



Cambrian School District
Student and Parent Information Handbook



Sartorette Elementary School
2023-2024

WELCOME TO SARTORETTE SCHOOL

Handbook Overview

Dear Parents and Guardians,

Welcome to the new school year. As one part of our work to build communication and relationships with our Cambrian School District Families, this handbook has been prepared with information, policies, procedures, rights, and responsibilities for all students and parents/guardians at Sartorette.

Sartorette is a warm, nurturing, close-knit community of dedicated professionals and supportive families where all students are given the same high quality academic and social emotional learning opportunities while honoring the differentiation needed for every child to thrive. This year we will continue our tradition of providing a variety of enrichment and inclusion programs and activities that help make all Sartorette superstars love learning in a safe, comfortable environment where students are known, valued and cared for.

Equity Vision Statement

Sartorette students will be critical thinkers who are confident, resilient, and persevering problem solvers who demonstrate empathy and equality towards others as they take risks navigating life's challenges. They are ready to reach for the stars!

Education is a partnership between the school and the parent or guardian. Staff, teachers, parents, and students, as well as the broader community, work together to realize the Sartorette vision. I am glad you are joining us on this journey and hope you take advantage of the many ways you can support your child's education by getting involved at Sartorette. Throughout the year we will provide you with suggestions to help your child and information about events designed to enrich classroom learning, promote health and wellness, and build community. Please take advantage of these opportunities and stay in touch with us. Our staff is always open to your insights and observations that will help us provide the best possible education for your child. You are an incredibly valuable member of our Sartorette School.

We ask for your support to help us maintain a positive school environment. Please review this handbook with your child and do not hesitate to call if you have any questions.

Sincerely,

Debbie Stein
Principal, Sartorette Elementary School

Arrival and Dismissal / Closed Campus

Daily Schedule TK - 5th Grades Mondays through Fridays SDC Preschool Tuesdays through Fridays (no school on Mondays)

School begins	8:15 a.m. All Grades: SDC Preschool AM Session; TK - 5th Grades 11:45 a.m. SDC Preschool PM Session
School dismissal	11:00 a.m. SDC Preschool AM Session 11:30 a.m. TK/Kindergarten dismissal through September 1st 2:00 p.m. Grades TK/K except Wed. 1:00 p.m. (after September 1st) 2:20 p.m. Grades 1-3 except Wed. 1:15 p.m. 2:10 p.m. SDC Preschool PM Session, except Wed 1:45p.. 2:45 p.m. Grades 4-5 except Wed. 1:25 p.m.

Arrival:

Students may not arrive prior to 8:05am. No supervision is provided prior to the start of school. Please time your child's departure from home so (s)he arrives between no earlier than 8:05am. Students should remain outside the gates until the bell rings at 8:05am. Students need to walk to their classrooms where instruction begins at 8:15am.

Dismissal:

Students are expected to leave school at dismissal time. No supervision is provided after school. Parents are to meet students in front of the school or at the side entrance gate.

Appointments:

In order to avoid missing valuable class time, we ask that you make medical, dental, and other appointments after school hours, on staff development days, or on Wednesday shortened days when possible.

School Office

The school office is open from 7:30 a.m. to 4:00 p.m. on school days. Our office telephone number is (408) 264-4380.

Closed Campus

Sartorette School has a closed campus policy.

- ◆ Students may not leave campus without permission from the office from the time of their arrival on campus through the dismissal bell.
- ◆ Students who come to school after the start of school must report to the office before going to any class.
- ◆ All school gates will be locked during school hours and all visitors must enter through the school office.
- ◆ All visitors, including parents, guardians and volunteers, must check in with the office and obtain a visitor's badge before entering the campus. All visitors must check out and leave campus through the front office.
- ◆ Parents and guardians must come to the office to sign their student out if they are taking him/her off campus for any reason.
- ◆ Items that need to be delivered to students by a parent during school hours must be done through the office. Parents may not go directly to the classroom or onto the playground.

General School Rules

All students are expected to abide by the following Superstar Standards and expectations for student behavior:

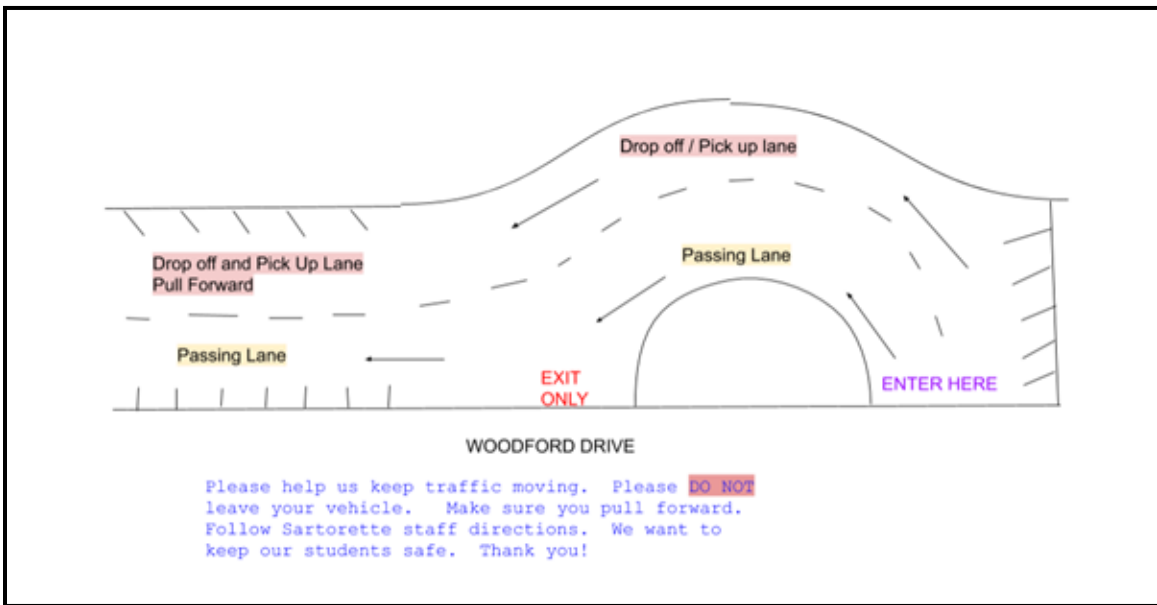
We are safe.
We are responsible.
We are respectful.
We are SUPERSTARS!

