

PARENT/STUDENT HANDBOOK 2009-2010



MOHR ELEMENTARY SCHOOL

Office & Voice Mail	426-4256
Fax	484-9430
24 Hour Attendance	426-4256

“SOAR AT MOHR”

HENRY P. MOHR ELEMENTARY SCHOOL

3300 Dennis Drive
Pleasanton, CA 94588

Robin Sehrt, Principal
rsehrt@pleasanton.k12.ca.us

Office & Voice Mail	426-4256
Fax	484-9430
Attendance	426-4256

PLEASANTON UNIFIED SCHOOL DISTRICT

John Casey, Superintendent jcasey@pleasanton.k12.ca.us

BOARD OF TRUSTEES

Jim Ott	jott@unclecu.org
Chris Grant, Bd. Pres.	chrismgrant@gmail.com
Pat Kernan	patkernan@comcast.net
Valerie Arkin	valerie@arkinhome.com
Jamie hintzke	hintzke@gmail.com

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INTRODUCTION TO PARENT/STUDENT HANDBOOK

Welcome to the 2009-2010 school year at Henry P. Mohr Elementary School, a 2000 and 2004 California Distinguished School and a 2005 National Blue Ribbon Award School. The staff has been working hard to prepare for a great year. Two of the most important traditions of any school are a sense of community and involvement. Students need to see the school as the center of the community and an important place for learning. Involvement of the total community in the effectiveness of the school, including parents, neighbors, and businesses, is essential for school success. Join together with the school staff in modeling, teaching and living the Pleasanton Community of Character traits of Integrity, Responsibility, Respect, Compassion, and Self-Discipline.

At Mohr School, we encourage your involvement in any way possible. Parent volunteerism is vital. There are many ways to help. Just ask a teacher or staff member.

Responsibility is a lifelong skill that starts at the earliest time of life in a student. It is important for students to assume responsibility for their own behavior and to respect themselves, others and school property. Students are expected to follow rules and conduct themselves so as to benefit themselves and others as they progress toward becoming responsible citizens.

Close cooperation and communication between school and home is essential in coordinating the learning of a child. Parents are encouraged to communicate with the school personnel as often as is needed to achieve maximum coordination.

It is our hope that this handbook will be helpful to you and that it will promote that understanding.

Thank you,

Robin Sehrt

TEAMS RESPONSIBLE IN BEING EDUCATED STUDENTS TRIBES PROGRAM

An exciting cooperative learning and social development program is used on a school-wide basis at Mohr. The **TRIBES** program allows teams of students to demonstrate individual and community responsibility through problem solving, decision making, teaching through peer interactions and behavior management. Norms are observed in order to show respect for one another and for our learning environment. The six norms are as follows: **NO PUT DOWNS, APPRECIATIONS, CONFIDENTIALITY (NOT GOSSIP), RIGHT TO PASS, ATTENTIVE LISTENING, AND USE OF "I" MESSAGES.** You may read more about this program in the "Rules and Discipline" section of this handbook.

MOHR STAFF, 2009—2010

Robin Sehrt		Principal
Janet Wolfinger		Secretary
Karen Vifian		Office Assistant
Kindergarten		
Denise Butler	2A	AM/PM Blend
Lori Gibson	K2	PM
Lori Sjordahl	K1	AM
Beth Patock	4B	AM/PM Blend
SDC Kindergarten		
Kim Ryor	2B	SDC
K. Petros/P. Kulkarni	2B	SDC Aides
First Grade		
Laurie Blaine	6A	
Amy Leavens	1A	
Jodee Nunemacher	3B	
Linda Stanford	3A	
Sunita Takhar	1B	
Second Grade		
Melinda Ballard	7B	
Lisa Barker	7A	
Stephanie Beard	5B	
Kathleen Whitworth	8B	
Vidya Kumar	6B	
Third Grade		
Erin Dixon	9A	
Leslee Hart	9B	
Mary Reding	10B	
Janet Sears	10A	
Fourth Grade		
Michele Britto	12D	
Lisa Carrolan	12B	
Sharleen Haarsma	11C	
Sarah Gahl	11B	
Fifth Grade		
Linda Blake	11A	
JoAnne Kumar	12A	
Susan Huggins	12C	
Melanie Wilcox	11D	
Nicole Lodato	F1	Counselor
Christine Alberts	E2	Psychologist
Mikki Conley	C2	Science Specialist
Patricia Baldwin	4A	Reading Specialist
Susan DiGirolamo	4C	Resource Specialist
Ann Fischer	4C	Resource Aide
Kacy Routh	E1	Speech
Dan Maslana/Brian Campiatti/Jamie Collins	F2	PE
Martie Muldoon	5A	Vocal Music/Strings
Jason Borris		Instrumental Band
Leilani Thomson		Library Clerk
Cyndi Snyder		Health Clerk
Julie Lowe		Technology Specialist
Pamela Boggs/Melissa Chen		Cafeteria
Joe Robles/Francisco Flores		Custodians

MOHR BELL SCHEDULE, 2009 - 2010

(Subject to change)

Revised 9/1/09

MORNING KINDERGARTEN, Rooms K2

DAY	BASIC SCHEDULE	INSTRUCTIONAL TIME
M, T, Th, F	8:10 - 11:30	200 minutes
Wed	9:10 - 12:30	200 minutes

AFTERNOON KINDERGARTEN, Rooms K1

DAY	BASIC SCHEDULE	INSTRUCTIONAL TIME
M - F	11:30 - 2:50	200 minutes

BLENDED KINDERGARTEN SCHEDULE, Room 2A and 4B

DAY	BASIC SCHEDULE	INSTRUCTIONAL TIME
M, T, Th, F	8:10 - 11:30 or 9:10 - 12:30	200 minutes
Wed	9:10 - 12:30	200 minutes

GRADES 1, 2

DAY	BASIC SCHEDULE	RECESS	LUNCH	INSTRUCTIONAL TIME
M, T, Th, F	8:15 - 2:50	9:50 - 10:05 1:50 - 2:00	11:35 - 12:20	325 minutes
Wed	9:15 - 2:50	1:50 - 2:00	11:35 - 12:20	280 minutes

GRADE 3

DAY	BASIC SCHEDULE	RECESS	LUNCH	INSTRUCTIONAL TIME
M, T, Th, F	8:15 - 2:50	10:35 - 10:50 1:50 - 2:00	11:35 - 12:20	325 minutes
Wed	9:15 - 2:50	1:50 - 2:00	11:35 - 12:20	280 minutes

GRADES 4, 5

DAY	BASIC SCHEDULE	RECESS	LUNCH	INSTRUCTIONAL TIME
M, T, Th, F	8:15 - 2:50	10:35 - 10:50	12:20 - 1:15	325 minutes
Wed	9:15 - 2:50	***	12:20 - 1:15	280 minutes

MINIMUM DAY SCHEDULE

GRADE	BASIC SCHEDULE	RECESS	LUNCH	INSTRUCTIONAL TIME
Gr 1, 2, 3	8:15 - 12:30	9:45 - 10:00	11:25 - 11:55	210 minutes
Gr 4, 5	8:15 - 12:30	10:30 - 10:45	11:55 - 12:25	210 minutes

THE HISTORY OF MOHR ELEMENTARY SCHOOL

Mohr Elementary School opened in September of 1997 and is named for Henry P. Mohr, a man who played a major role in the agricultural development in Pleasanton and was influential in the social and economical evolution of early Pleasanton.

Henry Mohr was born in Eden Township (Hayward) in 1858 and settled in Pleasanton in 1894 in a two story farm house at the end of Pleasanton Avenue (renamed Mohr Avenue in 1959). His vast land holdings grew to 3,000 acres in north Pleasanton, including the land on which the school stands.

He was one of the valley's foremost farmers, known for his superior grains and sugar beets, as well as a noted breeder of Clydesdale Draft horses. Mohr was also an inventor and patented a threshing machine. He was a charter member and President of the Amador Valley High School District Board of Trustees in the 1920's. He helped found the First National Bank of Pleasanton and was its first president, serving in that position for twenty years. He married Ernestine Schween and raised a family of five daughters. Mohr was active on his farm and in the community until his death in 1934. It is a fitting tribute to name our school after this great pioneer in Pleasanton's history.

Mohr's mascot is the eagle, and the school colors are maroon and white.

