

Forest Grove Elementary School Falcons



2019-20

Parent-Student Handbook

Principal's Message

Dear Forest Grove Families,

We are excited to welcome you to Forest Grove Elementary School, and on behalf of our entire staff, I thank you for entrusting us with the education of your child. Since 1959, our school has been delivering a top tier educational program in a loving atmosphere where caring professionals work daily to develop the whole child. While we place an emphasis on providing a rigorous academic program securely rooted in the California Content Standards, we are ever mindful that our first job is to teach students to love learning and develop character traits that lead to good citizenship. Simply put, we want our students to grow into good people who live happy lives.

Our teaching staff embodies a blend of seasoned professionals and youthful enthusiasm. This combination of rich experience and fresh ideas makes for a dynamic educational atmosphere for students and adults. Our first priority will be to establish a safe, positive, and engaging learning environment. When these three elements are present, students can focus on learning and will look forward to coming to school each day.

All of our aides, custodians, food service workers, and office staff share this same affinity for children. Many of our support personnel have been at our school for more than 10 years because they enjoy working with students and recognize that Forest Grove is a special place.

We will be implementing a new math curriculum – Swun Math. Some of our teachers piloted this program last year and endorsed its adoption because of its clarity and emphasis on supporting teachers in math instruction. Detailed information about Swun math will be made available throughout the year.

Our staff is also adopting a social emotional learning program called The Toolbox by Dovetail learning. The 12 tools for social interaction and resilience will be taught to all of our students and implemented across all educational settings. Our goal is to have a common language to help students learn to build positive relationships and handle conflict effectively when it arises.

We look forward to partnering with our parents in the education of your children. To that end, we encourage you to read this entire student-parent handbook, so you can familiarize yourself with our routines and rules. Our handbook is packed with valuable information and many answers to your questions are found in these pages.

We are all proud to be Falcons, and whether your child is returning to Forest Grove or a newcomer to our nest, we believe that your child will soon learn to soar.

Go Falcons!
Buck Roggeman, Principal
831-646-6560 ext. 200
broggeman@pgusd.org

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Core Value Statements

Regarding Students:

We believe that all students are best served when each feels that he/she is valued and appreciated as an important citizen of our school and community. Further, we know that all students enjoy success in learning and acknowledgement of their achievements. To that end, we will provide the time, methods and materials necessary to support our students as they strive toward their full potential.

Regarding Staff:

We believe that all staff members work best in a friendly, positive, and mutually supportive environment – one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

Regarding Parents:

We believe that parents are our partners in educating their children. We strive to create an atmosphere where honest, open, two-way communication with parents takes place. This is an essential element in providing a successful learning experience for all students.

Regarding Community:

As educators, we believe that we should broaden our experiences toward providing for the thoughtful service to and stewardship of local and global communities. Further, we feel that we have an obligation to serve as role models for our students in this regard.

Written 2009

Reaffirmed 2019

Bell Schedule 2019 – 2020

TK & Kindergarten Regular Schedule	
8:45	School starts
8:45 – 10:40	Instruction
10:40 – 10:55	*Recess
10:35 – 12:10	Instruction
12:10 – 12:55	Lunch / recess
12:55 – 2:00	Instruction
2:00	Dismissal
* Kindergarten recess times will vary according to class needs.	



1st – 5th Grades Regular Schedule	
8:45	School starts
8:45 – 10:15 Grades 4 & 5	Instruction
8:45 – 10:30 Grades 1, 2 & 3	Instruction
10:15 – 10:25 Grades 4 & 5	Recess
10:30 – 10:40 Grades 1, 2 & 3	Recess
10:25 – 12:10 Grades 4 & 5	Instruction
10:40 – 12:10 Grades 1, 2 & 3	Instruction
12:10 – 12:55	Lunch / recess
12:55 – 1:55 ALL	Instruction
1:55 – 2:05 ALL	Recess
2:05 – 3:10 ALL	Instruction
3:10	School Dismissed

Thursday Schedule (1 st – 5 th students)	8:45 a.m.	School Starts
	2:00 p.m.	School Dismissed

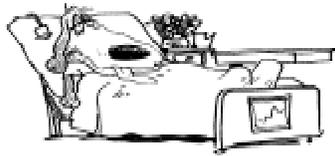
Minimum Day Schedule (all students)	8:45 a.m.	School Starts
	12:10 p.m.	School Dismissed

Forest Grove Elementary School Calendar 2018-2019

August	7	Tuesday	Class Lists posted - all grades –2:50 pm– Playground
	7	Tuesday	All Grades - “Meet and Greet” 3:00 – 4:00 pm
	8	Wednesday	First Day of School & Welcome Back Coffee (time TBD)
	22	Wednesday	Back to School Night – 6:00 – 7:00 pm
	20-24	Wednesday- Friday	Book Fair
September	3	Monday	Labor Day Holiday (<i>no school</i>)
	15	Saturday	Walk With PRIDE - Lover’s Point Trail, 10:00 am
	26	Wednesday	School Pictures
October	6	Saturday	Butterfly Parade & Bazaar
	15-19	Monday – Friday	Fall Break (<i>no school</i>)
November	2	Friday	End of the 1 st trimester
	5-9	Monday - Friday	Parent – Teacher Conferences cont. (minimum days)
	12	Monday	Veterans Day Holiday (<i>no school</i>)
	22-23	Thurs, Friday	Thanksgiving Holiday (<i>no school</i>)
December	11	Tuesday	Winter Program TK–2nd ~ PGMS – 6 – 7 pm
	12	Wednesday	Winter Program 3 rd – 5 th ~ PGMS – 6-7 pm
	21	Friday	Minimum Day
	24-31	Friday-Monday	Winter Break (<i>no school</i>)
January	1-4	Tuesday-Friday	Winter Break cont. (<i>no school</i>)
	7	Monday	Teacher Prep Day (<i>no class for students</i>)
	21	Monday	Martin Luther King Holiday – (<i>no school</i>)
	21-25	Monday – Friday	Kindness Week
	23	Wednesday	100 th Day Celebration
February	18-22	Monday-Friday	Presidents’ Holidays & Break (<i>no school</i>)
	25	Monday	Staff Dev. Day (Non Student Day)
March	1	Friday	Celebrate Dr. Seuss’ Birthday (3/2)
	1	Friday	End of the 2 nd trimester
	11-15	Monday – Friday	Parent Teacher conferences (minimum days - TK & K all week/ 1 st – 5 th grades ~ Wed, Thurs & Fri only)
	20	Wednesday	Spring Photos
	20	Wednesday	Kindergarten Orientation Night 6:00 – 7:00 pm
April	3	Wednesday	5 th Grade Parent Orientation PGMS Auditorium 6 pm
	5	Friday	Minimum Day – School is released at 12:10 pm
	8-12	Monday - Friday	Spring Break (no school)
	TBD	TBD	Book SHARE
	24	Wednesday	Open House 5:30 – 7:00 pm
May	6-10	Monday - Friday	State Testing
	13-17	Monday - Friday	State Testing
	24	Friday	Falcon Fest & 5 th Grade Student Orientation, 9-11:00
	27	Monday	Memorial Day (<i>no school</i>)
	31	Friday	Last Day of School (<i>minimum day</i>)

Attendance

Each time your child is absent please call the absence line (646-6559 ext. 222) **prior to 9:00 a.m.** explaining the absence. Regular and prompt attendance is a critical element for success in school. Chronic attendance problems may result in a meeting with the teacher and principal and possible referral to the District Attorney's office. Homework may be requested **on the second day of the student's absence** by leaving a message on the absence line by 9:00 a.m. and will be available for pick up in the school office between 3:15 and 4:00 p.m. **Please do not send a sick child to school as he or she may well be contagious. Please call the office if you need further guidance or assistance.**



Arrival and Pick-up Times

Children should not arrive at school before 8:30 AM as there is no staff supervision at that time.

All students should go home immediately following the dismissal bell. **Students not picked up within 15 minutes after the dismissal bell will be sent to daycare for supervision.**

Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for drop-in daycare services. Charges for drop-in daycare services are due and payable on the day of the occurrence.

Punctuality

It is vitally important that children arrive at school on time. It is a disruption to the entire class when a student arrives late. The student misses out on vital information as well as having a beneficial start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times (late after 9:15 A.M./30 minutes or more). Parents of students with truant tardies will be required to meet with the principal.