Coming to School and Returning Home

Parent Drop-off and Pick-up

There is **NO supervision prior to 8:05 a.m.** so please remember to wait in front of the school until the gates open. You are required to wait with your student until the gates open and there is supervision.

If you live close enough to walk to Sartorette, this is highly encouraged. Otherwise, you can park a block or two away from campus and walk onto campus, as the front of the school is very busy.



If you must drive your student to school, please follow these procedures:

1. The main drop-off area is in the front of the school office on Woodford Drive. **The left lane is for passing only. The lane closest to the white curb is for drop-off ONLY.** Pull all the way forward, stay in your car, and allow your child to exit the curbside as quickly as possible. Students should be prepared ahead of time to exit the vehicle.
 - a. **Never park across the street and ask your child to cross outside the crosswalk.**
2. A second option is to drop off students at the bus circle before arriving at the front staff parking lot. **The left lane is for passing only. The lane closest to the white curb is for drop-off ONLY.** Pull all the way forward, stay in your car, and allow your child to exit the curbside as quickly as possible. Students should be prepared ahead of time to exit the vehicle.

Never park across the street and ask your child to cross outside the crosswalk.
3. A third drop off area is to park along Noreen Avenue with the walk-in entry point at the Noreen Gate.

Never park across the street and ask your child to cross outside the crosswalk.

Parents dropping students at the front or the back of the school must observe the following:

- ◆ It is against the law to park in front of a curb painted red or yellow.
- ◆ Safety for children walking or riding bicycles is of utmost importance. It is your responsibility to slow down, observe all stop signs, obey the crossing guard, and keep an eye out for children walking close to the edge of the sidewalk.
- ◆ Do not block neighborhood driveways at any time. Cars will be ticketed or towed.
- ◆ It is against the law to park in a space designated for disabled persons. Habitual violators will be reported to police.
- ◆ U-turns in front of the school are not permitted. **They are dangerous and illegal.**

Parking

The parking lot is parking ONLY for staff, the handicapped, visitors, and volunteers.

Walking

Students walking to and from school are encouraged to walk with family members or friends, not alone. Students are expected to follow the school's behavioral standards and all safety laws, including crossing at the crosswalk. Parents can set a good example by following the safety laws at all times. Make sure your child is familiar with the safety laws and how to handle an emergency situation.

Riding Bicycles

All students are welcome to ride bicycles to and from school if they so choose. Students are strongly encouraged to lock their bikes up in the bike racks located near the cafeteria. The district will not be responsible for bicycles, which are lost, stolen, or damaged.

The law requires children to wear helmets when riding. While on campus, students must walk their bicycles. When riding off campus, students must obey all traffic rules. Violations may result in a student losing his or her bicycle riding privilege.

Important Contact Information

Student Emergency Form

For the safety of your child, it is imperative to complete the Student Emergency Form, sent home in the first day packet. This is the only way office staff can contact you in the event of an emergency. It is also the only means the staff has of verifying your authorization of designated friends or family members picking up your child. Without such verification, staff cannot release a child under any circumstances.

Be sure to call the office and/or update Powerschool if your home address, work location, email or telephone number changes. If you have moved outside Cambrian School District attendance boundaries, you **must** obtain an interdistrict attendance agreement from your resident district or re-register as a charter student. Interdistrict transfers must be approved by both districts for your child to continue his/her attendance in the Cambrian School District; charter registration does not require release from a student's home district.

For information regarding charter or interdistrict transfers, please contact your school office or the district office at 408-377-2103.

Student Check-out Procedure

Once a student arrives on campus, he or she cannot leave during school hours except when the office has a written note from the parent and/or authorized person signs the child out in the office. If any staff member observes a child being escorted from school without such documentation, the staff member may stop and question the person or persons involved. If a student leaves without proper permission, that student will be considered truant and the police may be called.

