior.
- Intervene immediately and take corrective action when bullying is observed.
- Understand individual responsibility not only to intervene when bullying is observed, but also, to report incidents and actions to appropriate District offices or outside agencies as required.

#### **Student Responsibilities:**

- Take responsibility for helping to create a safe school environment.
- Do not engage in or contribute to bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior, ask, encourage, or consent to anyone's taking retaliatory actions on your behalf.

#### **Parent Responsibility:**

- Talk to your child about bullying behaviors and encourage them to report incidents of bullying to you and school officials.
- Role model tolerance and citizenship.

- Keep communications open and on-going with teachers and principals.
- Help your child to accept responsibility for their actions.
- Seek out school and community resources when problems occur.

### **Responding to Bullying Complaints:**

Reported incidents of bullying must be submitted (with the reporting party kept in confidence) within 30 days of the last incident taking place. Reports of bullying that are over 30 days since the incident occurred will not be investigated. This does not include however, previously written and recorded incidents of bullying that may constitute a pattern or history of bullying behavior.

- Assure the target of the bullying that the District takes bullying seriously, will not tolerate such treatment, and has a strong policy against bullying. Additionally, provide all parties involved with assurances regarding District policies on confidentiality and non-retaliation in the complaint investigation.
- Have the student (with the help of a staff member if necessary) accurately fill out all sections of the bullying incident report form. This form can be found on line, in each school office and/or classroom. Every reported incident of bullying will be recorded on this document for the purpose of proper notification and follow-up of the reported incident.
- Intervene immediately and take corrective action to stop bullying behavior.
- Assure the target of the bullying that steps will be taken to monitor that the bullying behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.
- The parent or student must be notified within two (2) of receiving the report that it is being dealt with and a thorough investigation in a confidential manner shall be conducted and completed promptly.
- The student accused of bullying should be informed of the results of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf.
- Determine what type of action or consequences will resolve the situation this process shall not exceed 10 school days. Inform the target of the bullying (and his or her parent or guardian that corrective actions have been taken to resolve the complaint. This should be done in a manner that protects the privacy of all parties. Corrective action may include, but not be limited to: counseling, warning, or initiating disciplinary procedure against the offending student. Corrective action should be designed to prevent recurrence of the bullying.
- Continue to monitor with the target of the bullying that the bullying has stopped.
- It is important to note that bullying may at times be part of a continuum of violence, and that some bullying actions can and do constitute other categories of misconduct such; as sexual harassment, hate crimes, assault, blackmail, child pornography, or child abuse which may be reported to outside community members such as law enforcement and child protective services.

### **Procedural Steps:**

- 1) All district employees who deal directly with students receive training on the topic of recognizing and prevention of bullying on and off school grounds.
- 2) That each school located in the Adelanto Elementary School District adopts an anti-bullying program that may include an onsite school campus designee or committee to address all reports of bullying at their school and to make students and parents aware of the new policies in place.
- 3) An appeals process is developed for students and employees who have been implicated in a reported incident of bullying.

- 4) The anti-bullying policy will be included in the Official AESD Parents Handbook and School Site Handbooks.

**The Adelanto Elementary School District has adopted the following definition of bullying:**

1. The aggression is verbal, physical, or psychological in nature.
2. The behavior is intended to harm or disturb.
3. The aggressive behavior is carried out repeatedly and over time.
4. There is a physical or psychological imbalance of power.

**Bullying can be either:**

**Direct:** (but not limited to) physical acts; threats; intimidation; verbal abuse; taunting

**Indirect:** (but not limited to) making faces; obscene gestures; exclusion; rumors

California Education Code provides the following information regarding bullying:

**E.C. 48900 (r): Engaged in an act of bullying. For the purposes of this subdivision, the following terms have the following meanings:**