SCHOOL/PARENT ORGANIZATIONS

PARENT TEACHER ASSOCIATION

Mohr elementary has established a PTA (Parent Teacher Association). The PTA is a volunteer organization established in 1879 and is the largest and strongest child advocacy group in the United States today. When you become a member of Mohr PTA you also become a member of the State and National organizations as well.

The PTA provides a structure for parents, teachers and administrators to work in cooperation to provide the best possible education for all children attending Mohr Elementary. We encourage all parents, guardians and school staff to join the PTA. There are many ways to participate, from volunteering in your child's classroom, to attending monthly PTA meetings, to chairing a committee. If everyone did one small thing it would make a big difference. So get involved in what ever capacity fits into your personal schedule. You can make a difference.

The PTA membership drive begins August 18. You can also become a member any time during the school year by completing a membership form available in the school office.

PTA meetings will be held monthly at 6:30 PM at the school. Check the weekly Constant Contact Eagle Express newsletter for dates. PTA meetings provide an opportunity to inform parents of what is happening at Mohr Elementary and provides the opportunity for members to make decisions and vote on important issues.

PTA BOARD 2009—2010

<u>Position</u>	<u>Member</u>	<u>Phone</u>
President	Beth Limesand	485-4962
Executive Vice President	Laurie Yoon-Park	461-0798
Vice President: of Programs and Services	Beth Gallagher	426-7093
Vice President: Membership	Kathleen Knode-Spears	417-1995
Vice President: Legislation	Laura Murdock	484-8480
Secretary	Elaine Marchant Panwar	734-8428
Financial Secretary	Indira Thangavelu	398-0632
Treasurer	Arundhati Mitra-De	398-8079
Parliamentarian	Ellen Cummings	484-2118

SCHOOL SITE COUNCIL

The School Site Council is an elected body of twelve members with even parity between parent/community members and teacher/school personnel. The Council meets throughout the school year, reviews and approves school policies, and provides advice on other school projects as requested. The Site Council directs funding to support the growing need for technology, to purchase materials for the various curriculum areas, and to provide valuable staff development.

The Council recommends, evaluates, and manages the School and Library Improvement Program (SLIP) plan which provides for the special needs of all students. The Council annually establishes a new budget and makes modifications to the Single Plan for Student Achievement (SPSA) plan as necessary.

Parent/community members serve a two year term. Dates and times of the School Site Council meetings will be announced in the school newsletter. The first council meeting of the year is in September. All interested persons are welcome to attend the School Site Council meetings.

PARENT VOLUNTEERS

Volunteers are a very important part in providing students with the best possible education. Parents, grandparents and community members are encouraged to volunteer. Volunteers are used around the school in many ways. All you need to do is decide what interests you, how much time you have to commit, and sign up!

One way to volunteer is through your child's teacher to help in the classroom. Another way is through the PTA volunteer program. Volunteer sign-up sheets are available at school registration in August, and additional forms are also available in the school office.

Volunteers are to sign in at the school office, log in your hours and wear a name badge while on school campus.

For those who wish to volunteer on a regular basis, or who wish to drive/chaperone students on a field trip, a Volunteer Screen Form needs to be filled out (available in the office). The purpose of this screening is to ensure that no one working with our children has a record of sexual misconduct, thus providing a safe and positive environment for our kids. *Please refer to the "Volunteer Guidelines" in the appendix.*

SAFETY

All visitors and volunteer parents are required to sign in at the office and wear a visitor badge. This will help us to be more accountable for all adults on campus.

Playground supervisors at recess and lunchtime wear yellow jackets to increase the visibility and availability to students.

Gates will be closed during school hours. All visitors should go to the school office to sign-in.

ATTENDANCE AND SCHOOL PROCEDURES / POLICIES

ARRIVAL / DEPARTURE TIMES

SUPERVISION BEFORE AND AFTER SCHOOL

To insure adult supervision of children on school property, parents are asked to follow two policies:

- Never bring students to school before 8:00 (M, T, Th, F) or 9:00 (W) to be left unsupervised on campus.
- Pick up students promptly after school.

Supervision duties end at 3:05 in front of school and on playground.

Please refer to the Bell Schedule (page 4) for arrival and dismissal times.

The playground will be closed until 8:00 (9:00) each morning and will be closed afterschool to ensure the safety of our students coming on campus and leaving for the day.

EMERGENCY CARDS

An emergency card must be on file for every student attending Mohr. Students are not considered enrolled until their card is on file. **STUDENTS WILL ONLY BE RELEASED TO ADULTS LISTED ON THE EMERGENCY CARD.** We ask that you list only local adults. Written notes and phone calls are not accepted for release of any child. Names must be listed on the emergency card. If at any time you need to change information on the card please do so in person. **FOR YOUR CHILD'S WELFARE PLEASE KEEP INFORMATION CURRENT.**

ATTENDANCE

<p>Mohr Attendance Line 426-4256</p>

All students are expected to attend school and be on time each day that classes are in session. The following is the California Education Code for Compulsory Education:

E.C. 48200: Each person between the ages of six and eighteen years is subject to compulsory full-time education. The parent or guardian of the pupil shall send the pupil to school, punctually and regularly.

E.C. 48205: Students may be excused from school for the following: illness, medical appointment, court appearance, religious holiday/ceremony, funeral for immediate family, pre-approved independent study.

E.C. 48260: Without a valid excuse, a student is truant if absent or tardy for 30 minutes or more three times during the school year.

Title 5, CCR, Section 306: Parent must provide the teacher or school personnel with a valid explanation of a student's absence/tardy in verbal or written form.

When a student has reached 3 unexcused absences/tardies during the school year, the school is obligated to send a letter to the parent informing them that their student is truant.

For absences of 5 days or longer, please request an Independent Study form. When executed correctly, this contract will excuse your student's absence. The school does not receive apportionment monies for absent students, regardless of reason, unless the student is on an independent study contract.

If your child is going to be absent, please call the attendance line the day of the absence. State your child's name, teacher, reason for absence, expected length of absence and whether you would like to pick up homework. Make-up work due to lengthy illness or extended periods of absence from school will be completed in a specific time period as outlined by a parent/teacher conference. Prolonged illness or communicable diseases should be reported to the school office.

TARDY POLICY

Any student who arrives at school after the second bell should report to the office and receive an admittance slip to class. A note or a phone call is required when a student is tardy. If a student receives three or more unexcused absences or tardies, a state mandated letter will be sent home. If the unexcused tardies and/or absences continue, the child's name will be submitted to the District Child Welfare and Attendance Services.

EARLY DISMISSAL OF STUDENTS

Although students are allowed to leave school during hours for medical or dental appointments, this is not encouraged as it results in a financial loss to the school and takes away from instructional time. Please try to schedule such appointments after school hours. However, in order to protect each child who needs to leave the school before dismissal time, the parent or an adult listed on the emergency card must personally come to the office and sign the student out. Students typically will not be released to walk home by phone authorization.

ABSENCES OTHER THAN ILLNESS

If an emergency or unavoidable situation necessitates you to remove your child from school for any given period of time, please notify the school as soon as possible. Vacations during school time are discouraged as it interferes with the student's educational program and also causes financial loss to the school.

MEDICATION

Mohr office staff will administer medication to your child according to the following policy:

- * The Principal shall designate school personnel to administer prescribed medication.
- * The child's parent/guardian *and* the child's physician shall complete and sign a Prescription Medication form furnished by the school stating the medication, dosage, and any additional instructions. **No medication will be administered to the pupil without the proper form on file.**
- * No medication will be administered unless it is in its original container.
- * For major injuries 911 is called and parent/guardian is notified immediately.

MOVING?

Please inform the office immediately if you are planning to move from our attendance area. Cumulative records will be forwarded to the new school of attendance upon their request.

FIELD TRIPS

Trips will be related to current courses of study and pre-announced by teachers. Students must have a signed Field Trip Permission Form on file in the office before they will be able to go on a trip. Parents must fill out a new permission form for each trip taken.

FIELD TRIP DRIVERS

All adults (21 or over) who wish to drive on a school sponsored field trip must have completed a Volunteer Screen Form (see pg 6), an Insurance Form, and have a valid California Driver's License. A copy of your insurance policy must be attached to your completed Insurance Form to verify that your coverage meets District requirements, and turned in one week before the field trip. Sorry, siblings are not allowed on field trips. Students are not allowed to ride in a front seat of a car. Students under 60 pounds or who are 6 years of age or younger must sit in an approved car seat.