Student Attendance Policy

Pacific Grove Unified School District adheres to a strict attendance policy. Please see School Board policy 5113 for further information. "Parents/guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy." A 24-hour voice mail system is available for calls at 646-6559 ext. 222. All absences must be cleared by a telephone call or note from the parent/guardian within 48 hours of the absence. It is important to advise the office as well as your child's teacher.

Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. After three unexcused/unverified absences, the school is mandated to report these absences to the Monterey County District Attorney's Truancy Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truant tardies continue, along with a letter from the District Attorney's Office warning families about possible fines if students do not begin to arrive on time or attend school. The entire Regulation #5113 regarding Absences and Excuses may be viewed online at pgusd.org under Board Policy.

Tardy Policy

Any students arriving late to class are considered tardy. Students arriving to school more than 30 minutes late or students leaving school early without presenting a valid written excuse from a doctor, dentist, or orthodontist are considered truant, and report as an unexcused absence. All students arriving late to campus must report to the office before going to class. Students leaving school must be signed out at the office by a parent or an adult listed on the student's emergency card.

Excused Absences

The State of California considers illness, medical appointment, and the funeral of an immediate family member to be excused absences. Fourteen excused absences due to illness are allowed per year. After the 14th excused absence, an illness will be considered excused only if documented by a physician. Absences beyond the 14th that are not excused by a physician's note will be considered unexcused absences.

Unexcused absences

Any absences not covered in the categories listed above are considered unexcused absences. This includes vacations, out of town trips, personal reasons, and any unverified absence.

Allowable Credit Due to Unexcused Absences/ Justifiable Absence Request (JAR)

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence. To ensure that your request is received, the parent/guardian should deliver their written request to the school office two weeks in advance of the absence. Email requests are not recommended as the email may be lost in spam and not received. The written request should be directed to the school principal, not the classroom teacher. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the principal at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.

- a. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result. Justifiable Absence Request (JAR) forms should be filled out at least two weeks in advance and turned in to the attendance clerk.
- b. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
- c. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- d. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.
- e. To be considered for allowable credit due to an unexcused absence, please fill out the Justifiable Absence Request found online at www.robertdown.pgusd.org.

Attendance Codes

I	Excused for illness, injury, doctor and dental appointments (no doctor or dental notes on file)	F	Family absence was waived/excused by the administration. <u>Justifiable Absence form must be submitted two weeks in advance.</u> A visit to another school. A court appointment that is documented by the court system. Military family leave per BP5113
M	Excused for medical or dental reasons with a note from the doctor or dentist	A	Unverified—Waiting for parent verification
B	Bereavement of immediate family member	E	Excessive absence over the 14 day limit for illness without medical or dental notes on file
Q	Quarantine, usually for medical reasons	V	School sponsored activity or appointment
R	Religious holiday	H	Home hospital absences
S	Suspension	T	Tardy--Unexcused up to 30 minutes
L	Allowed by parent, but <i>unexcused by the state</i> , for family necessity or emergency, appointments other than medical or dental, or out of town travel, that was not approved by the administration ahead of time	X	Tardy—Excused Must be validated with written documentation
		C	Truancy, or intentional absence by the student over 30 minutes, during any part of the school day, that is not excused

Visitors

For the safety and best interests of all concerned, visitors, including volunteers and parents, must enter through the front of the school and check in with the office before going to classrooms, performances, or the playground. Please make sure you sign in and wear a visitor badge while on campus, and be sure to sign out when you leave.

Medications at School

Children may not bring medications of any kind to school unless there is a completed physician authorization form on file at school. If your child needs to have medication regularly administered during school hours, please pick up a form at the office. This includes “over the counter” medications. Please do not send your child to school with aspirin, cough drops, allergy medicine, etc. If you have questions, please call our site Health Clerk at 831-646-6558 or District Nurse Katrina Powley (831) 646-6514.

Oral Health Assessment

To make sure your child is ready for school, California Education Code **now requires** that your kindergarten or first grade child has an oral health assessment (dental check-up) by May 31, in either of those grades (whichever is his/her first year of school). Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered health professional. A waiver is also available. If you did not complete the verification of this oral health assessment when you completed your child’s registration packet, please contact our health clerk at 646-6568 and she can provide you with any information you may need to complete the process.

Emergency Messages

All contacts with the classroom during the school day should go through the office. **Messages for children should be for emergency only.** Keep in mind each time the office has to call a classroom with a message, it interrupts instruction time. Make sure that your child has a lunch or has lunch money available on his/her lunch card. Please be certain that after school plans are made ahead of time and communicated to your child.

Lost and Found

Labels on clothing, lunch boxes, eyeglass cases, etc. help recover lost articles. Lost items will be sent to the office. “Found” clothes will be placed on our clothes rack in the cafeteria. During our winter break, spring break and after school is out in June, we will give the remaining clothes to a local charity. Please try to help children keep track of their things.

Before and After School Recreation Program

A before and after school program is available from 7:00 a.m. to 6:00 p.m. Please call Mrs. Marlene Roman, the BASRP Leader at 646-6501 for more information or visit the web page at <https://forestgrove.pgusd.org/basrp/>.

Dress Code

Students’ dress and appearance should be compatible with an effective, elementary learning environment. Clothes and shoes should allow for free-movement during recess and PE. We strongly discourage makeup as well as hair dye that is distracting. Hats should not be worn inside the school building. Inappropriate words, sponsors, or pictures, bare midriffs, sagging pants, exposed underwear, and revealing tank tops are not allowed. The length of students’ clothes (such as shorts, dresses, skirts) should minimally be as long as the student’s’ fingertips when the students’ arms are extended down the side of the body. Dress or appearance which disrupts the class or learning activity may require a student to call a parent so that appropriate clothing can be brought to school for the child.

We strongly recommend that children come to school in comfortable sneakers that will provide proper support and traction for running and other physical activities for both recess and PE. Heels of any height are unstable and can cause injury to the foot, ankle and leg. Open toed shoes leave toes exposed to the rough pavement. If a hat must be worn at school, it may be worn outdoors only.

Falcon Fridays

Students, staff, and parents are encouraged to wear Forest Grove Spirit Gear (available for purchase through the PTA) or Forest Grove GREEN on Fridays and at school – wide events.

Electronic Devices/Cell Phone Policy and Regulation

Per Board Regulation 5146, except with prior consent for health reasons, electronic signaling or imaging devices must be turned off and put away throughout the school day. (These include, but are not limited to, cell phones, gaming devices, Fitbits, and Gizmos.) Students may not carry personal devices with them on campus during the school day without express permission from the principal. Devices are not to be used during the school day for phone calls. Phones are located in each classroom that students may request to use. On those days when a particular lesson or project would be enhanced with such devices, the teacher will notify the parents and students that they are allowed to bring their device to school. These devices will be collected and stored by the teacher on that day. Devices will be used only during the time frame of the particular lesson/project and will be returned to the student at the end of the day.

General Guidelines

1. Parents are asked to wait for their children in front of the school by the office or in the back of the school at dismissal time for pick up. Please do not go to your child's classroom to pick him/her up at any time of the school day. This is to help ensure campus security. If you require an "early pick up" please come to the office, sign him/her out and we will have your child sent from class.
2. Bicycles and skateboards will be walked on all parts of the school campus, including the sidewalk in front of school. Bikes should be parked in the provided bicycle racks. Bike locks are strongly recommended. Rollerblades are discouraged but if they must be used, they have to be taken off before entering school grounds. California law currently requires children to wear helmets while riding bikes, scooters, skateboards or skates. Wearing pads can also protect from cuts and scrapes. Parents, please review traffic and safety rules with your child so their trip to and from school will be safe. Regular shoes must be worn on school grounds. Wheeled shoes are acceptable footwear, but the wheels may NOT be used at school in the hallways or on the playground.
3. Toys are to remain at home unless the teacher or principal gives special permission. Only classroom equipment and materials will be allowed at school.
4. So that no child feels overlooked, please do not distribute party invitations at school. **Please follow the guidelines of the district's Wellness Policy when sending treats to classroom celebrations.** Board Policy 5030 states, "Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption." The entire board policy may be viewed online at <https://boardpolicy.pgusd.org/2015/12/22/5030-student-student-wellness-health-and-physical-education/>.
5. Students are not to leave the school grounds during school hours without being signed out in the office. If you know ahead of time that your child is leaving early, please send a note to the teacher. The child is then called from the classroom to meet the parent in the office. **Only people listed on the emergency card may pick up the child unless we have a written, signed note from the parent.** **If office staff does not know the person coming to pick up a child, the adult will need to show identification before the child will be released.**
6. Students are not to bring gum, candy and soda pop to school.
7. Pursuant to Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.
(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)
8. When pulling into the large parking lot (adjacent to the high school tennis courts above our third level field) to drop off children, please pull all the way in to the designated drop off space along the sidewalk. Please walk with your children to reach your car if you park.