**(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:**

**(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.**

**(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.**

**(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.**

**(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.**

**(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.**

**(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.**

***Cyberbullying* is defined as:**

1. The use of modern communication technologies:
  - Email
  - Instant Messaging
  - Chat Rooms
  - Web Sites

- Social Networking Sites
- Cell Phones and other forms of Technology

2. To intentionally embarrass, humiliate, threaten, or intimidate an individual or group

3. To attempt to gain power and control



Case # \_\_\_\_\_

**ADELANTO ELEMENTARY SCHOOL DISTRICT**  
**11824 Air Expressway, Adelanto CA 92301 (760) 246-8691 | Fax (760) 246-4259**  
**COMPLAINT FORM**

PLEASE TYPE OR PRINT

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

I am a: ☐ Parent ☐ Pupil ☐ Employee ☐ Community Member ☐ Other: \_\_\_\_\_My complaint is about a: ☐ Person ☐ Program ☐ Activity Specify: \_\_\_\_\_

**Uniform Complaints**

(Check any box that applies below)

- ☐ Bilingual Education
- ☐ Pupil Fees
- ☐ Unlawful Discrimination
- ☐ Sexual Harassment
- ☐ Bullying

- ☐ Special Education Programs
- ☐ Consolidated Categorical Aid Programs
- ☐ Child Nutrition Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Local Control Accountability Plans

- ☐ School Safety Plans
- ☐ State Preschool
- ☐ After School Education and Safety
- ☐ Physical Education Instructional Minutes
- ☐ Foster Care/Homeless Student Educational Rights

**Other Complaints**

(Check any box that applies below)

- ☐ Against District Employee
- ☐ Improper Governmental Activity

- ☐ Employee vs. Employee

- ☐ Pupil Complaints

\*\*\* For "Williams" complaints, use Education Code Section 35186 Williams Complaint Form \*\*\*

**Explain the nature of your complaint. Please print or type below (or attach statement). Provide names, dates, times, places, whether any witnesses were present, etc. (Attach additional sheets if necessary).**

I have attached supporting documents: ☐ No ☐ YesHave you discussed your complaint with any school district personnel? ☐ No ☐ Yes

If yes, name(s): \_\_\_\_\_

What was the result? \_\_\_\_\_

*I understand that by filing this complaint, I authorize the school district to investigate and disclose such information as may be reasonably necessary to investigate and resolve this complaint. I understand that the school district may request further information about this matter, and if such information is available, I agree to provide it upon request. I also understand that a copy of this complaint may be given to the employee or supervisor against whom the complaint is made (if applicable). I acknowledge that the school district prohibits retaliation or harassment against any individual, parent/guardian or the child of a parent/guardian who submits a complaint.*

\_\_\_\_\_  
Signature\_\_\_\_\_  
Date Signed





## Adelanto Elementary School District 2021-2022 Williams Complaint Form

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

**Response requested:** ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

**Issue of complaint (please check all that apply):**

**1. Textbooks and Instructional Materials**

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: \_\_\_\_\_

Location of problem (school name, address, and room number or location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Describe specific nature of the complaint in detail. You may include as much text as necessary (please use other side): \_\_\_\_\_

**Please file this complaint with the principal of the school or his/her designee in which the complaint occurred:**

Location: \_\_\_\_\_

Address: \_\_\_\_\_ Title of Office \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

*A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school district official for resolution.*



## DESCRIPTIONS

Complainants are encouraged, where possible, to resolve their complaints informally at their school or work site or through the District Office. Further explanation of the District's complaint policy is available at Child Welfare & Attendance Services (760) 246-8691 x10667

### **Uniform Complaints**

**Special Education Programs:** Complaint concerning compliance with state and federal laws regarding special education services and programs.

**Consolidated Categorical Aid Programs:** The District shall investigate complaints of non-compliance with District, state and/or federal programs such as: federal Title I through VI programs and state programs.

**Child Care and Development Programs:** Concerns regarding program implementation, services or accommodations for a pupil.

**Child Nutrition Programs:** Complaints regarding pupil nutrition, participation guidelines, services, qualifications, etc.

**School Safety Plans:** Complaint regarding non-compliance with or lack of a comprehensive school safety plan for school sites.

**Unlawful Discrimination:** Complaints regarding discrimination on the basis of actual or perceived sex, sexual orientation, gender, genetic information, ethnic group identification, race, ancestry, age, national origin, religion, color, or mental or physical disability, or association with individuals or groups having any of these characteristics.