STUDENT ACCIDENT INSURANCE

School accident insurance is available for the school year. The forms will be available in the Walk-Through packet.

SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical contact of a sexual nature made by someone in the educational setting. The District considers sexual harassment to be a major offense which may result in disciplinary action for an offending employee or student. Complaints of sexual harassment by staff or students should be directed immediately to the principal. Any matter involving sexual harassment shall be treated confidentially. Please refer to the complete policy in the appendix.

TEXT BOOKS

Students will be provided with all necessary textbooks. Each child is responsible for the proper care of his/her books. Books must be covered and should not be written in. In the case of lost or damaged books, the child is responsible and charges will be made. Failure to pay fines or damage costs will result in a loss of library privileges and a withholding of the child's report card.

DRESS CODE

The policy of the Board of Trustees is that all students shall be neat, clean and dressed in good taste. The following items are considered to be inappropriate for school:

- * Strapless, "spaghetti" strap, tank, tube, or halter tops
- * any bare midriff (combination of top and pants)
- * cut-offs, or short-shorts. Shorts and skirts must be no shorter than mid-thigh in length. The "knuckle" test will serve as a general measurement.
- * clothing or novelty hair styles and/or colors which distract from instruction or other school functions will not be permitted. Students will be asked to correct the grooming concern immediately.
- * beachwear
- * T-shirts with negative, cruel, suggestive words or pictures or obscene gestures
- * sagging pants
- * chains
- * long necklaces or dangling earrings
- * make-up of any kind
- * open-toed, open-back sandals, or flip-flops
- hats, caps or visors are not to be worn inside of school buildings, and must be worn properly
- * any wheeled devices (e.g. "heelies") built into footwear.
- * "beanies" or stocking caps are not allowed in classrooms.

Students violating the Mohr dress code may have items confiscated or be required to change clothing that day.

LOST AND FOUND

Each year large amounts of clothing and other articles are accumulated in the lost and found. These articles are kept for a reasonable length of time and then are donated to local shelters. To help prevent loss, it is recommended that all articles be **marked with identification**. Lost and Found articles are located in the cafeteria.

LUNCH PROGRAM

Hot lunches are available to all students. The price of lunch is \$3.00 per day which includes a salad from our healthy salad bar. Milk, bottled water, or juice may be purchased for 50 cents. Money for lunch accounts may be dropped off in the designated area in the office. Personal checks are encouraged and appreciated. Please make checks payable to Child Nutrition Services (CNS). You may also make a payment on your student's lunch account, or check their lunch balance online at <http://www.mynutrikids.com>.

It is the students' responsibility to pick up a forgotten lunch in the office foyer during recess or lunch time. Please clearly label lunch bags and containers with student's name.

VANDALISM

Tax dollars are used to pay for construction, maintenance and purchase of school buildings and equipment. Students who destroy or vandalize school property will be required to pay for losses or damage. If a student willfully destroys school property, suspension and subsequent expulsion may be necessary. If something is damaged accidentally, it should be reported to a teacher or to the office immediately.

SCHOOL TELEPHONE USE

To encourage student responsibility, classroom telephones will be available for student's *limited* use. Students will not be allowed to phone home for forgotten assignments or lunches, or permission to go to a friend's house after school. Interruptions and distractions must be controlled to ensure that teachers can dedicate classroom time to the instruction of students. We expect students to pick up forgotten items in the school office during recess or lunch time.

CLASSROOM AND ACADEMIC INFORMATION

CONFERENCES

To enable children to succeed, parents and teachers must work together. Conferences may be scheduled at any time during the school year at the request of either the parent or teacher. If you have a question, concern or problem, please contact your child's teacher so that it may be resolved. We have special "Conference Days" scheduled in November to review your child's progress and explain the first report card of the school year. Please refer to labor code 230.8 under the district policies section.

REPORT CARDS

The purpose of the report card is to provide parents, students, and teachers information about progress toward meeting the standards. Research has shown that when there are specific targets (standards), learning can become more focused and thus increase. With this information parents are able to provide greater support to their child and the school.

How well a student is meeting the standards is measured in levels from 1 to 4. A '1' indicates that a student is currently performing below the standards expected at his or her grade level. A '2' indicates that a student is progressing toward meeting the standards. A '3' indicates that he or she is consistently meeting the standards, and a '4' indicates that a student exceeds the standards and may be working above grade level. A '4' is assigned in selected subjects and grades.

If a particular standard has not yet been assessed during either the first or second reporting period, then a student will receive a dot, indicating there is not sufficient data to report.

A 1, 2, 3, or 4 does not equate to an A, B, C, etc. The numbers simply state where the child is in relation to meeting the rigorous standards of the grade level.

ACADEMIC INTERVENTIONS

When a student experiences difficulty in meeting standards and benchmarks within a curricular area he/she may be deemed "at-risk" of meeting grade level standards. In a partnership between school and home, the school staff will develop an intervention plan designed to give support and aid to the student. These intervention strategies may include specific in-class assistance, specialist support, possible extra-curricular opportunities as well as at-home support. Parent-teacher cooperation and communication is essential in meeting the needs of our students.

PROGRESS REPORTS

Progress reports will be sent home midway between each report card period. The report will be used to indicate unsatisfactory progress and to alert parents to any problems their child might be having with any subject area, personal conduct, or work habits. They are designed to be quick and easy communicators between teachers and parents. Students displaying continual problems will receive a progress report every two weeks.

Progress reports are meant to save time, not create more work for anyone concerned. Maximum results can be obtained when parents cooperate fully. Progress reports will arrive home on announced dates published in the school newsletter and are to be returned signed within three days. Kindergarten and 1st grade parent conferences will be in November; progress reports will be given at that time.

HOMEWORK

Homework assignments increase as students' progress through the elementary grades.

The purpose is to practice and reinforce skills, teach good study habits, responsibility and self discipline. Homework consists of unfinished class work and any additional assignments to enhance learning. The length of time spent on homework is designed not to exceed 30 minutes nightly in grades K-3 and 1 hour in grades 4-5 based on an average student rate of work.

The assignments will be planned in terms of the child's needs, abilities and potential. This work is important and conducive to their progress. It is important to provide a well lighted, quiet place to work for your student. If your child consistently takes much longer than the stated times to get their homework complete, please consult their teacher.

COMMUNICATION

Answering questions, resolving concerns, and solving problems are all part of our home/school partnership. Cooperation between home and school is very important at any stage of your child's development. An unanswered question can often lead to a serious concern. If still not addressed, it can become a major problem. To avoid the problem areas, be sure to ask the question as soon as it arises. The place to start is with your child's teacher, and if not resolved there, to the principal. Steps for taking matters to a higher level are available if the situation cannot be taken care of at the school.

SCHOOL VISITS

Visitors are welcome at Mohr School. If you need to visit the school or a classroom, please contact the office in advance to set up an appointment with an administrator for an accompanied visit. If you need to discuss things with a teacher, please make an appointment for a meeting at a time when the teacher does not have students in class.

All parents/visitors, including classroom volunteers, must sign-in at the office. All visitors must wear a Mohr identification badge. This will allow staff and students to recognize visitors on our campus.

CLASSROOM ASSIGNMENTS

We are confident that all Mohr teachers offer a top quality program based on a sound school-wide philosophy. Before students are assigned to a classroom and teacher, careful consideration is given to the student's needs, teacher/parent input, class balance, social needs, learning style, and academic achievement.

The assignment of students to a classroom and teacher is the responsibility of school administration. Parent input is important to the assignment. The following time line will be used by the administration to gain information and to assign students:

- * By mid May parents may submit a placement information input form (available in the office).
- * By August the school administrator and reading specialist meet with grade level teachers to establish class lists.
- * Class assignments are given out at Walk-Through Registration in August, and class

lists are posted outside the school office the Friday before school starts.

CHANGE OF CLASSROOM PROCEDURES

Students have been placed in classrooms according to their needs by the school administration. There will be times when the parent or student may feel that placement has not been made correctly and may request a change.

To accommodate this request, the following procedure will be used:

- * A conference will be scheduled with the current classroom teacher to discuss the situation. A school administrator may attend the conference.
- * If the concern has not been resolved after two weeks a request should be made to the school administration for a possible transfer. The request will involve the following:
 - * A mid-year transfer form must be completed by the parent.
 - * A conference will be scheduled as soon as possible by the administration to discuss the request.
 - * Following the conference, parents will be informed of the administrator's decision regarding the request.