Attendance, Truancy, and Health Information

The importance of regular attendance cannot be overemphasized. In addition to the obvious learning benefits to students, law requires regular attendance. As a result, office staff must verify all absences and classify them as excused or unexcused. California Education Code 46010 defines only the following reasons as **excused absences** from school:

- ◆ Illness
- ◆ Funeral service (immediate family)
- ◆ Medical, dental or chiropractic appointment
- ◆ Quarantine
- ◆ Religious Observance
- ◆ Court appearance

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence (BP 5113)

Illness

For health and safety purposes, students who exhibit any of the following symptoms should not be sent to school:

- ◆ A fever or more than 100 degrees
- ◆ A productive cough with yellow or green nasal discharge
- ◆ Eyes that are red, swollen, crusty, draining, or oozing
- ◆ A severe sore throat
- ◆ Diarrhea, nausea, or vomiting
- ◆ Head lice (*notify school immediately*)
- ◆ Contraction of a childhood communicable disease such as chicken pox, measles, or mumps (*notify school immediately*)
- ◆ An untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis (*notify school immediately*)
- ◆ Rash of unknown origin (not diagnosed by health care provider)
- ◆ Acute, severe earache or purulent drainage from ear
- ◆ Severe toothache
- ◆ Pain that does not subside after resting

If a student exhibits any of the above symptoms, the office staff notifies the parents and requests that the child be taken home.

A child diagnosed with a bacterial infection should return to school only after receiving at least 24 hours of antibiotic therapy **and** has been 24 hours without a fever (excluding fevers controlled by fever reducing medication, i.e. Tylenol).

In physician-confirmed cases of childhood communicable diseases, some bacterial infections, and/or head lice, the office staff sends home an exposure notice. Be sure to read the notice carefully as it contains detailed information on symptoms and the incubation period.

Unexcused or unverified absences are absences for reasons not approved under State guidelines. All absences are recorded on a daily basis. California law (Ed. Code 48260) states that a child is considered truant if he/she has three or more unexcused absences in one year. Students with excessive absences will be referred to the Student Services Department, which may result in a home visit and/or referral to the School Attendance Review Board (SARB)

Questionable/Excessive Absenteeism: When a student's total number of absences is in excess of eight days of his/her enrollment of the current school year due to illness and verified by approved methods, any further absences for illness must be verified by a physician, school nurse, or other school personnel. Failure to provide verification by the physician or school nurse/personnel will result in these absences being recorded as unexcused.

Tardies

Unless approved in advance, the failure of a student to be in the assigned classroom within the first 30 minutes of class will receive unexcused tardy. When a student is tardy in excess of 30 minutes on three or more days in a school year, the student is considered a legal truant (Ed. Code 48260)

Absence and Tardy Reporting

A student's absence from school must be verified by parent/guardian with a written note on the date they return to school or phone call to the school within 24 hours of the absence.

Whenever a child has missed more than 10 days in a school year for a verifiable excused reason, the parent must provide supporting documentation for any further absences to be considered excused. Verification may include notes from doctors, dentists, or other medical professional (on letterhead), a school nurse or health clerk verification, funeral notices, or other supportive documentation.

A verification of the reason for absence shall not be accepted after 20 school days after the occurrence or 14 calendar days after the last school day of the school year (Ed. Code 46015)

To report an absence: (408) 264-4380 x 6102

Information needed: Child's name, grade, name of parent/guardian reporting, dates absence(s), and reason for absence.

School Attendance Review Board (SARB)

Students who fall under the truancy law (Ed. Code. 48260-48263) shall be reviewed according to law and the rules and regulations established by local board policy. This review process may include a referral to the district SARB, a panel of district and community representatives.

Truant Defined: The student was absent from school without a valid excuse for three days or was tardy or absent for more than a 30-minute period during one school day without a valid excuse on each of the three days, or any combination thereof. This is the first truancy. After the first three unexcused absences, each unexcused absence or tardy over 30 minutes that follow count as one more unexcused absence. These are the second, third, fourth, etc. truantries.

Habitual Truant Defined: Any student is deemed a habitual truant who has been reported absent without valid excuse for three days or was tardy for more than 30 minutes, or any combination thereof, had a letter sent to the parent or guardian, and has had three more unexcused absences or tardies over 30 minutes, or combination thereof. A district employee has made a conscientious effort to hold a least one (1) conference with the student and his/her parent or guardian, after filing reports required by Education Codes 48260-48261.

Purpose of SARB

1. To identify and provide coordinated district and community services to assist parent(s) and students when the student is truant or has school behavior problems.
2. To ensure that appropriate District and community resources have been used prior to referral to the judicial system.
3. To consider the following options if District and community resources are unable to correct school attendance or behavior problems:
 - Propose the use of alternatives to the juvenile court system
 - Refer the student and parents to the Santa Clara county District Attorney's Office

School Health Office

Students sent to the health office are attended to by office staff. The District Health Services Department works in collaboration with all school health offices and trains district personnel in first aid, safety, and emergency procedures. A district nurse is on call for emergencies and oversees all specialized health services. The district nurse also administers the state-required vision and hearing screenings for specific grade levels and reports any concerns directly to parents.

Immunizations (Cambrian School District BP 5141.31; Cambrian School District BP 5141.31; California Immunization Handbook) Students entering a district school or childcare and development program, or transferring between school campuses, shall present an Immunization Record, which shows *at least* the month and year of each immunization in accordance with law. Students shall be excluded from school or exempted from immunization regulations only as allowed by law.

*A transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school.

TDAP According to State law, students entering grades 7 through 12 must show evidence of TDAP booster prior to beginning school. Failure to do so will result in the student's exclusion from school.