**Pupil Fees:** Complaints regarding the assessment of unlawful fees to pupils.

**Sexual Harassment:** Sexual harassment is a form of unlawful discrimination and includes unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone in the workplace or in an educational setting. *Sexual harassment complaints will be handled in a confidential manner respecting the privacy of all parties to the fullest extent possible.*

**Bullying:** Complaints regarding systematic and chronic infliction of physical or psychological harm on a pupil.

**Foster Care/Homeless Student Educational Rights:** Denial of immediate enrollment; to remain in school of origin; enrollment in a comprehensive school; partial credit; state graduation requirements; 5<sup>th</sup> year enrollment, or access to resources, services, or activities.

### **Other Complaints:**

**Improper Governmental Activity:** Notification can be made to the District if an employee has information regarding possible noncompliance with or violations of state or federal statutes, rules, or regulations by a District employee that is economically wasteful or involves gross misconduct or inefficiency.

**Pupil Complaints:** Complaints from pupils regarding alleged misapplication of policies, rules, regulations or procedures.

*Complaints pertaining to child abuse will be referred to the appropriate county office. Other complaints not covered under this form may be referred to the appropriate District office for internal resolution or to a state or federal agency, as appropriate. Allegations of unlawful employment discrimination may also be filed with the state DFEH office or the federal EEOC offices. Allegations of unlawful discrimination pertaining to pupils may also be filed with the U.S. Department of Education, Office for Civil Rights.*





## **Title I School-Level Parent and Family Engagement Policy**

### **Melva Davis Academy of Excellence**

Melva Davis Academy of Excellence has developed a written Title I parent and family engagement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of the Single Plan for Student Achievement (SPSA) and through site advisory groups, e.g. School Site Council (SSC) and English Learner Advisory Committee (ELAC). The policy has been distributed to parents. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents and family members in the Title I program at MDAE, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 USC 6318 (c)(1))
  - Information about Title I was given at our annual Back to School Night. - There is an annual meeting held and parents are given Title I information at this time. Date to be announced.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))
  - A flexible number of meetings will be held at various times based on parent need and will include child care.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318 (c)(3))
  - The Melva Davis Academy of Excellence Parental Involvement Policy and the School Parent Compact are reviewed annually by the School Site Council, English Language Advisory Committee and the School Instructional Leadership Team Title I, Part A School-Level Parent and Family Engagement Policy
  - The Title I program is reviewed as part of annual review of the SPSA.
- d) The school provides parents of Title I students with
  - 1. timely information about the Title I program. (20 USC 6318 (c)(4))

- Through parent newsletters, Back to School Nights, School Site Council, English Language Advisory Committee and PTA.

2. a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318 (c)(5))

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments and available interventions in reading, ELA and mathematics for students needing assistance.

3. if requested by parents, the school provides 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. (20 USC 6318 (c)(4))

- Through formal parent-teacher conferences, informal requests by parents for meetings, Back to School Nights, SSC, ELAC and PTA

e) if the schoolwide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(6))

- Melva Davis Academy of Excellence will submit all written documentation of parent comments that reflect that the program is not satisfactory to LEA

### **Building Capacity for Involvement**

Melva Davis Academy of Excellence engages Title I parents in meaningful interactions with the school. It supports a partnership among the school involved, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 USC 6318 (e)(1))

- At parent-teachers conferences, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention and how to support parents in monitoring their child's education are provided.

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318 (e)(2))

- Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: Family Math Night, Night at the Museum, etc.

c) The school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (20 USC 6318 (e)(3))

- At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program.

d) The school shall, to the extent feasible and appropriate, coordinates and integrates the parent involvement programs with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318 (e)(4))

- Appropriate roles for community organizations will be developed

e) The school distributes information related to school and parent programs, meetings, and other activities to parents are sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318 (e)(5))

- School information, including communication about the Title I program, will be distributed in the languages spoken by the families of students in the school as outlined in law.

f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318 (e)(14))

- Parent involvement strategies within the SPSA are integrated based on parent input

g) If the SPSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the school district. (20 USC 6318 (g))

- Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

#### Accessibility

Melva Davis Academy of Excellence, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand.