9. Students who ride the bus to school are required to purchase a bus pass through the PGUSD District Office. The cost per student is \$100 per year (\$150 for two or more students), or \$80 per semester (\$120 for two or more students). Students waiting for the bus are to remain in line at the front of the school until the bus arrives and wait for the bus driver to invite them onto the bus. Students who fail to follow the directions of the bus driver may lose the privilege of riding the bus.



10. Dogs are not permitted on campus with the exception of service dogs.

11. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 U.S.C. 6083, Labor Code 6406.5) The Board further prohibits the use of tobacco products and e-cigarettes at all times on district grounds and facilities.

CA Assessment of Student Performance and Progress Smarter Balanced Test (SBAC)

CAASPP/SBAC testing is administered to students in grades 3, 4, and 5 every year. These are state-mandated tests. It is vital that all students participate and give their best effort. P.G.U.S.D. administers Interim Formative Assessments (IFAs) three times throughout the year to help students hone their keyboarding and computer-based test-taking skills.

Library Policy

The library is open from 9:00 A.M. to 3:00 P.M. daily. Please use inside voices and do not bring food or drink while visiting. Students may be in the library outside of their regular class visit with a note from their teacher and if the librarian is present.

Library books may be checked out for one week at a time and then must be renewed or returned. Students must take responsibility for the replacement of damaged or lost materials. Additional items will not be checked out for use outside of school until the lost item is returned, paid for, or replaced. Replacement copies are acceptable as approved by the librarian.

Computers are available with access to the Internet. Students may use the Library Web Page to access the catalog and reference resources. Students must have a Technology User Agreement on file with the school in order to use the Internet. Misuse may result in disciplinary consequences and the loss of privileges.

Physical Education

All K-5 students participate in Physical Education for thirty minutes each day. The State Board of Education requires each elementary aged child (Grades 1-5) to participate in a minimum of 200 minutes of Physical Education every ten days.

1. **APPROPRIATE DRESS**—It is very important that your child wears comfortable, loose clothing that allows movement. It is even more important that comfortable, supportive, closed-toe, athletic shoes are worn. UGGS, CROCS, SANDALS, FLIP- FLOPS, DRESS SHOES, HIGH HEELS, and BOOTS are not acceptable. If your child does not wear appropriate shoes, he/she will not be allowed to fully participate in our Physical Education class and will not get credit for that day. Some students opt to bring a change of shoes in their backpacks for physical education.
2. **JACKETS, SWEATSHIRTS, AND SWEATERS**—In Pacific Grove, the weather is constantly changing: foggy, hot, windy, drizzly, gorgeous, etc. Our students tend to dress in layers. Please put your child's first and last name on the inside of jackets, sweatshirts, and sweaters. If something has been left or forgotten at school, remember to check the Lost and Found, which is located outside the Cafeteria near Room 20.

3. **MEDICAL EXCUSES AND NOTES**—If your child cannot participate in Physical Education class due to an illness or injury, the parent or guardian should send a written note to school. If your child needs to be excused from class for more than three days, a note is needed from your child’s doctor stating the nature of the illness or injury, and approximately when the child can return to Physical Education class. For an extended illness or injury (four weeks or longer), a written release from the doctor stating your child is healthy and able to return to physical education is required.
4. **EQUIPMENT & SAFETY**—Your child’s safety and that of others is our primary concern. Any unsafe behavior or misuse of equipment will cause a student to sit out from the class activity. Parents will be notified of serious incidents or when their child is having repeated difficulty staying safe in Physical Education class.
5. **PHYSICAL EDUCATION EXPECTATIONS OF BEHAVIOR**—As with all classrooms, the Physical Education program has a behavior policy that is provided to each student. This policy teaches moving with control, respecting self and others, developing self-esteem, communication skills, and solving conflicts.
6. **PHYSICAL FITNESS TESTING (5th Grade)**—Per Education Code Section 60800, each spring, 5th-graders participate in the CA Physical Fitness Testing in six categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. All results are confidential and only shared with the CA Dept. of Education and P.G.U.S.D. Physical Education staff. For more information, please visit <https://www.cde.ca.gov/ta/tg/pf/>.
7. **OFFICE HOURS AND CONFERENCES**—The Physical Education teacher, Mr. Gray, is available before and after school and during prep time. Please call or email the teacher at jgray@pgusd.org if you wish to schedule an appointment.

Emergency Guidelines

In the event of a serious emergency:

1. FG staff has been trained in the Big Five School Safety Protocols (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation) and will take appropriate actions in any emergency. The office will establish a communication center along with a first aid center, if needed, during an evacuation on Jen Hinton Field.
2. Teachers will keep all of their students together until a family member arrives to pick up his/her child. **Only people listed on the Emergency Card will be allowed to pick up a student.**
3. Parents will not be able to pick up students directly from the classroom (unless this has been determined as a safe pick-up area) and are discouraged from entering campus. Students will be called to the office or student-release area to meet their parents. Students will be dismissed directly to parents by the classroom teacher only if the parent has checked in with office personnel at the proper gate during an evacuation/student release, or through the office if another location has been determined for pickup.
4. When coming to the school to pick up children, parents should go directly to the office for further instruction and to sign their student out. Parents will not be allowed to pick up students from the classroom and are not permitted to enter the classrooms. Students will be called to the office to meet their parents. **NO STUDENTS** will be dismissed directly to the parents by the classroom teacher.

5. Alternative sites for student release will be the parking lot in back of Country Club Gate that parents would enter off of Forest Lodge Road. The alternative evacuation area would be First United Church on Sunset.

Information for Families in Transition

The Local Education Agency (LEA) provides the parents or guardians of homeless children and youth opportunities to participate in the education of their children. (42 USC 11432[g] [6][A][iv])

The evidence that is reviewed for documentation of this item includes board policies, parent handbooks, and other communications. Two years ago MCOE worked with the Alisal USD and Salinas City ESD District Liaisons to develop a statement of rights that could be included in parent handbooks or other registration or back-to-school material that is provided to all parents. The following statement is compliant with federal law.

Families in Transition/Homeless

Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. (42 USC 11431[1]) If you have uncertain housing, a temporary address, or no permanent physical address, federal and California laws guarantee that your children may be enrolled in their previous school. (42 USC 11432[g] [6][A][iv]) If this describes your family's living situation, or if you are a student not living with a parent or guardian, please contact your Clare Davies our District Homeless Liaison at 831-646-6523.

Playground Supervision and Guidelines SCHOOL RULES * STUDENT CONDUCT

Playground Rules

1. Levels 1 and 2 - Play on the black top only: no tag or kicking games: Level 3 - Play on the grass only, no playing with sticks or pine cones.
2. Walk down the steps between the levels.
3. The sloping banks between levels are OFF LIMITS.
4. Do not climb the trees or hang on branches.
5. At recess time, students must be on the playground and out of the hallways unless directed to the office by an adult.
6. Students should go across the bars in one direction at a time and never on top of the bars.
7. Do not stand, crawl, or jump from the top on any of the playground equipment.
8. No jumping off the playground structure.
9. When using the slide go up the stairs and down the slide only in a sitting position.
10. When using the playground structure on 2nd level, students are to stay in "pit" area where there is bark. Do not throw bark, dirt or rocks.
11. No roughhousing, including play fighting or wrestling.
12. Stay off the fences.
13. Follow P.E. rules when using the fitness course and playing handball.
14. "Crack the Whip," Horseback," or tackle football is forbidden.
15. Soccer goals are off limits.
16. Students are to freeze when the bell rings, then walk to lines when directed by an adult.
17. Handball only in marked areas.