Tuberculosis (TB) School Mandate The TB School mandate includes all students entering Transitional Kindergarten, Kindergarten and students transferring into grades TK through 12 from outside Santa Clara County. Refer to the CAMBRIAN SCHOOL DISTRICT Parent Notices-Communicable Disease Control; Immunization section for more information.

Oral Health Assessment (Ed. Code 49452.8) State Law requires that each child have an oral health assessment (dental check up) by a licensed dentist or registered dental health professional or a signed waiver on file by May 31 in either kindergarten or first grade, whichever is the child's first year in public school. An Assessment completed within 12 months before a child enters school also meets this requirement.

First Grade Physicals (Ed. Code 49450) (Health and Safety code 321.50 and 323.5) State Law requires that each child enrolling in the first grade must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months, unless provisions for exemption have been made.

Medication

Any student required to take medication during school hours may do so provided his or her parents and physician complete the appropriate form. The medication must be in its original container with clear directions on the label, including the student's name, medication name, and dosage instructions. All medication must be stored in the health office, although special circumstances may exist to allow a student to carry an emergency medication and self-administer the medication with parent/guardian and physician approval (i.e. asthma inhalers, EpiPens). A district nurse must approve any special circumstance.

Meals and Snacks

Cambrian School District participates in the National School Lunch Program. Students may also bring cold lunches from home and/or a nutritious snack to eat during the morning break. Healthy beverages are available for a nominal fee to students with cold lunches. Information regarding school lunch procedures, use of student identification cards and payment information is sent home the first day of school and in school bulletins throughout the school year. Families can also register online at: <https://secure.ezmealapp.com/>

Free or reduced-price meals are available to students who qualify under federal guidelines. Application forms go home the first day of school and are available in the office any time.

Communication

The most important way to ensure a child's success and positive school experience is through good communication. Without it, we all miss out on enriching opportunities. Be sure to do your part by reading all information in the weekly newsletters, reading school emails, attending monthly HSC meetings, observing the marquee, and asking questions. Sartorette School staff and HSC board members are happy to answer any questions you might have.

Concerns and/or questions

Please contact your child's teacher if you have any concerns and/or questions. If you feel your attempts to resolve an issue have failed, please contact the school administrator for assistance.

School Safety and Student Discipline

Emergency Procedures

All schools in the Cambrian School District follow established procedures during emergencies. Emergency preparedness includes regular school-wide drills. These drills help both staff and students to be better prepared should an emergency situation arise.

In the case of an area-wide emergency situation, the superintendents of all school districts act as emergency officers for their respective districts. If the school superintendent declares a state of emergency during school hours, all students will be required to remain at school or an alternate safe site supervised by district personnel. The students will be released at regular dismissal time only if it is deemed safe. At that time, students will be released to authorized adults only (the parent, legal guardian, or adult listed on the Student Emergency Form). If bused students are on their way to school during an emergency, the bus will continue to school. Students walking to school during an emergency should proceed to school. Likewise, if they are on their way home, they should continue home.

Campus Safety

Cambrian School District makes every effort to maintain a safe, positive school environment that promotes student welfare and academic achievement. The District expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct, and respect for others. Students who jeopardize the safety or welfare of others on campus shall be referred to an administrator for disciplinary action, including involvement of local law enforcement agencies when necessary.

School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. The parent/guardian of a student subject to an individualized search shall be notified by the district as soon after the search as possible.

Law enforcement officers have the right to interview and question students on school premises. Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.

Cambrian School District works closely with local law enforcement agencies in the preparation, review, and annual adoption of school safety plans. In emergency situations, which may pose a threat to campus safety, local police will work closely with school staff and will direct all safety and security operations. In order to ensure student safety, all school personnel, students, and parents must comply with the law enforcement directives in such emergency situations. Non-school personnel, including parents, will not be permitted on school grounds or access to students until the police have determined a threat to safety no longer exists. (**Governing Board Policies 3516, 5145.11 and 5145.12**)

Expected Behavior

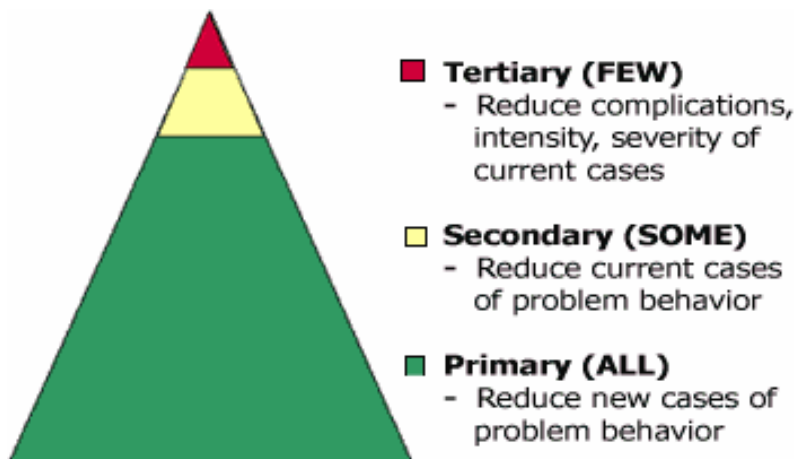
In order to provide an effective learning environment for all students, Sartorette staff works in collaboration with students and parents to provide a predictable, positive, safe, and consistent school environment.

Students who engage in inappropriate or disruptive behavior, fail to follow classroom or school rules, or refuse to abide by the directions of school officials while at school will be subject to disciplinary actions by their teachers and/or school administration.

Students who harass, bully, or otherwise intimidate other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion.

Positive Behavior Intervention System (PBIS)

All schools within the Cambrian School District have developed a systematic approach to establishing the positive social culture and behavioral supports needed to support an effective learning environment for all students. We have a three-tiered approach:



ALL Students-Primary

Consistent expectations
Consistent school wide lesson plans-common areas
Common understanding-Major/Minor behaviors
Consistent Referral Process
Positive Environment-Regular Recognition

Secondary and Tertiary

Check-in-Check-out
Individualized Behavior Plans (tiered approach)
Intervention Team
Possible Student Study Team

Primary Preventions & Interventions:

Our Superstar Standards and expectations for students, staff, parents, and community:

**We are safe.
We are responsible.
We are respectful.
We are SUPERSTARS!**

Life Skills

LifeSkills are taught as part of Sartorette's Responsible Citizen Program. They are introduced to all classes, practiced and supported school wide, and students are rewarded regularly for demonstrating them.

<i>Caring:</i>	To feel and show concern for others
<i>Common Sense:</i>	To use good judgment
<i>Compassion:</i>	Feeling sadness for someone who is suffering
<i>Consideration:</i>	Showing kindness for another person's feelings or situation
<i>Cooperation:</i>	To work together toward a common goal or purpose
<i>Courage:</i>	Being brave when faced with challenges
<i>Creativity:</i>	The ability to use your imagination and come up with new ideas
<i>Curiosity:</i>	A desire to investigate and seek understanding of one's world
<i>Effort:</i>	To do your personal best
<i>Empathy:</i>	Being able to understand another person's feelings
<i>Fairness:</i>	Treating everyone equally
<i>Flexibility:</i>	To be willing to alter plans when necessary
<i>Forgiveness:</i>	The ability to give someone another chance to make up for a mistake
<i>Friendship:</i>	The relationship between people who are kind and help each other
<i>Gratitude:</i>	Being thankful for someone or something
<i>Imagination:</i>	Thinking of things that are not happening or have not experienced
<i>Inclusion:</i>	Including everyone. Not leaving anybody out
<i>Integrity:</i>	To act according to a sense of what's right and wrong
<i>Initiative:</i>	To do something because it needs to be done
<i>Open-Mindedness (Growth Mindset):</i>	Willing to consider other ideas
<i>Organization:</i>	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
<i>Patience:</i>	To wait calmly for someone or something
<i>Perseverance:</i>	To keep at it
<i>Pride:</i>	Pleased about something or someone for doing a good job
<i>Problem Solving:</i>	To create solutions in difficult situations and everyday problems
<i>Responsibility:</i>	To respond when appropriate, to be accountable for your actions
<i>Sense of Humor:</i>	To laugh and be playful without harming others
<i>Tolerance (Acceptance):</i>	Allowing the consideration of ideas, opinions, or actions other than your own

Problem Behaviors

As much as we work to encourage and reward positive behaviors, we must be prepared to address problem behaviors as well.

General Procedures for Dealing with Problem Behaviors

- Observe problem behavior
- Problem solved by student "Stop-Walk-Talk"
- Problem identified as minor or major
 - Minor: Classroom teacher and/or yard duty handles
 - Major: Classroom teacher and/or yard duty go through the referral process

Common Definitions

In order to provide clear and consistent consequences for violations in behavior at Sartorette, we have developed common definitions for identifying behaviors.

Minor Behavior Problem	Major Problem Behavior
Inappropriate Language: Student engages in inappropriate language not directed at an individual or group.	Abusive Language: Student directs inappropriate or abusive language at an individual or group.
Physical Contact: Students engage in non-serious, but inappropriate physical contact such as bumping in line, pushing, shoving, etc.)	Fighting/Aggression: Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, etc.)
Defiance: Student engages in brief or low-intensity failure to respond to multiple adult requests.	Overt Defiance: Refusal to comply after 3 requests (refuses to comply with stated consequences – see flow chart).
Disruption: Student engages in low-intensity, but inappropriate disruption.	
	Harassment / Bullying: Student delivers disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; and may or may not be sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Dress Code: Student wears clothing that is not within the dress code guidelines defined by our school/district.	Dress Code: Student is unable to comply with dress code guidelines defined by our school/district without family intervention.
Property Misuse: Student engages in low-intensity misuse of property.	Property Abuse: Student participates in an activity that results in destruction or disfigurement of property.
Technology Violation: Student engages in non-serious but inappropriate use of cell phone, pager, music/video players, camera, computer, etc.	Technology Violation: Student engages in inappropriate, intentional use of cell phone, pager, music/video players, camera, computer, etc.

Violations and Consequences

(* Indicates regulation applies to students in grades 4-8 only)

Depending on the behavior, one or more of the following actions may be taken by school officials. The frequency and severity of student behaviors will determine the level of intervention or discipline administered:

1. **Suspension:** Suspension is the temporary removal of a student from ongoing instruction. Students may be suspended (or recommended for expulsion) for any of the acts summarized below (Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7)
 - a.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - a.2. Willfully used force or violence upon the person of another, except in self-defense.
 - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
* Possessing an explosive as defined in 18 USC 921.
 - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.

- h Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- l Committed an obscene act or engaged in habitual profanity or vulgarity.
- j Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- 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.*
- l Knowingly received stolen property or private property.
- m Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 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 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.
 - p Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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 cyber bullying, directed toward a pupil or school personnel. 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 groups of pupils as described in subdivision (k) or 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 pupils' 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 a benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, or image
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, threat the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile using a likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the

Internet or is currently posted on the Internet.

(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 other age, or for a person of his or her age with his or her exceptional needs.

- s A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occurs at any time, including, but not limited to, any of the following:

While on school grounds
While going to or coming from school
During the lunch period whether on or off the campus
During, or while going to or coming from, a school sponsored activity

Education Code [48900.5 \(a\)](#) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. To correct the behavior of any student who is subject to discipline, the Superintendent, or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified.

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record (Education Code [48900.5](#))

Other means of correction may include, but are not limited to the following:

1. A conference between school personnel, the pupil's parent or guardian, and the pupil.
2. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3. Student Study teams or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4. Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participating in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code [48900.5](#))
9. Detention after school hours
10. Community Service during non-instructional periods

48900.2 Committed sexual harassment (Grades 4-8 only)

48900.3 Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence (Grades 4-8 only)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that materially disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (applicable to grades 4 and above only)

48900.7 Made terrorist threats against school officials and/or school property

2. **Expulsion:** Expulsion is the removal of a student from ongoing instruction in the district for a specific length of time. Pursuant to State law and District policies, the principal of a school may recommend or be required to recommend expulsion of a student, but only the Governing Board may actually expel a student.

◆ **Mandatory recommendation for expulsion**

- Sale, possession or furnishing a firearm
- Brandishing a knife at another student

- o Selling a controlled substance
- o Committing or attempting to commit a sexual assault or sexual battery
- o Possession of an explosive
- ◆ **Discretionary recommendation for expulsion**
 - o Causing serious injury to another person, except in self-defense
 - o Possession of a knife or other dangerous object of no reasonable use to the pupil
 - o Unlawful possession of any controlled substance except for the first offense for the possession of not more than one (avoirdupois) ounce of marijuana, other than concentrated cannabis
 - o Robbery or extortion
 - o Assault or battery of any school employee

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Zero tolerance requires a mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive. (Education Code [48915](#))

In addition, the Cambrian School District has adopted a countywide Zero-Tolerance Policy in conjunction with our local law enforcement agencies. This policy states that weapons are not tolerated on any school district campus. We will report any student who breaches this policy to the appropriate law enforcement agency. The student is then subject to disciplinary action up to and including expulsion from the district.

State law expressly prohibits firecrackers, knives, firearms or imitation firearms, weapons or other dangerous objects, tobacco, alcohol and other controlled substances from school grounds. Possession of any of these items will lead to disciplinary action, including suspension and/or expulsion.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Personal Items: Toys and Games; Prohibited Items

Items that are disruptive and/or can cause a safety hazard do not belong at school. Our main responsibility is to provide an environment that is safe and conducive to learning. Specifically, Cambrian School District prohibits the following items on school campuses:

Items Prohibited at School

- ◆ All weapons or devices that may be used to harm others. This includes chains that may be attached to wallets, toy guns, tools, etc.
- ◆ Matches, lighters, firecrackers, BB shot, knives or fireworks.
- ◆ All controlled substances such as tobacco, drugs, nicotine, or alcohol.
- ◆ Mopeds, skateboards, scooters, rollerblades or rollerblade athletic shoes, or any motorized vehicle.
- ◆ Tape or CD players, radios, Walkman-type tape or CB players, headsets, and cameras.
- ◆ Toys, (such as balloons, silly string, cards, dice, pogs, etc.) including electronic computer games.
- ◆ Permanent markers, whiteout, aerosol spray cans, hairspray, perfume, cologne, aftershave lotion, etc.
- ◆ Large amounts of money, card collections, etc
- ◆ Laser pointers
- ◆ Radios, cassette players, CD players, DVD's, IPOD's, cameras and other expensive equipment
- ◆ Unauthorized athletic equipment
- ◆ Live animals can not be brought to school unless a previous arrangement has been made with the teacher and site administrator
- ◆ Gum, sunflower seeds, or other food items that are not common to a child's lunch

Students shall not possess, smoke or use tobacco or any product containing tobacco or nicotine while on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

Students' prohibitions or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.

School personnel may also confiscate permitted items that are used inappropriately. Students may be subject to disciplinary procedures, which may result in suspension from school.

Cellular Phones and Pagers

Cambrian School District permits students to carry cellular phones and pagers. However, students may not use either the cellular phones and/or pagers during the school day. As stated in District policy, cellular phones and pagers must be turned off during the school day. Students who violate this policy may be subject to disciplinary action.

The District assumes no liability for the loss or theft of cellular phones and/or pagers.

Recess Restriction

Teachers and site administrators may restrict a student's recess time under the following conditions when s/he believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

- ◆ The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
- ◆ The student shall remain under a certificated employee's supervision during the period of detention.
- ◆ Teachers shall inform the principal of any recess restriction they impose.