- All parents, including parents with limited English proficiency are provided information in an understandable format as outlined in law.

This Parent and Family Engagement Policy was adopted by Melva Davis Academy of Excellence on \_December 3, 2020 and will be in effect for the period of , August 2021-August, 2022.

The school will distribute the Parent and Family Engagement Policy to all parents electronically\_ via school website and Google classroom on August 2<sup>nd</sup>, 2021. Paper copies will be provided upon request.

Signature

---

Kathryn Youskievicz, Principal

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Melva Davis Academy of Excellence recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adhere to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. Families provide the primary educational environment. An educational environment is a quiet, positive place at home where your child can complete homework.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in their children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effect when it is supportive long-lasting and well planned.
5. The benefits of parent involvement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school and college.
6. Parents must be involved in supporting their children's education at home, and to ensure the quality of schools in serving the community, parents must be involved at all levels in schools.

The staff of MDAE believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enable all students to meet the academic expectations set forth in the California Academic Standards. Parents shall have the responsibility and opportunity to work with the schools in a mutually supportive and respectful

partnership with the goal of helping their children succeed in school. Parent refers to any caregiver who has responsibility for the caring for a child including parents, grandparents, aunts, uncles, foster parents, stepparents, older siblings etc.

## Parent Involvement Policy

Parent involvement as described in this policy shall be developed with the assistance of parents, agreed to by parent, incorporated in the school's Single Plan for Student Achievement (SPSA), reviewed and updated annually by parents, and readily available to the local community. All parents are invited and encouraged to attend an annual meeting which shall be held in the fall (i.e. Back to School Night) at a time and date that is convenient for the parent community. A written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be sent to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Each year parents shall be invited to attend a number of regularly scheduled meeting (such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back to School Night, etc., that are planned at times convenient for their participation. The goal of these meetings is to keep parents informed regarding the progress of students in the core academic program, intervention programs and other issues pertaining to Westside Park. In addition, parents will receive specific information about the SCE program participants and program implementation. Through these meetings, parents will be involved, on an on-going basis, in the planning, review and improvement of programs, including the Parent Involvement Policy and school plan.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency level students are expected to meet, and funds received through State Compensatory Education (SCE). Parents will be informed, on an ongoing basis, about student support programs, classroom activities and school events. They will provide suggestions for, and receive information and training on family and education related topics to assist them with their children.

## Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed. The compact shall

- Be signed by all parties – parent, student, teacher(s) and principal and a copy given to the parent and student.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables all students to meet the California academic standards and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, use of electronic devices and participating in decisions relating to the child's education.
- Describe how students will take responsibility for coming to school to work as learners.

Building Parent Involvement to ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement, the school shall - Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title 1, Section 1118, the school shall enable parent to gain a better understanding of the following:

- State academic content standards and achievement goals all students are expected to meet.
- How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
- Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child, working with mathematics, literacy training, etc.
- Effective use of resources provided on the parent bulletin, located in the Administration building that support and encourage parental involvement in their children's education.

School staff shall be educated, with the assistance of parents, in the value of parent contributions, and how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:

- Ensure the information related to school and parent programs, meetings, workshops, and other activities is sent in parent-friendly format, to the extent practical, in a language parents understand.

- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, and when appropriate, offer classroom/teacher support and after school activities such as translating or tutoring.
- Become knowledgeable about parent's rights as specified in California statutes and in the No Child Left Behind Act of 2001, Title 1, Part A.

To further the goal of effective parent involvement, school staff will:

- Examine and adopt model parent involvement programs such as the PTA's National Standards for Parent/Family Involvement.
- Encourage and inform parents of the leadership roles available to effectively serve on the PTA, Safe-School Committee, and the School Site Council.
- Organize a parent group (i.e. PTA) for the purpose of supporting parent involvement activities at the school and enhancing the leadership skills of parent in working with other parents.
- Reach outside the school through CalAPS to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.
- Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation (Funded through SCE).

## Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in language, to the extent possible, that parents understand.

Parent Letters, Monthly Newsletters, Voice All Call in Dual Language, Translated Parent Info Sessions, Parent Teacher Conferences, SSC, ELAC, Coffee with the Principal

To involve parents in the Title I, Part A programs, the following practices have been established:

Web Based Spanish Communications of Parent Community Meetings and events

Spanish phone All calls for parent community meetings and events

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Translated Title 1 meeting at back to school night and orientation

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parent Letters, Monthly Newsletters, Voice All Call in Dual Language, Translated Parent Info Sessions, Parent Teacher Conferences, SSC, ELAC, Coffee With the Principal

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

School Assemblies, daily morning announcements, monthly newsletters, student activity calendars

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Council and monitoring letters, goal sheets, Aeries Parent Portal Access, Google Classroom, report cards, progress reports

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

All call messages, Remind.com parent communication system connect with teachers, admin and office, aeries web portal.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Council and monitoring letters, goal sheets, Aeries Parent Portal Access, Google Classroom, report cards, progress reports

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

SSC, ELAC meetings

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

District Parent Involvement Center

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

All after school activities, pamphlets, club info, parent newsletters, parent all calls

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent Teacher conferences, coffee with the principal, ELAC, SSC

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the School Site Council on (\_\_\_\_Sept 30, 2021\_\_\_\_\_) and will be in effect for the period of (\_\_\_\_8/2022-8/2023\_\_\_\_\_).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (Sept 1<sup>st</sup> 2022).

Principal-

**Signature of Authorized Official**

-

**Date**

California Department of Education  
July 2018



## **Crisis & Emergency Contact Information**

**\*DMCC** (760) 552-6700 – M-F 7:30AM TO 4:30PM (Except Holidays)

**\*DMCC** (760) 946-5135 – Crisis after Hours Number

**\*Crisis Walk-in-Clinic (24/7)**

(760) 245-8837

12240 Hesperia Rd.

Victorville, CA 92392

**\*Emergency Room**

911

**\*Crisis Response Team**

(760) 956-2345

**\*Crisis Text Line**

Text HELLO to 741-741

Free/24hrs text line

**My Contact Info:**

Sergio Islas, AMFT

(760) 843-3982 ext.230

Email: [sergio.islas@cahelp.org](mailto:sergio.islas@cahelp.org)

---

## **Numeros de Informacion y Contancto para Crisis & Emergencia**

**\*DMCC** (760) 552-6700 – M-F 7:30AM TO 4:30PM (Except Holidays)

**\*DMCC** (760) 946-5135 – Crisis after Hours Number

**\*Crisis Walk-in-Clinic (24/7)**

**Clinica de Paseo- (Abierto 24 hrs/7 dais la semana)**

(760) 245-8837

12240 Hesperia Rd.

Victorville, CA 92392

**\*Emergency Room**

911

**\*Crisis Response Team**

**Respuesta Equipo de Crisis**

(760) 956-2345

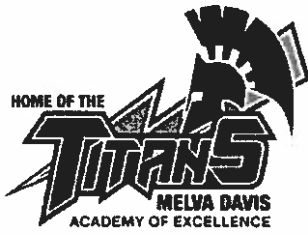
**My Contact Info:**

Sergio Islas, AMFT

(760) 843-3982 ext.230

Email: [sergio.islas@cahelp.org](mailto:sergio.islas@cahelp.org)

---



# MELVA DAVIS

*Academy of Excellence*

15831 DIAMOND ROAD, VICTORVILLE CA 92394

(760) 530-7650 FAX- (760) 955-1841

Principal – Kathy Youskievicz

Assistant Principal – Jennifer Henao

AALLAC – Bonnie Katz

Secretary – Martha Vega

Counselor – Ericka Dusen

Counselor – Natalie Garcia

## Parent/Guardian Consent Form:

Your permission is requested for your student to participate in counseling within the Adelanto Elementary School District with the School Counselor or intern. Counseling is provided during the school day on school grounds. Students can be referred to counseling services by a parent, teacher, an administrator, or they may self-refer.