18. Students are expected to speak and interact with others in a positive manner.

19. Students will observe the “No Touching” rule.

Lunch and Cafeteria Guidelines

Cafeteria Guidelines

- ◆ The District has adopted a wellness program, which asks parents to send healthy foods for snacks, lunch and classroom celebrations.
- ◆ Lunch is from 12:10 - 12:55 for all students.
- ◆ 45 minutes are scheduled for children to eat lunch and have recess.
- ◆ Students may purchase a hot lunch for \$3.00.
- ◆ Milk may be purchased for \$0.50 for those not purchasing lunch.
- ◆ Families are encouraged to apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office, the cafeteria, and at this link [Free and Reduced Lunch Application](#)
- ◆ Every student has a lunch account.
- ◆ Parents are responsible for their student’s lunch account.
- ◆ Parents are encouraged to pay in advance for meals. At any time during the school year, parents may pay online at www.EZSchoolPay.com or by sending money to school to be applied to their student’s meal account. You will need your child’s student ID number in order to pay online. You can get this number by calling the school office. If you send money with your child, it needs to be dropped at the office in the morning and clearly labeled with your child’s name and teacher’s name so the money is applied appropriately. As the student makes purchases in the cafeteria, the amount will be deducted from the balance.
- ◆ If there is no money on your child’s account and they are not eligible for free meals, the purchase of meals and food items will be charged to their account.
- ◆ If the balance reaches a negative \$10.00 the student will only be allowed to charge a full meal until the balance is paid in full. No other item e.g. milk or water will be allowed to be purchased.
- ◆ Site Principals will be notified when student’s negative balances reach \$25.00.
- ◆ As a courtesy, the Food Service Program emails and calls overdue information at least once a week, using the School Messenger system.

Additional Guidelines:

- ◆ While waiting in line for hot lunch, keep your hands to yourself and use quiet voices.
- ◆ Walk in the cafeteria at all times.
- ◆ You may talk quietly in the cafeteria — use small voices.
- ◆ Food or paper throwers will help clean the cafeteria.
- ◆ While eating remain seated and use appropriate table manners.
- ◆ Students must stay seated in the cafeteria at least ten minutes.
- ◆ When you are finished eating and wish to be excused:
 - Clean your area
 - Raise your hand to be excused and wait to be excused
 - Throw away trash using our Zero Waste Guidelines

Walk to the playground

If you have any questions or concerns, please free to call the Nutrition Director at (831) 646-6521

Assembly Guidelines

Before Assembly:

- All students must walk into the multi-purpose room in a quiet, orderly manner.
- Teachers will direct students to their seating area.

During Assembly:

- Give the performers the courtesy of proper attention.
- Clap at the appropriate time.



After Assembly:

- When the assembly is over students will leave in a quiet, orderly manner after they have been directed to do so by their teacher



Fabulous Falcon Award



Forest Grove Elementary School staff members look for ways to reward students for exceptional conduct. One vehicle is the Fabulous Falcon Award, which recognizes students for one or more of the following behaviors:

- ◆ unsolicited acts of kindness toward peers or school personnel
- ◆ significant improvement in the areas of academics, attitude, and/or attendance (including punctuality)
- ◆ on-going adherence to school rules, polite manners, and acting as a role model for other students

Awards are presented by school personnel only. Students receiving this award will be honored with a certificate and have their picture displayed in the office.

Toolbox Training ~ Building Resilience, Self-Mastery and Empathy for Others

We believe in empowering your children to learn how to manage their emotions and solve their own problems. We teach students how to strengthen and develop their own innate capacity to form a cohesive and caring community at school. The Toolbox social-emotional program gives the staff and students a common language and methods of fostering healthy relationships and well-being for each student.



TOOLBOX
BY DOVETAIL LEARNING

The 12 Tools

Tools for Learning • Tools for Life



Breathing Tool

I calm myself and check-in.

Quiet/Safe Place Tool

I remember my quiet/safe place.



Listening Tool

I listen with my ears, eyes, and heart.

Empathy Tool

I care for others. I care for myself.



Personal Space Tool

I have a right to my space and so do you.

Using Our Words Tool

I use the "right" words in the "right" way.



Garbage Can Tool

I let the little things go.

Taking Time Tool

I take time-in and time-away.



Please & Thank You Tool

I treat others with kindness and appreciation.

Apology & Forgiveness Tool

I admit my mistakes and work to forgive yours.



Patience Tool

I am strong enough to wait.

Courage Tool

I have the courage to do the "right" thing.



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www.dovetaillearning.org

Three Step Plan for Conflict Resolution

We believe in empowering your children to learn to manage their emotions and solve their own problems. We teach them the Three Step Plan for Crisis Management.

◆ **Use Your Words**

Students are encouraged to tell others what they think and feel in a respectful manner.

◆ **Walk Away**

Students are encouraged to walk away when they can't manage a situation or solve a problem (cool off). It is hard to fight or argue with someone if you are not there.

◆ **Get Some Help**

If students cannot solve the problem, seek adult help. On the playground find a Yellow Jacket.

Look the person in the eye
Say their name
Tell them how you feel

School to Home Communication and Parent Conferences

To assist parents in receiving regular information about what is happening at school and in the classroom, newsletters will be sent out from Forest Grove via email and hard copies will be made available in the office. Parent conferences will be formally held as noted in the calendar and others will be scheduled as needed by either the parent or the teacher. Student report cards will be sent home during the fall and spring parent conferences as well as at the end of the school year. If you need assistance in this area, contact your child's teacher or call our office at 646-6540.

Homework Policy

In consultation with parents and students, the elementary educators of Pacific Grove Unified School District have developed our homework policy. All groups recognize that quality homework should support the content being taught in classes and develop a love of learning in students. Our homework plan seeks to build study skills in students as they progress through school while allowing students plenty of time after school to play with friends and spend time with their families.

Homework assignments are given Monday through Thursday. Long term projects may be worked on during holidays or weekends; however, ample time is given so that every long-term project can be completed by consistently working on the project Monday through Thursday during the school weeks prior to the deadline.

Time spent on homework should be approximately 10 minutes times the grade level in 1st to 5th grades, (1st grade=10 minutes, 2nd grade=20 minutes, 3rd grade=30 minutes, 4th grade=40 minutes, 5th grade=50 minutes.) For 1st and 2nd grades, the total homework time is exclusive of required reading time. For Grades 3rd through 5th, homework time is inclusive of required independent reading time. Should your child's homework time consistently exceed the expected amount, please speak with your child's teacher.

While homework is optional in kindergarten, daily reading with your kindergarten child is recommended. Some homework in the upper grades requires access to a computer and wi-fi outside of the school day. If you do not have a computer and/or wi-fi connection available to you, please see your child's teacher.

Grades on the report card for each subject area reflect mastery toward content standards. The report card homework grade reflects the student's completion, effort, and utilization of a growth mindset in all homework assignments.

Homework provides opportunities for all students to build study habits, self-discipline, and time management. Please contact your child's teacher if your child truly lacks understanding of a concept during the completion of homework. Always encourage your child and praise their efforts and

improvements. If your student is absent, you may request homework when you call the absence line prior to 8:30 AM. The absence line is available 24 hours a day at 646-6559 ext. 222.

Teachers will regularly monitor and evaluate the amount of time homework assignments are taking students to complete. Staff will assess and recommend any adjustments, as needed. If possible, teachers assigning technology-dependent homework assignments will offer non-technology-dependent homework assignments as an alternative, if possible.

School staff will make every effort to coordinate projects and larger assignments so that conflicts in due dates will be minimized.

For more information regarding homework, please see P.G.U.S.D. Board Policy 6154 at www.pgusd.org.

Homework Guidance

A consistent time and place for study is important to your child's learning. The area should be comfortable and quiet (free from distractions), and well lit. A small table can serve as a desk. To minimize interruptions during study, help your child organize supplies (pencils, erasers, rulers, dictionary, paper, crayons, etc.) and have these materials nearby and ready to use.

Be sure your child understands the homework and review the directions or work a problem together to reinforce the concept. Be available for your child during homework time and share the completed assignments before they are returned to school but DO NOT do the homework the child is to complete.