(Governing Board Policy 5144)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parent/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

(Governing Board Policy 5144)

School Property

Students are responsible for all textbooks, library books, desks, computers, and all other types of property issued to them during the school year. The school will solicit replacement costs in the event of loss or damage. Grades and/or transcripts may be withheld until payment has been made.

Appropriate Attire

While we recognize the importance of individual expression, there clearly are certain styles that are not conducive to an educational environment. What a student wears to school often dictates his/her attitude and behavior while at school. Students not dressed appropriately will be asked to telephone their parents to have other clothing brought to school, or be sent home to change (Board Policy 5132). Students are expected to comply with the following:

- ◆ A student's hairstyle, clothing, jewelry, and makeup should not distract others from learning.
- ◆ Clothing with printed vulgarities and/or drug and alcohol-related themes are not acceptable.
- ◆ Skin-tight apparel, excessively baggy apparel, short shorts, bare midriffs, mini skirts, and loose-fitting tank tops are not appropriate.
- ◆ Students must wear shoes at all times.
- ◆ No hats, beanies or hoods will be worn on campus. A hat may be worn for sun protection. Hats may not be worn indoors.

Parent Participation

Parent involvement is encouraged at Sartorette School. Listed below are some of the existing programs in which parents participate:

Home and School Club

Sartorette's HSC aims to enhance the educational growth of our children by sponsoring events. The HSC also provides funds for much-needed classroom supplies as well as fun and exciting field trips. At the monthly meetings, parents ask questions and get answers. They also find a tremendous amount of support just from talking with other parents. Meetings are the second Monday of every month.

School Site Council

The School Site Council is a decision-making body made up of parents, community representatives, and school staff members. The School Site Council's primary responsibility is to oversee the funds the school receives under the Single Plan for Student Achievement (SPSA). The funds are designed to improve student performance as measured by standardized tests, the District's assessment program, and classroom performance. The Council assists in developing and approving the SPSA.

School Events

School and district events are highlighted and communicated to remind families and encourage parent involvement.

Special Services and Programs

Special Education Assistance/Section 504 Plans

Cambrian School District provides specialized educational programs for students with identified learning disabilities. Some of these programs function in a special class setting and others are incorporated into the regular instructional setting. These programs require referral, assessment, and parental permission. Questions regarding special education or Section 504 procedures should be directed to the school principal.

Student Study Team (SST)

This group meets on a regularly scheduled basis to take a closer look at students who are experiencing academic and/or behavioral difficulty. Membership on the Student Study Team may include the school psychologist, the resource specialist, the principal, the child's teacher, and the child's parent. Remedial actions may include classroom accommodations, special education assessment, and/or medical or behavioral evaluations.

Classroom Computers/Internet Access

Computers, printers, and internet access are available in every classroom at Sartorette School. Internet access allows for expanded and global educational opportunities for students. A signed Internet Use Agreement must be on file before a child may explore the internet.

SartoretteSchool is proud to host a web page through the District's home page: <https://www.cambriansd.org/sartorette>

Sartorette Library

The Sartorette library contains many books and reference materials and serves as a collaborative space for group and multimedia projects. Each classroom has a regular schedule for visiting the library. The librarian instructs students on using the library, caring for books, using reference materials, and using the computer retrieval system. Under adult supervision, students may spend time learning to use a computer.

Other Important Information

Homework

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (Board Procedure 6154). Although it is the student's responsibility to do most homework assignments independently, teachers and parents/guardians are expected to be partners in educating students. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher (Board Policy 6154). Homework assignments are designed to extend and practice what has been learned in the classroom, and students should be able to complete the homework assignments independently. Parents, or persons assisting with the homework may notify their children's teachers if the children struggle with completing the homework assignments independently, as this may highlight for the classroom teacher areas needing additional focus.

School Materials and Supplies

Cambrian School District furnishes assigned books, materials and instructional equipment as needed for the educational program.

Supply lists are recommended at each grade level and posted prior to the start of school on the website. While students are encouraged to bring their own supplies from home, basic supplies necessary for students to participate in the school day will be provided by the school if necessary. Staff may issue requests for voluntary donations to help offset the cost of providing student supplies, though failure to provide a donation will not impact a student's ability to participate in class (CA Ed. Code 49011 [1]).

School-Based Assistance

The Sartorette School staff recognizes that not all children learn in the same way. In order to assist students who may be experiencing difficulty, Sartorette teachers adjust either assignments or the classroom environment to meet students' unique needs. They work with parents to design reinforcement systems and develop learning and/or contracts. Teachers also refer students to administrators, resource teachers, and other support personnel when necessary.

Leadership

Under the direction of teachers, students are provided with opportunities to give service to the school and develop leadership skills.

Lost and Found

The Lost and Found is located near the administration office. Students and/or parents may claim articles before or after school or during recess or lunch. To help us return items to your child, please mark your personal items you're your child's name and room #. Small items like rings, wallets, key chains, hair scrunchies, and calculators are kept in the office. After a reasonable time period, Sartorette School donates unclaimed items to charity. However, you will receive ample warning in *the (school newsletter)*.

Smoke Free Campus

Every school in the Cambrian School District is a smoke-free school. Smoking is not permitted at any time in any campus location.

Personal Belongings

Parents should be sure to write their child's name or initials in permanent marker on all personal belongings such as backpacks, lunch boxes or sacks, sweaters, coats, hats, and bicycle helmets. Unmarked items left outside the classroom will end up in the Lost and Found.