The counseling services include:

- Small group counseling
- Individual counseling

Sincerely,

Adelanto Elementary School District  
Counseling Team

760) 246-8691 x10246

(760) 246-8691 x10214

By signing this form, I give my informed consent for my student to participate in school-based counseling if the need arises. Please note that all District counselors abide by state confidentiality laws and limits therein.

You may revoke this consent at any time. Please feel free to call if you have any questions.

\_\_\_\_\_  
Student Name

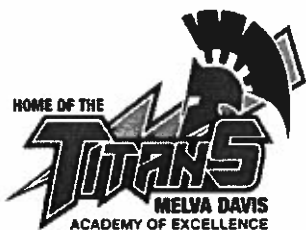
\_\_\_\_\_  
Teacher/Grade

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

2022-2023 School Year



# MELVA DAVIS

*Academy of Excellence*

15831 DIAMOND ROAD, VICTORVILLE CA 92394

(760) 530-7650 FAX- (760) 955-1841

Principal – Kathy Youskievicz Assistant Principal – Jennifer Henao AAIAC – Bonnie Katz

Secretary – Martha Vega Counselor – Ericka Duson Counselor – Natalie Garcia

## Padre/ Guardián Forma de Consentimiento:

Su consentimiento es requerido para que su estudiante participe en consejería en el Distrito Escolar de Adelanto con un consejero(a) escolar o un estudiante universitario. Consejería será proveída durante el día escolar en la escuela de su estudiante. Su estudiante puede ser referido para participar en servicios de consejería por un padre/guardián, maestro(a), un administrador(a), o su estudiante puede pedir estos servicios (auto remisión).

Los servicios incluyen:

- Grupo de consejería
- Consejería individual

Sinceramente,

Distrito Escolar de Adelanto

Equipo de Consejería

(760) 246-8691 x10246

(760) 246-8691 x10214

Al firmar este formulario, doy mi consentimiento informado para que mi estudiante participe en Consejería en la escuela si surge la necesidad. Tengo en cuenta que todos los consejeros del distrito cumplen con las leyes de confidencialidad del estado y sus límites.

Nota: Usted puede revocar este consentimiento en cualquier momento. Por favor, siéntase libre de llamar si tiene alguna pregunta.

Nombre de Estudiante

Maestro(a)/ Grado

Fecha de Nacimiento

Firma de Padre/ Guardián

Fecha

2022-2023 Año Escolar

# *Melva Davis Academy of Excellence*

**(760) 530-7650**

**FAX (760) 955-1841**

2022 - 2023

## **Photo Permission**

Dear Parent / Guardians,

Throughout the school year students will be participating in many fun and exciting activities. We would like to request permission to use pictures or videos of your child to show some of these learning experiences and activities. The photos/videos may be used for slideshows, Power-point presentations (inside and outside the classroom), the association website, and/or the association newsletter. Please indicate your decision below and send this form back with your child as soon as possible.

Thank you,

Adelanto District

\_\_\_\_\_ Yes, I give the school/district staff permission to photograph/video and use images of my child for the above mentioned purposes.

\_\_\_\_\_ No, I do not want images of my student used.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ MDAE \_\_\_\_\_

---

# *Melva Davis Academy of Excellence*

**(760) 530-7650**

**FAX (760) 955-1841**

2022 - 2023

## **Permiso de Foto**

Queridos Padres,

A lo largo del año escolar los estudiantes participaran en mucha diversión y actividades emocionantes. Nos gustaría solicitar que cuadros de uso de permiso o videos de su niño mostraran algunas de estas experiencias de aprendizaje y actividades. Las fotos/videos puede ser usado para exposiciones de diapositivas, presentaciones de Powerpoint (dentro y fuera del aula), el sitio Web de asociación, y/o el boletín de noticias de asociación. Por favor indique su decisión abajo y devuelva esta forma con su niño cuanto antes.

Gracias,

Distrito de Adelanto School District

\_\_\_\_ Sí, doy el permiso de personal de escuela/distrito a la fotografía/ video y uso imágenes de mi estudiante para los objetivos arriba mencionados.