SCHOOL SUPPORT SERVICES

Reading Specialist - The services of a reading specialist are available to our faculty and to a small group of students who require additional reading skills. The reading specialist oversees our reading program and recommends curricular materials for teachers, students, and parents. She works with the Kindergarten students as part of the Class Size Reduction program. Our Reading Specialist also works with our English Language (ELL) students.

Resource Specialist - Individualized Educational Programs (IEP) for learning disabled students identified by the School Student Study Team (SST) are available from our Resource Specialist.

Special Day Class - A self-contained Kindergarten class is available for students from all schools who need a smaller class in which to learn. Students must qualify for this program by meeting the specified criteria.

Speech - Speech and language services are offered to students meeting state requirements for therapy. This program assists students in the process of improving articulation and communication.

GATE - Gifted and Talented Education opportunities are offered for identified students in the 3rd, 4th, and 5th grades. The students work on the development of higher levels of cognitive skills. Students are tested in the spring as recommended by their teacher and parent. Parents are actively involved in this program.

Library - The Mohr Library, staffed by a library assistant, is maintained as an aid to the students and teachers. Our new state-of-the-art multimedia library contains books, computers, recordings, and other learning materials.

Library skills are taught by the classroom teacher and reinforced by the library staff. All students visit the library with their class regularly to check out books. Extra reading is encouraged, and students may check out books at other times throughout the day.

Materials are circulated for two weeks, however students are encouraged to exchange books more frequently. No fines are charged for overdue materials; however, students are expected to pay replacement costs for lost or damaged items.

Counselor Program - A part time counselor provides small group sessions for students and classroom meetings and is also available for parenting skills assistance.

Music Program - Each student in first through fifth grade at Mohr receives 45 minutes a week of formal music instruction by a qualified music teacher. An Instrumental Music (Band) and a string orchestra program is offered to fifth grade students.

Science Enrichment Program - Each student in first through fifth grade receives 45 minutes per week of instruction from our science specialist in our science room (90 minutes in fourth and fifth grades). This program is coordinated with the classroom science instructional program to maximize student learning of science.

Physical Education - Students in 1st through 5th grades receive two 45-minute blocks of formal P.E. instruction each week as a part of their total physical education program. This service is provided by a Physical Education Specialist.

POSITIVE INCENTIVES EXTRA CURRICULAR ACTIVITIES

SHORT TERM INCENTIVES

Mohr School recognizes students on an on-going basis. Some of the ways this is accomplished through:

- * **Flag Salute**: Students are recognized at flag salutes for demonstrating their Eagle pride. Awards will be given to students who demonstrate one of our Community of Character Traits and is a model citizen.
- * **Principal's Pizza Lunch** is held periodically for students who receive the Eagle Pride Awards.
- * **Leadership Club**: Fifth grade students who show an interest in developing their leadership skills participate in group activities to support the vision and mission of the school.
- * **Publication of Outstanding Work**: Noteworthy work from students and teachers may be published in monthly school/home communications.
- * **Display of Student Work**: Outstanding student work and projects are displayed prominently in the office and around the school and in the library.
- * **Positive Parent Notices**: Notes that commend students for good work and/or positive behavior are sent home from teachers or administrators.
- * **Student of the Month**: Monthly recognition is given by teachers who select students for their special qualities.

EXTRACURRICULAR ACTIVITIES

The academic program is enhanced by activities outside of the normal day-to-day routine. Through these activities students gain a better awareness of subjects being taught and develop pride in their school. Careful attention is given by the teacher and school administration to ensure that time is not taken away from instruction of basic skills.

These guidelines will help everyone involved in the planning and implementation of extracurricular activities in grades 1 to 5:

- * Class Parties: This is an activity that takes place outside of the normal academic routine. It typically involves treats from home or the store. Each class is allowed a maximum of three parties per year at the discretion of the teacher. Parents helping with the party are coordinated by the teacher and PTA room parents. This policy does not preclude positive incentive programs which teachers might have for their students who display outstanding academic achievement and/or behavior.
- * Birthday Parties: To assure a consistent, well planned and uninterrupted education program for our students, classroom birthday parties and/or treats are not allowed for students in grades 1 through 5. Treats during recess or after school can be discussed with the teacher. *Parents of Kindergarten students may bring a special treat for snack time on the child's birthday if the teacher has been notified.* Delivery of balloons, flowers and other gifts to the classroom is not allowed due to the disruption of classroom learning.
- * Assemblies: Students will meet periodically through the school year as a student body to experience special programs which will enhance their educational needs.
- * Field Trips: Class or grade level trips off the school grounds will help apply learning from the classroom to the real world. All trips will be explained fully to parents, and must show relevance to the curriculum of each particular grade level. All trips will be cleared in advance with the school administration.
- * Fund raising: These activities have become necessary to provide extra materials, equipment, and field trips. Fund raising is kept to a minimum and is coordinated through PTA.

RULES AND DISCIPLINE PROCEDURES

CLASSROOM COMMUNITY – TRIBES

The TRIBES program assures the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in our rapidly changing world.

TRIBES is a democratic group process, not just a curriculum or set of cooperative activities. A “process” is a sequence of events that leads to the achievement of an outcome. The outcome of the TRIBES process is to develop a positive environment that promotes learning and human growth. This requires learning how to build a community environment using five agreements among the students and adults with whom they are working.

TRIBES Community Agreements

Attentive listening
Appreciation - no put downs
The right to pass
Mutual respect
Use “I” messages

Throughout the process students learn to use specific collaborative skills and to reflect both on the interaction and the learning that is taking place. The TRIBES process facilitates cooperative learning and provides structure for positive interaction and continuity for working in groups in the classroom. This spirit of cooperation then effects overall student behavior. Due to the fact that the students have more tools with which to communicate properly, there are fewer conflicts in the classroom, during recess and lunch time. Rules for student behavior are posted in the classroom as a way to reinforce safety and TRIBES Community Agreements.

CHARACTER EDUCATION

Mohr School participates in the Pleasanton Community of Character program. Students will develop positive character through the study and practice of the six key traits: Integrity, Honesty, Responsibility, Respect, Compassion and Self-Discipline.

DISCIPLINE

All children have dignity and worth. They can behave appropriately. Our goal is to develop students who are self-disciplines and show respect for others as well as themselves. Discipline is a responsibility of students, parents, teachers, and administrators.

Mohr has a number of rules that apply to all students. These rules are clearly defined

and communicated to all students and their parents. Please refer to the Expected Behaviors document provided in your Walk-Through Packet in August. These school-wide rules are enforced consistently by all school personnel, administrators, teachers, aides, noon supervisors, secretaries, health clerk, and custodians.

Each classroom uses the TRIBES agreements and also establishes rules which are posted and are communicated to parents. Classroom management plans are submitted in writing to the principal.

CONSEQUENCES

All behavior, good or bad, is maintained by its consequences. Positive consequences are awarded for appropriate behavior and negative consequences are enforced for misbehavior. Negative consequences are hierarchical, having steps or increments ranging from verbal warnings at first to suspension from school as a last resort.

Consistency in using consequences is crucial to their effectiveness. Children are taught that the way they choose to behave leads to certain consequences. Students who fail to respond to the hierarchy of consequences and repeatedly misbehave are dealt with through individual written behavior contracts. Such contracts are agreed upon during a student, teacher, parent, administrator conference. Specific positive and negative consequences are communicated to the parents of each student.

COMMUNICATION

For a discipline policy and its procedures to be effective, communication between teachers, students, yard duty supervisors, parents, and administrators is essential. This is accomplished in a variety of ways:

- Individual classroom management plans, rules and hierarchy of consequences are written and given to students, parents, and the principal.
- School-wide rules and the hierarchy of consequences are written and given to the students and parents.
- Persons supervising students on the playground communicate misbehavior of students in writing to the classroom teacher for follow-up.
- When a student continually misbehaves in the classroom or on the playground, a written discipline referral (red ticket) is issued to the student by the teacher/noon supervisor. This referral is handled by the administrator and kept as a record in the office. Parents are informed when discipline becomes habitual or the nature of the offense warrants it. Behavioral Notices will be sent home to students for serious discipline issues. These notices must be signed by the parent and returned to school.

CLASSROOM RULES

Each teacher and class creates and implements the rules that they will need in order to maintain a positive learning environment. These rules, consequences, and rewards will be shared with parents.

PLAYGROUND RULES

TRIBES Agreements are used and students are expected to:

- Protect the safety of others by not riding bikes, scooters or other wheeled devices on campus property.
- Allow others to join games and use school or personal equipment.
- Use the student bathrooms appropriately
- No food or drink on the playground except in snack areas.
- Make sure that all playground equipment is off the playground at the end of a recess, noon period, and P.E. periods.
- Students will **walk** to and from class.
- Play equipment:
 - ◆ Horizontal Bars - Students should proceed across the bars in one direction only.
 - ◆ Playground balls may not be kicked on the primary playground; there are too many windows next to this area.
 - ◆ Baseball bats are not allowed on the school grounds unless brought following a specific teacher request.

DESIGNATED AREAS

- Students are not to play between the buildings at recess or at noon.
- Primary and upper grade students are not allowed in the kindergarten area without specific permission of the teacher.
- Other than at lunch time, the picnic tables may be used only for student work areas.
- Except in an emergency, students are not to go to the office without permission by a teacher.
- Students may not remain by bike racks except to park their bikes or to take them out to ride home.
- Bicycles or other wheeled devices may not be ridden on the playground during school hours (8:00 a.m. to 3:15 p.m.)
- Children are allowed to play in the shared Amaral Park (adjacent to Mohr) only in designated areas and with adult supervision.

BICYCLE RULES

For safety reasons, only students in grades 3 to 5 are permitted to ride bicycles unsupervised to school. Younger students must be accompanied by a parent or older, responsible sibling. Students who fail to follow bicycle rules will not be permitted to ride their bikes to school. All students riding bicycles to school are expected to:

- Follow basic safety rules and DMV traffic codes
- Wear safety helmets
- Obtain a current license and easy identification
- Lock bicycle when parked at school

- Keep bicycle in good working order
- Walk bicycles on and off the school grounds
- Scooters and skateboard users must follow the same rules as above.
- Take pride in our school by keeping it clean and free from litter.
- Use outside doors to the buildings unless instructed otherwise.
- Use appropriate language.
- Use equipment safely.
- Avoid body contact sports (i.e. tackle football).
- Play on school apparatus only when an adult is present
- Do not bounce or throw balls against buildings, fences, or people. If a ball accidentally gets on the roof, do not retrieve it. Call the custodian. He will retrieve balls once a day from the roof.
- Absolutely no throwing rocks, sand or tan bark.

ITEMS NOT ALLOWED AT SCHOOL

Improper items will be confiscated and returned at the end of the school year. These include:

- radios, tape, CD players, cell phones, or ipods
- electronic games
- skateboards, wheeled shoes
- baseball bats or hard balls
- water pistols
- balloons
- hats (unless prior permission is given)
- chewing gum
- toys (unless prior permission has been given by teacher)
- trading cards
- Possession of dangerous items may result in severe disciplinary consequences including suspension and/or a recommendation for expulsion. These items include knives, firecrackers, BB shot, and guns of any kind (toy or real).
- any item that has no valid purpose being at school and/or distracts students from the intended purpose of learning.

Any money made from selling any of these items, including candy and food, is forbidden by state law.

CELLULAR TELEPHONES AND RADIO COMMUNICATORS

Mohr school requests that students not bring cell phones and/or radio devices to school. At times, however, parents want the ability to communicate with students after school hours.

Therefore, if necessary, a student may have a cell phone in their possession at school. Cell phones/radios must be put away and may not be used during the school day unless permission is granted by the school staff. Use must not create a disruption to normal school functions. Mohr School accepts no responsibility for loss or damage to these devices.

CAFETERIA RULES

Students are expected to :

- Sit at assigned tables
- Use good table manners
- Speak softly at all times
- Eat all lunch food in the assigned area
- Raise hands to be excused
- Leave area clean and free from litter
- Walk when entering or leaving the cafeteria

LIBRARY RULES

Students are expected to:

- Treat the library as a quiet place
- Students who cause disruptions will be asked to
- leave
- Use the library for its intended purpose, not
- just to visit or hang out
- Use the library only when there is a teacher,
- parent volunteer or media aide present
- Food is not allowed in the library

In addition:

- (Children will be billed for lost or damaged books
- Library privileges will be lost if books are overdue

EARTHQUAKE PROCEDURES

This information has been compiled in order to prepare both you and your children in the event of a natural disaster. Here in California, the most likely disaster would be due to an earthquake.

A major earthquake of "disaster" magnitude would, in all likelihood, lead to extensive damage to building structures, to gas and electricity services, and to the functioning of the telephone system. Major highways might be unusable for many weeks while the minor roads would be very congested and perhaps impassable also. A disaster plan has been devised to better prepare staff, pupils and parents for their role should a disaster occur.

SCHOOL PROCEDURES DURING AND AFTER EARTHQUAKES

- DUCK AND COVER until ordered to evacuate. Obey office and/or teacher's order to evacuate.
- Teacher or student picks up class "Emergency Kit" and LEAVES THE BUILDING with the children.
- Children line up at the designated emergency area.
- Teacher checks that all children are accounted for, administers first aid, and awaits administrative direction.
- Buildings are checked to see that all people are out and that there are no obvious gas or electrical malfunctions

AFTER SHOCK ALERT

- After minor earthquakes, administrators and custodial staff assess damage/building safety. When the school is deemed safe, classes will resume.
- After a major earthquake, students remain outside on the large grass area to await pick-up.
- **STUDENTS WILL BE RELEASED ONLY TO ADULTS LISTED ON THE EMERGENCY CARD.** Check-out must be made through office staff at designated table.
- Walk or bike to pick up your child from school; **NO CARS** if possible. Streets, especially near the school, have to be kept clear for emergency vehicles.
- Children not picked up will be cared for by school personnel on the school grounds or at a safe environment which will be posted.

INTRUDER ALERTS, THREATS TO SCHOOL SAFETY

Mohr school has an internal plan that will respond to any threat that may occur. Teachers are routinely trained and reminded of procedures in emergencies. The nature of the threat determines the type of response. Safety of students is foremost in our thinking. You are asked to wear visitor badges at all times on campus so that you are not mistaken for an unauthorized intruder.

MOHR SCHOOL PICK-UP AND DROP-OFF PROCEDURES

Mohr is fortunate to be part of the city's RIDES TO SCHOOL program. We encourage walking, bike riding, and car pools. The Parent Safety Traffic Committee will share information regarding this program. The committee has worked with city traffic engineers and police officers to ensure the safety of our students. The following procedures will be enforced during school pick-up and drop-off times:

DROP-OFF PROCEDURES - ALWAYS DROP STUDENTS IN CONED-OFF MERGE LANE

When approaching the school going east on Dennis Drive you will see the entrance to the merge lane by YMCA Kids Care. Enter the merge lane here. You can only enter the merge lane from this direction. A westerly approach on Dennis Drive is discouraged. Once in the merge lane pull your car forward as far as you can to the next available space.

Drop your child off.

Wait in the merge lane until the car in front of you starts to move and then exit the merge lane.

Continue east on Dennis Drive to Trevor Parkway. Make a left onto Trevor Parkway and then a left onto Stoneridge Drive.

Never park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to drop children off safely and efficiently.

Children can only be dropped off at the school side curb if you are in the merge lane. Make sure your child is ready to be dropped off (i.e. backpacks zipped and breakfast finished).

Parking lot area may not be used as a drop-off area

Do not block driveways to homes surrounding the school.

Do not use Martin Avenue as a drop-off area.

PICK-UP PROCEDURES - ALWAYS PICK UP STUDENTS IN CONED-OFF MERGE LANE

1. When approaching the school going east on Dennis Drive you will see the entrance to the merge lane by YMCA Kids Care. Enter the merge lane here. You can only enter the merge lane from this direction.

2. Once in the merge lane pull your care forward as far as you can to the next available space.

Pick up your child. You will be given only so much time to load your vehicle.

If at this time the cars in front and in back of you are ready to leave and your child has not emerged to be picked up, you must leave the merge lane and circle back to the school.

Continue in the merge lane until you can exit by the school office and merge back onto Dennis Drive.

Continue east on Dennis Drive to Trevor Parkway. Make a left onto Trevor Parkway and then a left onto Stoneridge Drive.

Never park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to pick children up safely.

Parking lot area may not be used as a pick-up area.

Do not block driveways or park illegally near homes surrounding the school.

Do not use Martin Avenue as a pick-up area.

KINDERGARTEN 11:30 PICK-UP AND DROP-OFF:

The pick-up and drop-off procedures will follow the above respectively for your situation.

Please keep in mind that you are sharing the same traffic space. Parents dropping off can not block parents trying to pick-up and vise versa. Please exercise consideration and patience.

Also **NEVER** park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to ensure safety for the children.

OBEY ALL TRAFFIC LAWS:

No double parking. If you want to pick up your child on the school side curb you must be in the merge lane. Otherwise Dennis Drive in front of the school is to be used for through traffic only.

No parking in the merge lane. It is a \$250 fine and a major inconvenience to other drivers.

No passing on Dennis Drive.

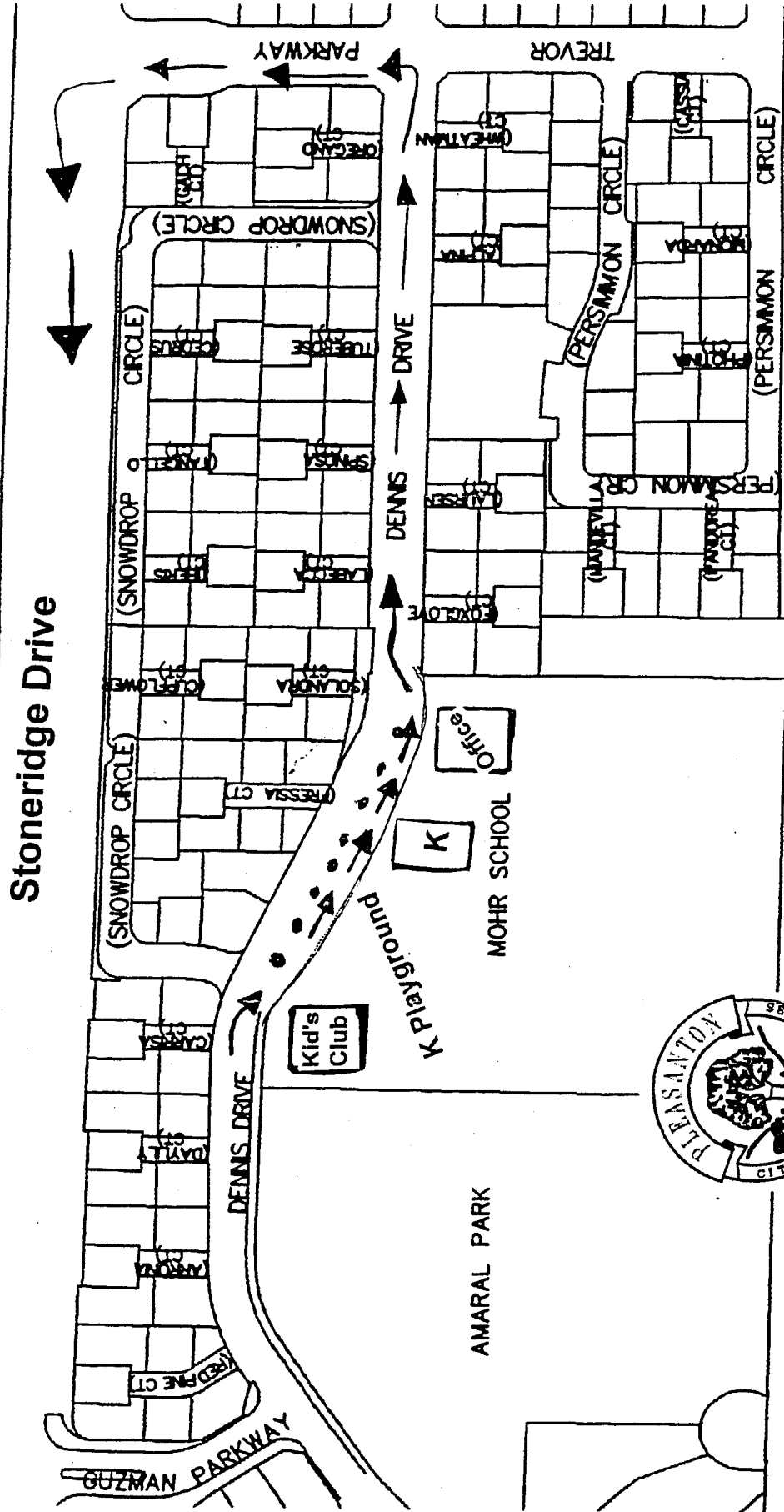
No U-turns on Dennis Drive.

Obey speed limits and go slower depending on the traffic situation.

Use crosswalks to cross Dennis Drive to get to the school.

MOHR SCHOOL IS A CELL PHONE FREE ZONE FOR DRIVERS

MOHR SCHOOL DROP OFF/PICK UP



MOHR SCHOOL PICK-UP AND DROP-OFF PROCEDURES

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2. Once in the merge lane pull your car forward as far as you can to the next available space.
3. Drop your child off.
4. Wait in the merge lane until the car in front of you starts to move and then exit the merge lane.
5. Continue east on Dennis Drive to Trevor Parkway. Make a left onto Trevor Parkway and then a left onto Stoneridge Drive.
6. Never park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to drop children off safely and efficiently.
7. Children can only be dropped off at the school side curb if you are in the merge lane. Make sure your child is ready to be dropped off (i.e. backpacks zipped and breakfast finished).
8. Parking lot area may not be used as a drop-off area
9. Do not block driveways to homes surrounding the school.
10. Do not use Martin Avenue as a drop-off area.

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2. Once in the merge lane pull your care forward as far as you can to the next available space.
3. Pick up your child. **You will be given only so much time to load your vehicle.**
4. **If at this time the cars in front and in back of you are ready to leave and your child has not emerged to be picked up, you must leave the merge lane and circle back to the school.**
5. Continue in the merge lane until you can exit by the school office and merge back onto Dennis Drive.
6. Continue east on Dennis Drive to Trevor Parkway. Make a left onto Trevor Parkway and then a left onto Stoneridge Drive.
7. Never park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to pick children up safely.
8. Parking lot area may not be used as a pick-up area.
9. Do not block driveways or park illegally near homes surrounding the school.
10. Do not use Martin Avenue as a pick-up area.

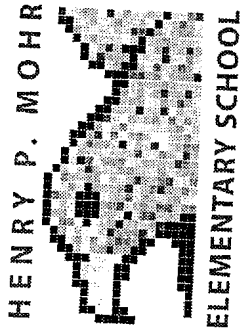
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3. Also **NEVER** park or leave your car unattended in the merge lane for any reason! Cars must keep a safe flow to ensure safety for the children.

OBEY ALL TRAFFIC LAWS:

1. **No double parking.** If you want to pick up your child on the school side curb you must be in the merge lane. Otherwise Dennis Drive in front of the school is to be used for through traffic only.
2. **No parking in the merge lane.** It is a \$250 fine and a major inconvenience to other drivers.
3. **No passing on Dennis Drive.**
4. **No U-turns on Dennis Drive.**
5. **Obey speed limits** and go slower depending on the traffic situation.
6. **Use crosswalks** to cross Dennis Drive to get to the school.

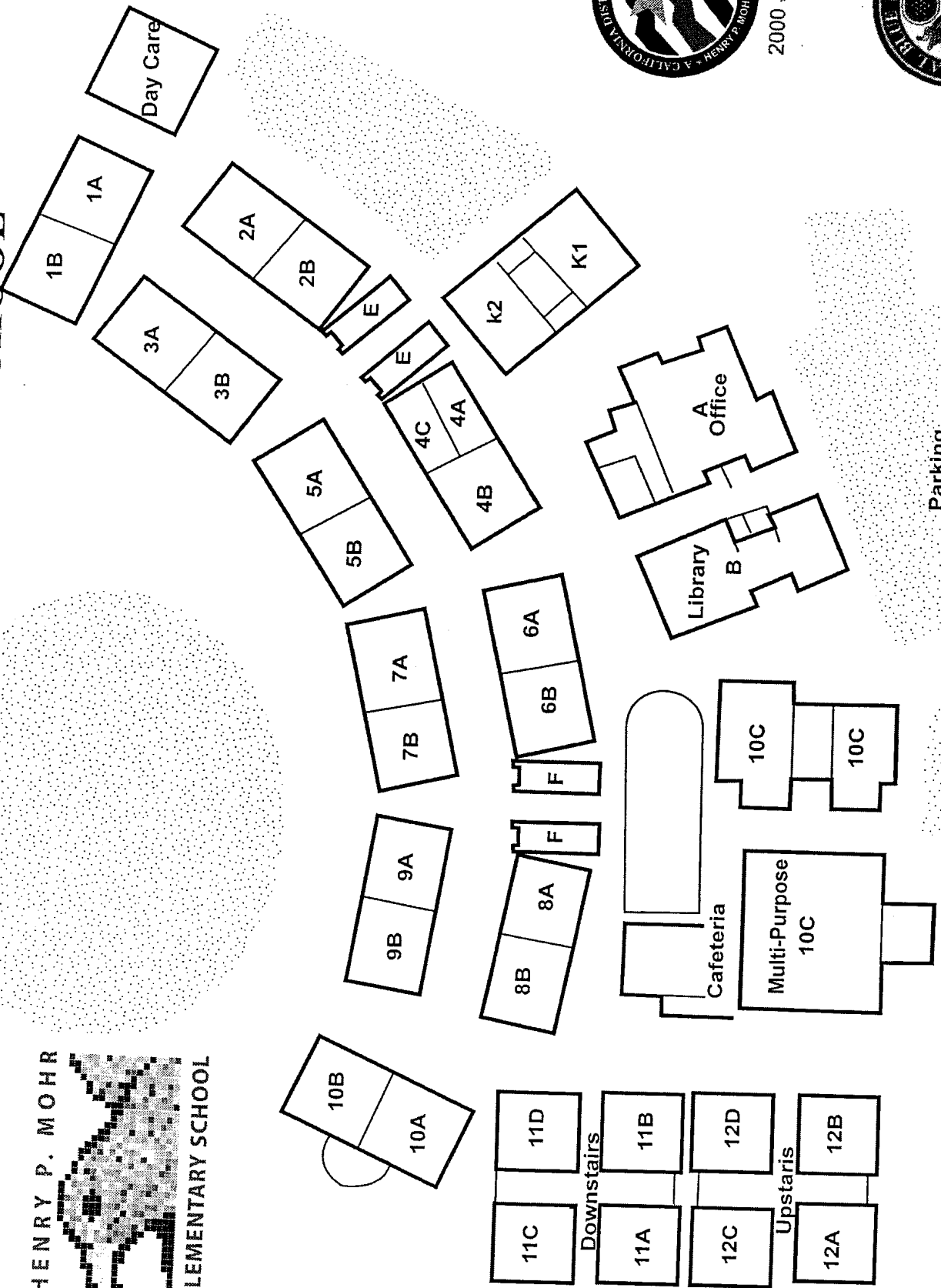
MOHR ELEMENTARY SCHOOL



2000 * 2004



2005



PLEASANTON UNIFIED SCHOOL DISTRICT

ANNUAL NOTICE OF UNIFORM COMPLAINT PROCEDURES

This notice informing you of the Uniform Complaint procedures is available in Spanish from any school or the District office upon request.

Este aviso, que resume el procedimiento de quejas uniforme está a su disposición en Español de su escuela o a la oficina de su distrito escolar.

The Pleasanton Unified School District Board of Trustees recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP), as set forth in Board Policy and Administrative Regulation 1330, when addressing complaints alleging:

Unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color, sex, race, ancestry, natural origin, physical or mental disability.

Failure to comply with state and/or federal laws and regulations in adult education, consolidated categorical aid programs, vocational education, child care and development, child nutrition, and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Therefore, discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-

case basis. The District prohibits retaliation against any participant in the complaint process.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent will ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Process:

1. **Informal Resolution:** Before initiating a formal complaint, an attempt shall be made to informally resolve the issues through a discussion with the complainant and relevant parties. The complainant will be provided an opportunity to present relevant information.
2. **Filing Complaint:** Obtain a copy of the Complaint Form from the school or district office. Submit form to the assistant superintendent of human resources.

PLEASANTON UNIFIED SCHOOL DISTRICT
Annual Notice of Uniform Complaint Procedures

3. **Investigation:** The supervisor will investigate the complaint and provide a written report of the investigation and decision. The decision will contain the findings and disposition of the complaint, corrective actions (if any), rationale for such disposition, and procedures for initiating an appeal, within 15 days of receiving the local agency written decision, to the California Department of Education.
4. **Appeals:** If any party disagrees with the supervisor's written decision, he or she may appeal the decision to a compliance officer of the District. Following the decision of the compliance officer, either party may appeal the decision to the District's Board of Trustees.
5. **Timeline:** The formal complaint process, including appeals to the Board of Trustees, shall be concluded within 60 calendar days from the District's receipt of the complaint, unless the complainant agrees in writing to an extension of time. Any complaint may be appealed to the California Department of Education within 15 calendar days of receiving the Board's decision.
6. **Discrimination Claims:** A complaint alleging discrimination must be initiated no later than six (6) months from the date when the alleged discrimination or violation of law occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination or violation of law.

7. **Civil Law Remedies:** A complainant may also pursue civil law remedies, such as injunctions or restraining orders through local, state or federal legal aid agencies, offices, local mediation centers, or public or private interest attorneys. Local agencies that may be able to assist you include the Alameda County Bar Association and the Legal Aid Society of Alameda County. Complainant has a right to seek civil law remedies no sooner than sixty days have elapsed since filing an appeal with the California Department of Education, with the exception of injunctive relief, for which the moratorium does not apply.

Complaints shall be directed to:

Assistant Superintendent,
Human Resources
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, California 94566
(925) 426-4321

Human Resources will direct Title IX complaints to

Coordinator, Special Projects
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, California 94566
(925) 426-4325

This notice shall be distributed annually to parents in the District's annual notice to parents. This notice shall also be distributed to all school sites, Public Information Office, Human Resources, Educational Services, and Pupil Services for distribution to students, employees, advisory committees, and other interested parties.

Revised: 1-27-04

Also available in Chinese - please call the school office for a copy.

Volunteer Guidelines

Mohr School welcomes the volunteerism of our parents and community members. The time and support of volunteers is appreciated and helps make Mohr School a success.

In this age of concern for the security and happiness of all Mohr children we expect that all volunteers follow the guidelines listed below:

- All volunteers have read and understand these guidelines.
- All volunteers working directly with students must have a completed and cleared "Volunteer Clearance Form" on file in the office before commencing responsibilities. Clearance may take 14 – 21 days.
- Volunteering duties may include working with students, but may also be doing tasks for the teacher outside of the classroom.
- Field trip drivers must have on file annually an approved driver form (correct name) with proof of adequate insurance coverage.
- All cleared volunteers will check in at the office and wear a badge before going onto campus.
- All volunteers are expected to exhibit a positive demeanor, enthusiasm for the task, and smiles.
- Be aware that classrooms have children unique in their levels of achievement, behavior patterns, motivations, and often require individual attention and encouragement.
- When arriving for volunteer time, check in with teacher for special instructions and duties.
- Communicate as much as needed with the teacher about students to whom you are assigned to work.
 - Students having difficulty
 - Student behaviors outside of classroom norms
 - Students working above the level of the activity
- Be familiar with the "language" of our Tribes character program and use it with students.
 - Appreciations for good work.
 - "I" messages from adult to child.
 - Give mutual respect to children and expect it from children.
 - Do not "put down" children with critical or negative statements.
- When working with children, individual attention to the task is necessary.
 - Cell phones should be "off."
 - No pre-school children are allowed to be present.
 - Keep focus on child(ren) assigned to you.
- Confidentiality of information obtained through your volunteer efforts **MUST** be maintained. Please keep all information between you and the teacher.
- If a child working with you needs discipline, please refer the problem immediately to the teacher for attention.
- Respect the privacy of everyone in the classroom. This includes materials and information you may see on the student's or teacher's desk (i.e. test scores, graded papers, notes, etc.)

We thank you for your willingness to help us help all students succeed. Adherence to these guidelines will insure continuance of a successful program.

NOTICE TO PARENTS OF MOHR STUDENTS

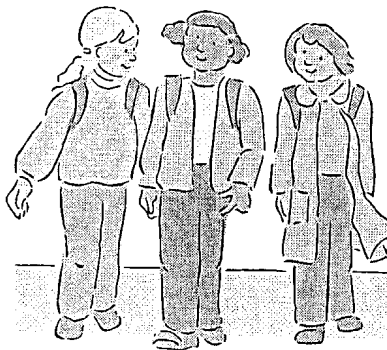
Safety on Campus

Many parents enter the campus area to wait for student dismissal each day. The policy of Mohr School is that all persons on our school campus wear a badge obtained in the office

The staff at Mohr would appreciate people who are waiting for children to be dismissed wait outside of the gates near the classrooms (playground, parking lot, or front of school) until the dismissal bell rings. This will insure that person traffic on the campus can be monitored. If you must be in the area near the classroom doors, please stop by the office to obtain a badge.

In the morning, if you walk your student to school, please go directly to the playground area to wait for the starting bell. Please do not congregate in the classroom area inside the gates. The teachers and staff are responsible for monitoring these areas. Your compliance with these rules will make their job easier, the area more quiet and safe for children.

Thank you for your cooperation in making our school as safe as it can be.



PUSD POLICIES

For complete text of the Regulations associated with the following Policies, consult the district web-site at www.pleasanton.k12.ca.us. Click on 'Board Policies'.

HOMEWORK AND ASSIGNMENTS

The governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influence students' ability to meet the District's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Board believes this meaningful after-school activity reinforces and supports students in their efforts to successfully achieve academic standards. Homework is an essential part of an effective, well-planned instructional program. Homework allows the student to continue learning beyond the instructional day.

The assignment of homework serves several purposes. It provides opportunity for practice to reinforce newly acquired skills or apply learning, prepare students for class participation and activities, and provide extensions through projects, problem solving, or research to take the students beyond work begun in class. Teachers may wish to use class time for discussion and academic interaction, thereby relegating more autonomous activities like reading, research, memorization, problem sets, and workbook exercises to homework time. Teachers may assign homework to introduce, re-enforce, expand upon, or refine class concepts. For younger learners and at-risk students, it may also serve to teach healthy/regular work habits.

GRADING POLICY: EVALUATION OF STUDENT ACHIEVEMENT

The Board believes that grades help students and parents/guardians monitor their student's progress toward meeting the State and District's Academic Standards. It is recognized that grades reflect students' demonstrated achievement and that teachers exercise their professional judgment in assigning grades. Students are expected to work toward the expectations established in the District course of study and to meet clearly established standards.

The quality of each student's work and the student's mastery of course content and objectives in relation to District and State benchmarks will determine a student's grade. Teachers will use a variety of student achievement evidence to determine whether a student is meeting grade level standards. Methods of demonstrating this mastery may include classroom participation, homework, projects, tests, and portfolios. Effort alone is not necessarily a component of a report card grade.

In an effort to clarify some of the variables inherent in a topic of this significance, the following statements are included in the policy to assist the administration in implementing these guidelines:

- Grades will be based on evaluation of the quality of the student's work and his mastery of course content and objectives as it relates to the District's standards.
- The superintendent will ensure that each school site and department develops consistent grading plan in accordance with district policy.
- Teachers exercise their professional judgment in assigning grades and establishing grading practices that align with district, grade level and department guidelines.
- Teachers will inform students and parents/guardians how student achievement will be evaluated in the classroom in relation to the standards for grade level and/or course content.

At the beginning of each course and at Back to School Night, teachers shall make available to students, parents/guardians, and administrative staff course policies, expectations, and procedures.

PUPIL ATTENDANCE AND GRADES

Regular attendance is essential for a pupil to gain the most from his/her educational opportunity. The Board of Trustees is committed to supporting this concept as allowed by the Education Code (Section 49067). The Superintendent shall establish guidelines by which failing grades may be assigned to those pupils who miss a certain number of school days due to unexcused absences during any school term. This number shall be reviewed by the Board of Trustees.

MANAGEMENT OF LIFE-THREATENING ALLERGIES

The Board of Trustees is aware that anaphylactic reactions, most often caused by exposure to substances to which the pupil is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects and latex. The risk of accidental exposure to these allergens can be reduced in the school setting if school staff works with pupils, parents/guardians, and physicians to minimize risks and provide a safe educational environment for allergic pupils.

The partnership between school staff, parents/guardians, and physicians is primary to the successful management of a pupil's life-threatening allergies. It is critical that the parent/guardian inform the school principal of the pupil's allergy, and that this information is given to all school staff members. The pupil's physician needs to establish the treatment protocol and shall provide the protocol to the school. School staff must be made aware of the treatment protocols for the pupil's particular allergy and be knowledgeable regarding the location of necessary medications and their application, such as the administering of the auto-injector (EpiPen). Training shall be provided to school site staff to recognize the reactions, administer the protocols, and be aware of the District's policy and regulations regarding life-threatening allergies.

There will be pupils that have allergies to specific food products, such as peanuts or tree nuts. Special care will be exercised to support these pupils by having parents/guardians consult with the teacher before supplying food or craft supplies to the classroom. District policy requires that an ingredient list accompany any food brought to the school (Pol-5536). District staff will work with parents/guardians to accommodate the needs of the allergic/anaphylactic pupil on an individual basis to diminish the risk of accidental exposure to their specific allergen(s).

FOODS PROVIDED FOR SCHOOL FUNCTIONS

The Board of Trustees values community involvement in support of classroom and other school activities. One of the traditional ways this happens is the contribution of foods from home for classroom parties, picnics, staff appreciation and other related events.

While this is often a highlight to a school activity, and may even be incorporated into an instructional program as an educational tool, there is potential exposure to pupils and staff from chemical and biological food hazards that may be present in foods prepared in the home. While food and drink products will never be absolutely risk free, with proper preparation, storage, and food handling the risk can be minimized.

In order to continue the tradition of community sharing in the classroom and school activities experience, in balance with the District's requirement to ensure the safety of pupils, the Board of Trustees will permit the serving of foods provided for school functions in accordance with Administrative Regulation 5537.

Principals, in cooperation with staff and school community, may adopt local procedures more restrictive than Board Policy 5537.

When supplying foods to the classrooms please follow these safety rules:

- Foods high in susceptibility to bacterial hazards are foods high in protein and moisture while being low in acidity, i.e. meats, poultry, dairy, eggs, beans and rice.
- Wash foods that come in contact with the ground when growing or harvesting such as apples, melons, tomatoes, lettuce.
- Wash hands frequently during preparation and always after using the restroom. Keep hands away from your mouth and nose during preparation and always cover cuts and scrapes so as not to expose them to the food.
- Make sure to sanitize all preparation surfaces and utensils with a mild sanitizing solution.
- Make sure to prepare raw meats, poultry, fish, etc. on their own cutting boards and not to share cutting/preparation surfaces with different types of raw meat or place cooked food where raw food has been prepared so as to avoid any cross contamination.
- Do not use products coming from damaged or bulging cans.
- Hold all cold foods at less than 41 degrees and all hot foods at greater than 140 degrees Fahrenheit to avoid the "Danger Zone" where bacteria love to live and multiply. Reheat all hot foods to 160 degrees Fahrenheit before serving. Cool foods promptly in the refrigerator uncovered and not at room temperature. Food can be transported as long as exposure to "Danger Zone" is limited.

For more information contact Child Nutrition Services at (925) 426-4417.

For complete text of the Regulations associated with the preceding Policies, consult the district web-site at www.pleasanton.k12.ca.us. Click on 'Board Policies'.

PARENT-TEACHER CONFERENCE: YOUR RIGHT AND RESPONSIBILITY

Did you know that you have a right to take time from work to attend parent-teacher conferences?

California Labor Code 230.8 (a) (1):

No employer who employs 25 or more employees working at the same location shall discharge or in any way discriminate against an employee who is a parent, guardian, or grandparent having custody, of one or more children in kindergarten or grades 1 - 12, inclusive or attending a licensed child day care facility, for taking off up to 40 hours each year, not exceeding eight hours in any calendar month of the year, to participate in activities of the school or licensed child day care facility of any of his or her children if the employee, prior to taking the time off gives reasonable notice to the employer of the planned absence of the employee.

(This is just a portion of the actual labor code. For more information contact your employer).