Annual Parental Notifications

At the beginning of every school year, Cambrian School District distributes the Parents Rights and District Code of Conduct. Please review these documents carefully. Questions may be directed to either the school principal or to the Director of Student Services at (408) 377-2103.

Curriculum & Learning Materials

All curriculum is aligned to Common Core State Standards.

Reading/Language Arts

Benchmark Advance Curriculum is an English Language Arts program that consolidates the best of primary and supplementary learning programs that meet Common Core State Standards.

- Benchmark is a collaborative readers workshop model
 - Writers Workshop is embedded in Benchmark ELA/ELD
- 61% of materials are Next Generation Science Standards aligned
- 80% are History Social Science framework aligned
- Grade level & vertically aligned
- Metacognitive & Metalinguistic
- Reading and writing every day
- Focuses on growth over mastery

Imagine Learning is a research-based, standards-aligned, adaptive curriculum that builds core reading and academic language skills, including support in 15 languages.

Accelerated Reader (AR) is a computer-based program that we use to monitor reading practices and progress. It helps teachers guide students to books that are on their individual reading levels. Students take short quizzes after reading a book to check comprehension. Students are recognized for reaching different levels by earning points from the quizzes.

Math

Eureka Math is PreK–12 curriculum that follows the focus and coherence of the Common Core State Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules. It incorporates mathematical practices into all lessons, promotes analysis, critical thinking, and conversations amongst students..

Science

At Sartorette, we teach the Next Generation Science Standards taught through the FOSS curriculum. FOSS (Full-Option Science System) is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science including hands-on investigations.

Social Emotional Learning (SEL)

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

Social Science

Social science is a regular part of the instructional program throughout the grades using Benchmark Advance curriculum. Social science begins in the primary grades with the child's personal world expanding to the local neighborhood community, the larger community, and finally to the nation. The fourth grade students investigate California's history in great depth, and fifth graders study a broad perspective of the United States. Literature, art, music, and science are also integrated into the curriculum and exposes students to cultural differences in our country and the world and offers students opportunities to appreciate diversity.

SPECIAL INSTRUCTION

Art

A professional Arts Education teacher works with students in each class at Sartorette on a regular basis. Classroom teachers reinforce what students learn in art for the rest of the week and enhance movement with lessons in Motor Skills.

English Language Development (ELD)

Differentiation is provided by the classroom teacher to assure that students receive instruction at their level. Teachers use appropriate instructional materials and technology to assist students in their English acquisition. When students reach a certain level they exit and are reclassified as English Learners. Students receive ELD instruction in small groups determined by their language acquisition level.

Leveled Literacy Intervention (LLI)

LLI is a short-term intensive intervention of small group instruction in addition to classroom literacy teaching to support struggling readers with targeted lessons.

Library

We have a beautiful library where students have the opportunity to check out books on a regular basis. Classes are scheduled for library time once a week and with the help of both the teacher and librarian, each student may choose and check out a book. Resource materials are also available for student and teacher use. Through our HSC, parent volunteers organize a book fair at least once a year that offers reasonably priced children's books. The profit from the Book Fair goes to purchase books for our library.

MakerSpace

Our MakerSpaces provides creative time and space for students to build prototypes, explore questions, fail and retry, and work independently or collaborate together. They are designed to provide Science Technology, Engineering, Art, & Math (STEAM) activities with the thought that students need to be able to think critically, problem-solve, and collaborate in order to succeed in the future they will inhabit.

Motor Skills

Through our Motor Skills program, students receive developmental motor skills instruction, including fine motor skills that require a high degree of control and precision, and gross motor skills that use large muscles for balance, coordination, reaction time, and strength.

Music Instruction/Instrumental Music

All students receive music instruction during the school year. This is provided by a credentialed music teacher. Fourth and fifth graders may participate in the Instrumental Music Program. Instruments are selected by the students and can be rented by parents from local music stores.

Physical Education (PE)

A professional Physical Education teacher works with students in each class at Sartorette on a weekly basis. Classroom teachers reinforce what students learn in PE for the rest of the week and enhance movement with lessons in Motor Skills.

Visual and Performing Arts

Through the Starting Arts Visual Arts Program, professionals teach students acting/theater skills. Lessons align with National Visual and Performing Arts standards.

Wellness Center

A Wellness Center is supported by school counselor, behavioral therapist, and school psychologist provides individual and small group support. Students utilize their strengths and interests during morning and lunch recess and as needed with a space to release anxiety, anger, classroom distractions, and big feelings. The Wellness Center focuses on emotional, physical, and social wellness by building awareness of and accepting feelings/moods; encourages positive thinking and cognizance of impact actions have.

DO YOU HAVE A QUESTION OR CONCERN?

Parents play an active part in our district. We encourage your involvement and welcome your questions. We ask that parents address questions or concerns to the teacher and then the school principal. If, after contacting the school principal, you would like more information, please feel free to contact the following:

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| ▪ Student issues or Special Education: | Student Services. | (408) 377-2103
Ext. 1110 |
| ▪ Personnel issues: | Personnel Services | (408) 377-2103
Ext. 1123 |
| ▪ Instructional issues: | Educational Services Dept. | (408) 377-2103
Ext. 1108 |
| ▪ Enrollment issues | Enrollment | (408) 377-2103
Ext. 1109 |