\_\_\_\_ No, no use imágenes de mi estudiante.

Nombre de Estudiante: \_\_\_\_\_

Firma de padre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Maestra/o: \_\_\_\_\_ Escuela: \_\_\_\_\_ MDAE \_\_\_\_\_

## ACUERDO DE PADRES- ESCUELA Melva Davis Academy of Excellence

La Escuela Melva Davis Academy of Excellence y los padres de estudiantes que participan en actividades, servicios y programas financiados por Capítulo I, Parte A del Acto de Educación Elemental y Secundaria, están de acuerdo que las esquemas de este acuerdo indican cómo los padres, la facultad de la escuela y los estudiantes compartirán la responsabilidad para mejorar el aprovechamiento académico de los estudiantes y con los medios cuales la escuela y los padres crearán y desarrollarán una asociación que le ayudará a los niños a alcanzar los altos estándares del Estado. Este plan fue desarrollado y escrito en conjunto entre padres e estudiantes para asegurar que los estudiantes reciban la más alta calidad de curriculum en un ambiente seguro. El compacto se distribuye y se repasa anualmente.

Este Acuerdo de Padres y Escuela estará en efecto durante el año escolar 2022/2023.

### **RESPONSABILIDADES DE LA ESCUELA:**

La facultad de la Escuela Melva Davis Academy of Excellence \_\_\_\_ va a:

**1. Proporcionará un plan de estudios de alta calidad e instrucción en un ambiente de aprendizaje positivo y eficaz que permita a los niños participantes cumplir con los estándares del logro académico del estado de las siguientes maneras:**

Los maestros proporcionarán una enseñanza de alta calidad para todos los estudiantes.

Los maestros recibirán el entrenamiento en el plantel escolar y en el distrito en las áreas de Artes Idiomáticas (de la lectura/de lenguaje), de Matemáticas, del Desarrollo del Lenguaje Inglés, de Estudios Sociales, y de Ciencia.

Los maestros recibirán la ayuda de especialistas de programas de plantel y/o del personal del distrito en las áreas de instrucción diferenciada y Comunidades de Aprendizaje Profesional para asegurar el aprendizaje para todos los estudiantes.

Los maestros proporcionarán la ayuda a los estudiantes identificados antes, durante, y/o después de escuela por medio de MTSS, instrucción computarizada de Lectura en Artes Idiomáticas, instrucción de Matemáticas, habilidades de tomar pruebas, y en las artes interpretativas.

**2. Llevar a cabo las conferencias entre padres-maestros dos veces anualmente durante cuál será discutido este acuerdo como se relaciona con el logro individual de cada estudiante.**

**3. Proporcionar a los padres informes frecuentes del progreso de su hijo/a.**

Los maestros enviarán informes sobre el progreso de su hijo/a. harán llamadas a casa, o se citarán con los padres para mantener la comunicación con respecto al progreso académico, comportamiento y tareas de su niño/a.

**4. Proporcionar al acceso razonable de los padres al personal escolar.**

Animar a los padres a programar citas con los miembros del personal antes o después de la escuela. Se pueden tomar medidas especiales para cubrir las necesidades de los padres.

**5. Proporcionar oportunidades a los padres para ser voluntarios y para participar en la clase de su niño y de observar actividades en el salón de clase.**

Padres son bienvenidos a visitar el salón de clase de su hijo/a. Se les anima en ser voluntarios en el salón de clase (Una Solicitud para ser Padres Voluntarios es requerida) o durante actividades especiales como El Concilio del Plante Escolar, Comité de Consejos de Aprendizaje Inglés y actividades especiales para padres.

### **RESPONSABILIDADES DE PADRES:**

**Los padres apoyarán a sus niños en su enseñanza en las siguientes maneras:**

1. Vigilar la asistencia escolar y calificaciones diaria de su hijo/a usando el programa Aeries o cualquier plataforma digital.

2. Proveer tiempo y un lugar para apoyar a su hijo/a con su tarea.

3. Vigilar el tiempo que su hijo/a pasa mirando el televisor y jugando videos/juegos electrónicos.

4. Participar en actividades relacionadas con la escuela, conferencias con maestros y actividades especiales (si pueden).