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

All students have a right to learn without being disturbed by others.

In support of our beliefs, the following Rules of Conduct apply to all students:

- Students will come into the school building quietly and on time.
- Students will follow the directions of all teachers and other school personnel, the first time they are given.
- Students will be polite and respectful to adults and other students at all times.
- Students will not use inappropriate language (swearing, teasing, name calling, put downs) at any time.
- Students will not bring candy or gum to school at any time.
- Students will keep their hands, feet and other objects to themselves.
- Students will show respect for the property of the school and the belongings of others.
- Students will settle differences without fighting.
- Students will arrive at school punctually and with homework completed as assigned.

Consequences:

1st Occurrence: Teacher notified and staff member speaks with child.

2nd Occurrence: Student disciplinary referral is sent to parent, teacher and principal.

3rd Occurrence: Teacher speaks with principal and principal contacts parents.

Note: Our staff seeks teachable moments for students as well as appropriate consequences.

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

When students are sent to the office to meet with the principal for a violation of CA Ed Code, a three-pronged approach will be used to correct their behavior: Restorative, Reflective, and Instructional.

- When it is appropriate, an opportunity for the student to **restore** the relationship between themselves and the stakeholder/offended will occur. This is where the Toolbox “Apology and Forgiveness Tool” is used to repair harm.
- An opportunity for the student to reflect on decisions and behaviors verbally and/or through writing. Three questions may be asked regarding the student’s behavior(s):
 - Was it safe?
 - Was it kind?
 - Was it my personal best?

- A teaching opportunity will occur to target the function of the behavior and to help the student learn the skills (Toolbox) needed to not engage in the behavior again.

Suspension is seen as a last resort for student discipline if alternatives are not working to end unnecessary behaviors. Students are suspended for very serious violations of CA Ed Code 48900 in accordance with the following PGUSD Discipline Matrix. Suspended students shall be excluded from all school-related extracurricular activities during the period of off-campus suspension. A suspension may also include, but is not limited to, the loss of participation in school-related activities (such as field trips, school performances, sporting events, classroom/school celebrations, etc.).



**DISCIPLINE MATRIX
AND
RELATED INTERVENTIONS
FOR
GRADES K-12**



In recent years, the adoption of researched-based alternatives to suspension within school communities has proven to help create positive school climates. We must continue to address racial disproportionality in school disciplinary practices, and also remain cautious when ensuring that campus safety does not further drive students into the school-to-prison pipeline. Although there are instances when suspension and or expulsion is warranted, “each school day is full of teachable moments but exclusionary methods of discipline – such as out-of-school suspensions and expulsions – deprive students of the chance to receive the instruction they need to grow into healthy, thriving adults.” (Public Counsel)

As you know, in the Pacific Grove Unified School District we have adopted and are implementing school-wide positive behavior interventions and supports in effort to identify positive ways of supporting students and improve behavior, which in turn enhance/while simultaneously enhancing school climate and culture. School and community based interventions are to be implemented as a proactive approach and be considered as an alternative to suspension when appropriate. Proper interventions aid in meeting the academic, social, and emotional needs of students.

Repeated incidents may include all consequences for previous offenses, in addition to those listed for the subsequent incident. Students may be suspended or expelled if the act is related to a school activity or school attendance, including but not limited to the following: (a) while on school grounds; (b) while going to or coming from school; (c) during a school lunch period, whether on or off campus; or (d) during or while going to or coming from a school sponsored activity.

The following discipline matrix indicates the types of disciplinary action that may apply to each offense. These actions may be applied to a first time or repeated incident. Progressive consequences, when applicable, are listed for each subsequent offense within the respective education code violation. School officials use this matrix as a guide intended to standardize disciplinary procedures throughout the District. **The recommendations are not intended to substitute for the judgment of professional personnel based upon knowledge of the student’s behavior record and statutory restraints.**

VIOLATION	CONSEQUENCE
<p>Possessed, sold or otherwise furnished a firearm Ed Code 48915 (c)(1) and 48900 (b)</p> <p>Brandished a knife at another person Ed Code 48915 (c)(2) and 48900 (b)</p> <p>Sold a controlled substance Ed Code 48195 (c)(3) and 48900 (c)</p> <p>Committed or attempted to commit a sexual assault or committed sexual battery Ed Code 48915 (c)(4) and 48900 (n)</p> <p>Possession of an explosive Ed Code 48915 (c)(5) and 48900 (b)</p>	<p>All of the following: Parent/Guardian conference</p> <p>Contact law enforcement</p> <p>5 Day Suspension</p> <p>Mandatory recommendation for expulsion</p>
<p>Caused serious physical injury to another person, except in self-defense Ed Code 48915 (a)(1) and 48900 (a2) (Assault)</p> <p>Possession of a knife, explosive, or other dangerous object of no reasonable use to the pupil Ed Code 48915 (a)(2) and 48900 (b)</p> <p>Possession and/or use of any controlled substance, except for the first offense Ed Code 48915 (a)(3) and 48900 (c)</p> <p>Robbery or Extortion Ed Code 48915 (a)(4) and 48900 (e)</p> <p>Assault or Battery or Threat of , on a school employee Ed Code 48915 (a)(5) and 48900 (a2)</p>	<p>Recommendation for expulsion expected, but <i>not mandatory</i></p> <p>1st Offense: Parent/Guardian conference, 5 Day Suspension, Recommendation for expulsion (unless principal, in writing, recommends otherwise), Contact law enforcement</p> <p>2nd Offense: Recommendation for expulsion</p> <p><i>Recommendation for Expulsion shall be based on one or both of the following:</i></p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others
VIOLATION	CONSEQUENCE (Cont'd)

<p>Terroristic threats against school officials or school property Ed Code 48900 (.7)</p> <p>A two (or more)-on-one fight Ed Code 48900 (a2) Incident Type: Assault or Battery</p> <p>Harassing, threatening, or intimidating 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 Ed Code 48900 (o)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Outside agency/resource referral <p>1st Offense: Parent/Guardian conference, 3-5 Days of Suspension, Possible Restorative Practices, Possible referral to law enforcement</p> <p>2nd Offense: 5 Day Suspension, Possible recommendation for expulsion, Contact law enforcement</p>
<p>Fighting, caused, attempted to cause, or threatened to cause physical injury Ed Code 48900 (a1) (Mutual Combat)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Teaching problem solving - Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices • Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, 1-3 Day(s) of in/out of school Suspension</p> <p>2nd Offense: 3-5 Days of Suspension, Possible recommendation for expulsion, <i>Contact law enforcement if deemed necessary</i></p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, <i>Contact law enforcement if deemed necessary</i></p>
<p>Willfully used force or violence upon another person, except in self-defense Ed Code 48900 (a2) (Assault / Attack)</p> <p>Aiding or abetting the infliction or attempted infliction of physical injury to a person Ed Code 48900 (t) - Aiding/ abetting physical injury</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Provide conflict resolution/anger management skills • Behavior Contract and track progress • Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, 1-5 Day(s) of in/out of school Suspension, Contact law enforcement if deemed necessary</p> <p>2nd Offense: 5 Day Suspension, Possible recommendation for expulsion, Contact law enforcement</p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, Contact law enforcement</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Possession of or sell of any knives Ed Code 48900 (b)</p> <p>Possession, use of or sell of imitation firearms, imitation explosives, tear gas/pepper spray/laser</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Mentoring or modified version of Check in check out • Behavior Contract including

<p>pointers or scopes, or other dangerous weapons or objects, or any item capable of causing death or great bodily harm Ed Code 48900 (m) – Possession of imitation firearm and 48900 (b) – other dangerous objects</p>	<ul style="list-style-type: none"> ● Outside agency referral <p>1st Offense: Parent/Guardian conference, Detention, Contact law enforcement, 1-5 Day(s) of Suspension in/out of school</p> <p>2nd Offense: Suspension 3-5 days, Contact law enforcement</p> <p>3rd Offense: Recommendation for expulsion, Contact law enforcement</p>
<p>Possession or lighting of firecrackers Ed Code 48900 (b) – Possession of weapon/other dangerous object</p> <p>Starting fires or setting off fire alarms Ed Code 48900 (a1) (k) Incident Type: Causing or Attempting Injury to Another and/or Disrupted school activities/School Rules Violation</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Parent /Guardian contact ● Provide fire safety counseling <ul style="list-style-type: none"> ○ The properties of fire (what is fire, how rapidly it can spread and how is it controlled). ○ Education about fire safety hazards and the dangers of smoke inhalation. ○ Fire survival (dangers of smoke inhalation, the need for adult supervision, emergency procedures). ○ The costs of arson to the community and the legal consequences. ○ Restitution ● Behavior Contract ● Outside agency referral (MCBH) <p>1st Offense: Parent/Guardian conference, Detention, Restitution, 1-2 Day(s) of in/out of school Suspension, Report to fire and law enforcement if deemed necessary</p> <p>2nd Offense: 2-3 Days of Suspension, Report to fire department and law enforcement</p> <p>3rd Offense: 5 Day Suspension, Possible recommendation for expulsion, Report incident to fire department and law enforcement</p>
<p>VIOLATION</p>	<p>CONSEQUENCE (Cont'd)</p>
<p>Possessed, used, or been under the influence of any controlled substance, alcohol, or intoxicant Ed Code 48900 (c)</p> <p>Possessed or sold “look alike” substance representing drugs or alcohol Ed Code 48900 (d)</p> <p>Possessed or sold drug paraphernalia Ed Code 48900 (j)</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Parent /Guardian contact <ul style="list-style-type: none"> ○ Parent involvement/enhanced supervision and monitoring where appropriate ● Outside agency referral (i.e.: Community Human Services) ● With assistance from Family Services Specialist, provide referral to Sun Street Centers

	<ul style="list-style-type: none"> ● Mentoring ● Behavior Intervention Plan ● Behavior Contract with reward system ● Group counseling with substance abuse prevention focus ● Peer tutoring options ● Staff and parents can enhance protective factors in the life of the student, which refers to positive influences within a young person's environment such as family, school, and community connection <p>1st Offense: Parent/Guardian conference, Contact law enforcement if necessary, 2-5 Days of Suspension, Possible referral to drug intervention program not at District expense, Possible recommendation for expulsion</p> <p>2nd Offense: 5 Day Suspension, Contact law enforcement, Possible recommendation for expulsion (unless principal, in writing, recommends otherwise)</p> <p>3rd Offense: 5 Day Suspension, Recommendation for expulsion, Contact law enforcement,</p>
<p>Vandalism, graffiti, defacing school property or property of others including but not limited to books, computers, electronic files, databases and e-mail Ed Code 48900 (f) – Damage to school or private property</p> <p>Theft or attempting to, or knowingly stealing or receiving school or private property</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Parent /Guardian contact ● Campus beautification ● Counseling with focus on perspective taking and empathy ● Restitution ● Community Service ● Behavior contract with focus on respect agreement ● Mentoring ● Check in check out <p>1st Offense: Parent/Guardian conference, Detention, Possible removal from class, Restitution, Contact law enforcement if deemed necessary, 1-3 Day(s) of in/out of school Suspension</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Ed Code 48900 (g) – Stealing school or private property Ed Code 48900 (l) – Receiving stolen property</p>	<p>2nd Offense: 3-5 Days of Suspension, Possible removal from class, Restitution, Contact law enforcement, Possible recommendation for expulsion, depending on severity of incident</p> <p>3rd Offense: 5 Day Suspension, Possible removal from class, Restitution, Contact law enforcement, Recommendation for expulsion, depending on severity of incident</p>
<p>Possessed and/or used tobacco products and/or paraphernalia including lighters and matches Ed Code 48900 (h)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Provide learning opportunities with a focus on: <ul style="list-style-type: none"> ○ Comprehend the health risks

	<ul style="list-style-type: none"> ○ Analyze the influences of family, peers culture and media on usage patterns ○ Develop interpersonal skills to resist temptations and practice goal setting and decision making skills to protect against use ○ Develop goals related to reducing smoking or tobacco use (i.e., develop a quit plan) <p>1st Offense: Warning and/or detention, Parent/Guardian conference, 1-3 Days of in-school Suspension</p> <p>2nd Offense: 1-3 Day(s) of Suspension, Contact law enforcement if warranted, Possible participation in an intervention program not at District expense</p> <p>3rd Offense: 3-5 Days of Suspension, Contact law enforcement if warranted, Possible participation in an intervention program not at District expense</p>
<p>Obscenity/Profanity/Vulgarity, inappropriate language/attire and/or ethnic/racial slurs -- offensive materials on personal/school items -- Gestures - including gang signs Ed Code 48900 (i) – Obscene act, engaged in habitual profanity or vulgarity</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Acknowledge positive behavior ● Teach substitute words ● Counseling with focus on perspective taking, social skills/friendship and emotional management ● Behavior contract with focus on respect agreement ● Check in check out with specific goals related to appropriate language ● Reflection sheet <p>1st Offense: Warning and/or detention/parent/guardian conference or 1-3 Day(s) of in/out of school Suspension</p>
VIOLATION	CONSEQUENCE (Cont'd)
	<p>2nd Offense: 2 Days of In School Suspension, or 3-5 Days of Suspension</p> <p>3rd Offense: 1-2 day(s) of In-School Suspension/3-5 Day(s) of Suspension, Possible recommendation for expulsion</p>
<p>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 Ed Code 48900 (r)</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Possible sanctions include having the student <ul style="list-style-type: none"> ○ apologize; ○ discuss the incident with the teacher, principal, and/or parents; ○ pay for damaged belongings; ○ spend time in the office or another classroom; ○ forfeit recess or other privileges. ● Weekly meetings to communicate to students clear and consistently enforced expectations

	<p>and to engage them as resources in preventing bullying behavior.</p> <ul style="list-style-type: none"> ● Ongoing communication with parents. ● Appropriate and serious talks with bullies and victims. ● Appropriate and serious talks with the parents of bullies and victims. ● Role playing of non-aggressive behavior with bullies. ● Role playing of assertive behavior with victims ● Learning opportunities for... <ul style="list-style-type: none"> ○ Conflict resolution ○ Friendship/Relationship skills ○ Coping skills ○ Relaxation techniques <p>1st Offense: Parent/Guardian conference, Detention</p> <p>2nd Offense: 1-5 Day(s) of Suspension, Possible citation by police department</p> <p>3rd Offense: 3-5 Days of Suspension, Possible recommendation for expulsion (depending on severity), Possible citation by police department</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Sexual harassment (Grades 4-12) Ed Code 48900 (.2)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Group or individual counseling with a focus on: <ul style="list-style-type: none"> ○ Express one's sexuality in ways that are congruent with one's values ○ Discriminate between life-enhancing sexual behaviors and those that are harmful to self and/or others ○ Express one's sexuality while respecting the rights of others ○ Seek new information to enhance one's sexuality ○ Engage in sexual relationships that are consensual, non-exploitative, honest, pleasurable, and protected ○ Appropriate ways to communicate/refrain from communicating with others about sex and sexual conduct <p>1st Offense: Parent/Guardian conference, Possible 1-5 Day(s) of in/out of school Suspension, Possible recommendation for expulsion (depends on severity), Possible citation by police department</p>

	<p>2nd Offense: 3-5 Day(s) of Suspension, Possible citation by police department,</p> <p>3rd Offense: 5 Day Suspension and Recommendation for expulsion, Possible citation by police department</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Hate violence (Grades 4-12): harassment, teasing, threats, intimidation, or bullying including but not limited to a physical or mental disability, gender, nationality, race, religion or sexual orientation Ed Code 48900 (.3)</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Peer and student mentoring: Mentoring programs allow young people to build sustained, positive relationships with older peers and adults, and motivate them to emulate positive behavior. Such interactions help reduce risk behaviors in students, and create a safe and secure atmosphere in school so that students feel comfortable talking to adults if they need to. Peer mentoring can also help to increase understanding between diverse groups, strengthen the sense of community within a school, and build the self-esteem of those participating. • Conflict resolution and peer mediation: Comprehensive conflict resolution programs train selected students to serve as neutral third parties who will mediate disputes among their peers. Teachers and administrators are also trained to intervene in student conflicts in ways that foster team-building, problem-solving, and leadership skills. By teaching young people how to peacefully resolve their conflicts, and providing them with positive problem-solving strategies and role models, such programs foster a school climate of respect and caring. • A strong commitment to reaching all students and staff with the message that violence, harassment, and intolerance are unacceptable

	<p>in the school environment. Involving all students, staff, parents, and interested community members in learning about violence and how to prevent it.</p> <ul style="list-style-type: none"> • Eliminating barriers to communication among groups of students Involving students in violence prevention initiatives as critical and valued partners. Collaborating closely and effectively with community, media, and policing agencies. <p>1st Offense: Parent/Guardian conference, Detention, Possible suspension 1-5 Day(s) in/out of school, Possible expulsion recommendation (depends on severity), Possible referral to police department</p> <p>2nd Offense: 3-5 Days of Suspension, Possible expulsion recommendation (depends on severity), Possible referral to police department, Participation in cultural sensitivity training and/or anger management</p>
VIOLATION	CONSEQUENCE (Cont'd)
	<p>3rd Offense: 5 Day Suspension and Recommendation for expulsion, Referral to police department, Participation in cultural sensitivity training and/or anger management</p>
<p>Inappropriate use of computers</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Review the appropriate use of technology policy with student • Student and parent/guardian sign and agree to appropriate use of technology policy terms <p>1st Offense: Parent/Guardian conference, Lose 1 week of computer usage, Possible removal from class</p> <p>2nd Offense: Lose computer privileges for rest of quarter/semester OR limit computer use to supervised classroom related activities times only.</p> <p>3rd Offense: Lose computer privileges for rest of the year</p>
<p>Cheating in classroom including plagiarism and using electronic devices</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> • Parent/Guardian conference and create plan of action • Remove underlying factors that foster cheating in the first place. "Often cheating is an expression of other problems • Arrange learning opportunities about cheating which include: <ul style="list-style-type: none"> ○ Ask children to consider where the world would be today if everybody cheated. <p>1st Offense: Parent/Guardian conference, Earn a failing grade on test or assignment</p>

	<p>2nd Offense: Earn a failing grade on test or assignment, Possible “U” in citizenship, Possible removal from class, Detention</p> <p>3rd Offense: 1 Day of In-school Suspension, Saturday Academy, Earn a failing grade on test or assignment, Possible removal from class</p>
VIOLATION	CONSEQUENCE (Cont’d)
<p>Use of skateboards, roller skates or roller blades</p> <p>Possession or use of chains and non-approved hats/headgear on campus</p> <p>Violation of district policy for use of cameras, iPods/MP3/ players, cellular phones and other electronic devices Incident Type: School Rules Violation</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Behavior contract with student signature ● Review the appropriate use of technology policy with student ● Student and parent/guardian sign and agree to appropriate use of technology policy terms ● Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories <p>1st Offense: Warning, Confiscation of item for the day, Possible parent conference, Possible detention</p> <p>2nd Offense: Confiscation of item (to be returned at parent conference), Detention</p> <p>3rd Offense: Item to be returned at end of school year, 1-2 Day(s) of Suspension, Saturday Academy</p>
<p>Excessive unexcused tardiness and excessive absences, trancies, or class cuts Incident Type: Attendance Problem</p>	<p>Follow Truancy Abatement Program Protocol</p>
<p>Violation of school rules</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Behavior contract with student signature ● Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories ● Reflection sheet ● Behavior plan with identified function of behavior and subsequent interventions identified ● Acknowledge and reinforce appropriate classroom and school behavior conduct ● Peer groups/interest based clubs ● Learning opportunities for... <ul style="list-style-type: none"> ○ Conflict resolution ○ Friendship/Relationship skills ○ Coping skills ○ Relaxation techniques

	<ul style="list-style-type: none"> • Acknowledge and reinforce appropriate classroom and school behavior conduct <p>1st Offense: Warning, Possible detention, Parent/Guardian conference</p> <p>2nd Offense: 1-2 Day(s) of In-school Suspension</p> <p>3rd Offense: 1-2 Day(s) of In-School Suspension, Saturday Academy</p>
VIOLATION	CONSEQUENCE (Cont'd)
<p>Classroom/Campus Disruption, disobedience</p>	<p>Possible Interventions</p> <ul style="list-style-type: none"> • Contact Parent/Guardian • Behavior contract with student signature • Check-in-Check-out • Breaks are better (scheduled breaks) • Restorative Practices • Prompting/reminder of the behavior expectation • Chunk assignments into small parts if suspecting academic reasons for behavioral disruption • Establish clear routines and procedures and expectations in classroom(s) • Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate use of the above categories • Alternative Seating • Reflection sheet • Apology letter or “if you knew me letter” • Acknowledge and reinforce appropriate classroom and school behavior conduct <p>1st Offense: Teacher conference, Parent/Guardian conference, Possible detention</p> <p>2nd Offense: Detention or 1-2 Day(s) of In-school Suspension, Possible removal from class</p> <p>3rd Offense: 2 Days of In-school Suspension, Saturday Academy, Removal from class</p>

VIOLATION	CONSEQUENCE (Cont'd)
<p>Dress code violation</p>	<p><u>Possible Interventions</u></p> <ul style="list-style-type: none"> ● Contact Parent/Guardian ● Behavior contract with student signature ● Review the appropriate Dress Code Policy with student ● Student and parent/guardian sign and agree to appropriate Dress Code Policy Terms ● Provide school-wide behavior expectations in classrooms and assemblies when appropriate including appropriate Dress Code use ● Acknowledge and reinforce appropriate dress code compliance <p>1st Offense: Warning, Parent/Guardian contact, Change or cover</p> <p>2nd Offense: Parent/Guardian contact, Change or cover, Possible detention, Possible 1 Day of In-School Suspension</p> <p>3rd Offense: Parent/Guardian contact, Change or cover, 1-2 Day(s) of In-school Suspension, Saturday Academy</p>



We can use your help in the education of your child. It is absolutely essential that you be involved in your child's schooling. There are two places that you can be involved: at home and at school. First and foremost, your consistent involvement at home will have the most positive impact on your child's learning and is the most realistic for most parents. The trick is to make sure that you are reading the notes coming home from school and are aware of the work being assigned. Make sure your child, not you, does the work. Offer your assistance only if necessary. Secondly, volunteering at the school both during school hours and after school and on weekends is an extremely useful and gratifying way to help.

For the safety of our students and volunteers, all volunteers must be fingerprinted and pass a security clearance at the PGUSD district office. To schedule an appointment, please contact: Kimberly Ortiz 646-6553 or Angela Lippert alippert@pgusd.org 646-6593.

Guidelines for Forest Grove School Volunteers and Parents/Guests

These guidelines will be given to and reviewed with each classroom volunteer/parent by the classroom teacher.

We love our parents and volunteers and are thankful for your effective involvement. The staff has put together some guidelines to develop a healthy climate of respect and professionalism.

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1. Your role in the classroom is important. Please remember:
 - ◆ Give appropriate praise and motivation.
 - ◆ Use tutoring strategies such as: repeat directions to child, allow child to complete task on his/her own, take a different approach, model a correct response, use visuals, etc.
 - ◆ Use appropriate language to guide students rather than just give the answer.
 - ◆ Avoid negative comments like: "don't act like a baby, you should know this,"
 - ◆ Let children make a mistake and say, "try that again."
 - ◆ When child says, "I don't get it" or "I don't know what we're doing," state the activity in a new way. The teacher will be available should a student need additional help which the parent or volunteer can't provide.
 - ◆ Help all students, not just your own child.
 - ◆ Allow your own child to be self-reliant in the classroom.

2. Volunteers need to be trained on the operation of all machines and where/how supplies are utilized.

3. Student behavior at school is private and to be dealt with by the teachers and other authorized personnel. Volunteers and parents should adhere to confidentiality in regard to all students. Due to IEPs and other behavior contracts, some students have different expectations and goals. Respecting all students is expected of all volunteers and parents.
4. Volunteers and guests should wear appropriate professional attire: No tank tops, shorts, hats (indoors), or inappropriate sayings on clothing. Use professional language. *Volunteers and guests shall not possess or use tobacco products, e-cigarettes, and vaping device products of any kind.*
5. Do not discipline, but let the teacher take over in that area since he/she knows what the child may be working on behaviorally or if the child has issues affecting behavior that day, etc.
6. Volunteers and parents should be actively engaged in the activity at hand. Please save social conversations for outside of school rather than the back of the classroom.
7. The teacher is in charge of the lesson and the expectations. Volunteers should take the teacher's lead. If there is a question, ask the teacher privately. Classroom protocols are to be followed by everyone.
8. Check with teacher in regard to bringing younger siblings to class. Some activities may not be appropriate for younger siblings.
9. In assemblies, parents and volunteers (unless they are specifically helping with a student) should sit behind all of the classes and follow all assembly rules.
10. All rules and regulations governing staff and students at Forest Grove School apply equally to volunteers and parents. See the Forest Grove School handbook for details.
11. Each classroom teacher may have additional rules, which will be given to the parents and volunteers of their classroom.



Parent Teacher Association (PTA)

The PTA is an essential part of the education of all children at Forest Grove School. While it does raise money for countless needs in and out of the classroom, our PTA also sponsors the fun activities such as: Trunk or Treat, Girls Night, Boys Night, the Fun Fest, Scholastic Book Fair, Movie Night, Ice Cream Social, Family Reading Nights, campus pride days and many other events. In addition, the PTA sponsors parent education evenings that often precede the regular meetings. The PTA should be your first stop as you look for ways to help the school.

PTA meetings are generally scheduled once a month at 6 p.m. in the library. They work very hard in a variety of ways and can always use extra help, particularly for special events.

School Site Council

The School Site Council is an advisory committee that provided valuable input regarding decisions that affect Forest Grove. The council is comprised of the principal, teachers, classified staff, and parents. At our monthly meetings, we report on progress of our school goals and decide which aspects of our educational program should be emphasized for the current school year. If you are interested in serving on the School Site Council contact Principal Buck Roggeman at broggeman@pgusd.org or call 831-646-6560.

Safety Committee

Forest Grove's safety committee meets twice a year or as needed. The role of the safety committee is to review the school's safety protocols to ensure that they are working as designed. The committee also considers or proposes potential physical safety improvements to Forest Grove. Our committee consists of administration, our lead custodian, the Site Leadership Team, and parent volunteers. If you are interested in becoming a member of our Safety Committee contact Principal Buck Roggeman at broggeman@pgusd.org or call 831-646-6560.

Appendix

FOREST GROVE SCHOOL

CERTIFICATED STAFF

Office: 831-646-6560

Mr. Buck Roggeman –Principal
Mrs. Deborah Marchese – Office Manager

Absence Reporting VM line: 831-646-6559

Teaching Staff	Grade	Room	Phone Ext.	Email
Mrs. Marisa Alt	TK	K-6	215	malt@pgusd.org
Mrs. Kathy Hunter	K	K-2	106	khunter@pgusd.org
Ms. Theresa McDaniel	K	K-1	121	
Mrs. Kristen Sweeney	K	K-3	123	ksweeney@pgusd.org
Mrs. Summer Wright	K	K-4	124	swright@pgusd.org
Mrs. Lynn Moore	1	G-1	105	lmoore@pgusd.org
Mrs. Hetal Patel	1	G-2	101	hpatel@pgusd.org
Mr. Nate Welch	1	G-3	128	nwelch@pgusd.org
Mrs. Kilene Brosseau	2	B-3	107	kbrosseau@pgusd.org
Mrs. Beth Cina	2	B-1	109	bcina@pgusd.org
Ms. Jeanie DeTomaso	2	C-4	111	jdetomaso@pgusd.org
Mrs. Barbara Hirst	2	B-2	108	bhirst@pgusd.org
Mrs. Sarah Gordon	3	C-3	118	sgordon@pgusd.org
Ms. Shannon McCarty	3	B-4	135	smccarty@pgusd.org
Mrs. Mary Lee Newman	3	C-2	112	mnewman@pgusd.org
Ms. Kayla Naylor	4	E-2	114	knaylor@pgusd.org
Ms. Kari Serpa	4	D-3	113	kserpa@pgusd.org
Ms. Irene Valdez	4	D-4	117	ivaldez@pgusd.org
Ms. Danielle Davenport	5	D-2	119	ddavenport@pgusd.org
Mrs. Maryn Sanchez	5	D-1	115	msanchez@pgusd.org
Ms. Kathryn Yant	5	C-1	110	kyant@pgusd.org
Mrs. Glynis Barrett	K, 1/2	G-6	104	gbarrett@pgusd.org
Mrs. Michelle Knight	4/5	E-4	102	mknight@pgusd.org
Mrs. Katie Kreeger	3/4	E -1	116	kkreeger@pgusd.org
Mrs. Mary Quindimil	RSP	G-4	129	mquindimil@pgusd.org
Mrs. Aina Gessaman	Speech G-8		154	agessaman@pgusd.org
Mr. Jeff Gray	P.E.		TBD	jgray@pgusd.org
Mr. Jared Masar	Vocal Music – K-5		210	jmasar@pgusd.org
TBD	Inst. Music			
Mrs. Lynn Clements	Title I – G-5		152	lclements@pgusd.org
Mrs. Jayne Lord	ELD Program A-1		103	jlord@pgusd.org
Mrs. Mindy Faia	Psychologist G-7		TBD	mfaia@pgusd.org
Mrs. Sonda Frudden & Mrs. Zoe Roach	Counselors		TBD	sfrudden@pgusd.org zroach@pgusd.org

FOREST GROVE SCHOOL

SUPPORT STAFF

Office: 831-646-6560

Absence Reporting VM line: 831-646-6559

Mr. Buck Roggeman – Principal - 200

Mrs. Deborah Marchese – Office Manager - 201

Mrs. Nancy Da Silva – Clerk - 202

Support Staff	Assignment	Room	Phone Ext.
Mrs. Christine Gruber	Library Technician	Library	204
Mr. Carey Parker	Computer Technician	E-3	213
Mr. Oscar Orozco	Head Custodian		207
Mr. Senen Baguio	Night Custodian		207
Mrs. Fran Castorina	Cafeteria Supervisor	Cafeteria	646-6567
Mrs. Jeanette Odenbrett	Food Service	Cafeteria	646-6567
Mrs. Evelyn Franco	Special Ed IA	G-4	129
Mrs. Michelle Haney	Special Ed IA	G-6	104
Ms. Elizabeth Cambra	Special Ed. IA	E-4	102
Ms. Breanna Casas	Special Ed. IA	E-1	116
Mr. Leonard West	P.E. Aide	TBD	TBD
Ms. Lena Moore	Title I Aide	G-5	152
Mr. Ron Longueria	Title I Aide	G-5	152
TBD	Title I Aide	G-5	152
Mrs. Suzanne Ellzey	Title I Aide & ELD	A-1 & G-5	152 & 103
Mrs. Dana Jones	Instructional Aide	Misc. K	124
Mrs. Silvia Mah	Instructional Aide	K-6	215
Mrs. Habiba Malik	Instructional Aide	Misc.	201
Mrs. Cherie Mares	Instructional Aide	K-1	121
Mrs. Kathleen Poet	Instructional Aide	Misc.	201
TBD	Instructional Aide	Misc. K	123
Mrs. Marisa Tegerdal	Instructional Aide	Misc.	201
Mrs. Shirley Ushakoff	Instructional Aide	Misc.	201
Mrs. Betty Minor	Clerk	Office	201
Mrs. Marlene Roman	B.A.S.R.P. Leader	A-2	224 or 646-6501
Mrs. Habiba Malik	B.A.S.R.P. Attendant		646-6501
Mrs. Fran Petty	B.A.S.R.P. Attendant		646-6501
Mrs. Debbie Pinheiro	B.A.S.R.P. Attendant		646-6501
Mrs. Maria Taschner	B.A.S.R.P. Attendant		646-6501

School Board and District Staff

Dr. Ralph Gomez Porras	Superintendent	Phone: 831-646-6520
Ms. Song Chin-Bendib	Assistant Superintendent	Phone: 831-646-6509
Mr. John Paff	Board President	jpaff@pgusd.org
Ms. Christy Dawson	Board Member	cdawson@pgusd.org
Ms. Debbie Crandell	Board Member	dcrandell@pgusd.org
Mr. Brian Swanson	Board Member	bswanson@pgusd.org
Mr. Jon Walton	Board Member	jwalton@pgusd.org