5. Comunicarse con su hijo/a diariamente para permanecer informados sobre su progreso académico.

6. Respetar la escuela, el personal escolar, estudiantes, familias y a la comunidad.

7. Padres participaran en la escuela de Melva Davis para apoyar a su estudiante y la escuela que sea exitosa.

### **RESPONSABILIDADES DE ESTUDIANTES:**

**Los estudiantes compartirán la responsabilidad en mejorar su aprovechamiento académico y alcanzar los estándares Estatales más altos. Los estudiantes van a:**

1. Llegar a tiempo a clases y estar preparados a trabajar duro, seguir las reglas escolares y aprender.

2. Traer materiales escolares, completar trabajos, y entregar tareas.

3. Completar tareas y leer un mínimo de 20 minutos diarios fuera de la clase.

4. Limitar el tiempo de ver el televisor y jugar juegos electrónicos para poder dormir lo suficiente para estar preparados para clases todos los días.

5. Comunicarles regularmente a mis padres y maestros sobre el día escolar.

6. Respetar la escuela, mis compañeros, la facultad, familias y a la comunidad.

\_\_\_\_\_  
Firma de Maestro/a

\_\_\_\_\_  
Firma de Padre/Guardián

\_\_\_\_\_  
Firma del Estudiante

## MELVA DAVIS ACADEMY OF EXCELLENCE SCHOOL-PARENT COMPACT

Melva Davis Academy of Excellence and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This plan was jointly developed with students and parents in order to provide students with a high quality curriculum in a safe a secure environment. This compact will be distributed and reviewed annually.

This school-parent compact is in effect during the 2022/2023 school year.

### **SCHOOL RESPONSIBILITIES:**

The Melva Davis Academy of Excellence School staff will:

**1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Teachers will provide quality instruction for all students.

Teachers receive training at the site and district level in the areas of Reading Language Arts, Math, English Language Development, Social Studies, and Science.

Teachers will receive support from site Program Specialists and/or District Staff in the areas of differentiated instruction and Professional Learning Communities in order to ensure learning for all students.

Teachers will provide support to identified students before, during, and/or after school by way of MTSS intervention groups, and other computerized Reading Language Arts instruction, Math instruction, Test Taking Skills, and Performing Arts.

**2. Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement.**

**3. Provide parents with frequent reports on their child's/children's progress.**

Teachers will send home progress reports, make phone calls home, or meet with parents to maintain communication with parents regarding their child's progress with academics, behavior, and homework.

**4. Provide parents reasonable access to staff.**

Parents are encouraged to schedule appointments with staff members before/after school. Special arrangements can be made to meet the needs of the parents.

**5. Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities.**

Parents are welcome to visit their child's classroom. They are encouraged to volunteer in the classroom (Parent Volunteer Application is required) or during special activities such as School Site Council, English Learners Advisory Committee, and special parent activities.

### **PARENT RESPONSIBILITIES:**

**Parents will support their children's learning in the following ways:**

1. Monitor their child's daily attendance, and grades via Aeries or any other digital platform.
2. Provide a time and place to help support them with homework.
3. Monitor their child's time spent watching T.V and playing video games.
4. Participate in school related activities, parent conferences, and special activities (if able).
5. Communicate with their children daily to become more informed about their school progress.
6. Respect the school, staff, students, families, and community.
7. Parents will participate at Melva Davis to support both student and school success

### **STUDENT RESPONSIBILITIES:**

**Students will share the responsibility to improve their academic achievement and achieve the State's high standards. They will:**

1. Arrive to class on time and be ready to work hard, follow school rules, and learn.
2. Bring necessary materials, completed assignments, and homework to class.
3. Complete homework and read for a minimum of 20 minutes daily outside the classroom.
4. Limit my television watching and video game playing to be able to get enough sleep to be ready for school daily.
5. Communicate regularly with our parents and teachers about our school day.
6. Respect the school, classmates, staff, families, and community.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature