

**Shaw School  
Parent/Student Handbook  
2020-2021**



**Shaw School**  
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**Parent/Student Handbook Contents**

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## **Letter from the Principal**

Dear Shaw School Parents:

Welcome to Shaw School's new school year! We know this will be another wonderful school year at Shaw. Regardless of grade level, we want all students to experience their most exciting and successful year ever.

We look forward to working together to provide an enriching, exciting, and memorable school year. Parents are invited to be active members of the educational team. We encourage you to join our team, our school family, and our fantastic PTA, where preparing children for the future is our number one priority.

This year at Shaw, we will continue to encourage all students to embrace integrity, learning, high expectations, and achievement in their daily choices and interactions. Our goal is for your student to reach their potential. We need your cooperation as we move toward this goal. I encourage all parents to review this handbook with your children and to use it as a reference guide throughout the school year.

This handbook has been developed to help you get acquainted with the services, policies, and procedures of our school. We ask that you keep it handy and use it as a reference throughout the year.

Due to COVID-19 some policies and procedures may be altered for compliance and safety purposes.

As the year progresses and questions arise, please feel free to call the school. Thank you for all your support in making Shaw a fantastic place for students to flourish.

Sincerely,

Jenée Severance  
Principal

## Parent Involvement

Alice Shaw School would not be the school it is without the strong support of parents. Parents are involved in every facet of our school, from volunteering in classrooms to serving on the School Site Council to organizing special events.

Through special events and fund-raisers, the PTA contributes a great deal to Alice Shaw students' education, and **all** parents are invited to help! If you would like to contact the PTA President, you can leave a message in the school office.

Another very important group is the School Site Council, an elected group of parents and school staff that meets several times during the school year to discuss and review school programs. Parents are invited to attend School Site Council meetings. Information about becoming a School Site Council member can be found in upcoming Shaw School Newsletters.

Teachers and children enjoy and value the help parents provide as they volunteer in classrooms. If you would like to help in this way, just let your child's teacher know. There are a wide variety of ways parents can support classroom activities!

**Parents are VERY important members of the educational team.** Your support of your child's education is extremely valuable. You are encouraged to work closely with your child's teacher. Understanding the curriculum, monitoring homework, and reading classroom notes and progress reports can be beneficial for your child. If your child knows that education is important to you, it will be important for him/her as well. It is also very rewarding to be a part of the success your child will experience.

## **School Rules\***

Student safety is the first consideration for everyone. Students at Alice Shaw School are expected to always show respect to adults and fellow students, including the property of adults and fellow students. In addition, students are to show respect to their school, including all school property. Students may not leave school campus with authorization from the office and they may not leave the classroom without authorization from the teacher.

1. Once on the school grounds, children may not leave campus without authorization from the office.
2. Students may not be on the school grounds until **after 8:20 a.m.** Students may arrive at 8:05 if they are going to purchase breakfast in the cafeteria. Student's not eating breakfast may arrive at 8:20 a.m. At that time, the bell rings and the playground is supervised. Warning bell rings at 8:33. The students then walk to their class lines.
3. At dismissal, students should not loiter on campus. Bus students should go to the bus stop, Campus Connection Child Care Program students should proceed directly to their facility and participants in after school programs should go to the appropriate location. Students who walk home with parents are to meet parents at the fire road on the south side of the campus. Students who are driven to and from school are to be picked up no later than 15 minutes after dismissal.
4. Crosswalks must be used to cross streets adjacent to the school.
5. Students may not cross the drive-through lanes of the parking lot unless accompanied by an adult. Students and parents may not walk between buses in the bus loading zone. Crosswalks need to be used to cross safely.
6. Students are not allowed in classrooms without adult supervision.

7. Students should always **walk** in the “Learning Zone” corridors on campus.
8. Whether temporary or permanent, tattoos and hair dye are not allowed at school.
9. Gum is not allowed at school.
10. Students are asked to bring a nutritious snack (i.e. fruit, pretzels, yogurt, raw vegetables, juice, graham crackers, etc.) to school each day to eat at the midmorning recess. Please ***do not send your student to school with soda, RED Cheetos/Taki’s, etc. snack food.*** These colored food items stain school books and papers. All breakfast items need to be consumed before students come to school. Breakfast is available to purchase in the cafeteria.
11. Written invitations for non-school events (such as birthday parties) are not to be distributed at school unless the entire class is invited. Treats must follow the OUSD nutritional guidelines.

**12. The following are *not* permissible at Shaw School:**

- Bullying
- Profanity and bad language
- Fighting
- Verbal or physical harassment
- Play-fighting or wrestling
- Spitting
- Biting
- Playing in or near restrooms
- Climbing on trees, roofs, fences, etc.
- Stealing
- Weapons
- Toys, Skates, skateboards, etc.
- Littering
- Throwing rocks, dirt or other objects

13. If you choose to send your child to school with a cell phone/watch/electronic device they must be off and in their backpack at all times. We will not be investigating missing cell phones. If students must make a call after school to finalize transportation home plans, they may go to the waiting area at the front of the school to make the call. Students may not use a cell phone camera at school. Inappropriate use of cell phones at school will result in the student not being allowed to have a cell phone at school. *Students are not required and not encouraged to bring personal electronic devices to school. If students do bring such devices to school, they are bringing them at their own risk. The school is not responsible for personal equipment.*

14. Students are expected to follow school rules on school buses and field trips. Students transported to and/or from school on a school bus will be under the authority of, and responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver will be sufficient reason for a student to be denied transportation.

## **DRESS CODE (Ed. Code 35183 and Board Policy 5132)**

The Orcutt Union School District School Board and the staff of Alice Shaw Elementary School believe that appropriate dress and grooming contribute to a productive learning environment. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. With these considerations in mind, the policy concerning dress and grooming is as follows:

- All dress must be modest, neat, and clean and school appropriate at all times.
- Whether temporary or permanent, tattoos and hair dye are not allowed.
- Pants (clothing) with holes or rips are not allowed.
- Bare-midriff tops, Shirts with long arm holes, long belts or chains, clothing with holes and sheer tops are not allowed at school.
- Shorts, skirts and dresses need to be at least as long as the student's fingertips when arms are resting at the sides of the body.
- Girls are encouraged to wear shorts or tights under skirts and dresses so that they feel comfortable participating in all activities.
- Garments where the torso or midriff is exposed such as tube tops, half shirts, and halters or see through clothing are not allowed. All undergarments should remain covered. When a student raises her/his hands the torso/midriff should not show. *Spaghetti straps (tank tops), racer back tanks, off-the-shoulder tops or strapless attire are not allowed. All sleeveless shirts/blouses must cover the back and shoulders.*
- Proper footwear must be worn at all times. Students must wear shoes that are comfortable and appropriate for PE activities each day. Shoes must have backs. Due to safety issues, students should not wear shoes with heels higher than 1 inch. NO open toed shoes such as sandals/flip flops will be allowed. No Heelys allowed.
- Hats may be worn outside for protection from the sun.
- No clothing that promotes or advertises weapons, violence, drugs, alcohol or tobacco use is allowed. No clothing identifiable to gangs is to be worn to school.
- No chains or spiked jewelry.
- No Make-up allowed.
- No acrylic nails (safety issue)

\*Students who are not dressed appropriately will be asked to telephone their parents to have other clothing brought to the school.

**\*Rules and procedures are subject to change**

# Child Nutrition Program/Guidelines

Breakfast and lunch are available to students every school day in the cafeteria. Breakfast costs \$2.00. The cost for lunch is \$2.75. Pre-purchased meal tickets greatly speed up the breakfast/lunch process. Students should bring their money to the office before school or to their teacher in the classroom.

Student meals are tracked by a computerized accounting system. Each student has his/her own code number to enter on a keypad before each meal. Information on free and reduced-price meals is available in the school office. <https://schoolnutritionandfitness.com/index.php?sid=2802082358161433>

New federal nutritional guidelines will be implemented in the 2017-2018 school year. The guidelines will outline the food and drink items that will be allowed during the school day.

## Changes in OUSD Nutritional Rules

**Schools and School Districts must fully comply with new requirements by June 30, 2017 to receive federal funding**

### What changed?

Standards and nutritional guidelines for all foods and beverages sold or provided to students during the school day. They must follow Federal regulations. This includes:

- Classroom snack brought by parents
- Treats given as rewards or incentives
- Classroom and school celebrations and parties (including birthday treats)
- Food sold on campus 30 minutes before, during and after the school day

### WHY?

- The changes are mandated by the Healthy, Hunger Free Kids Act of 2010
- The nutrition standards for school meals have not been updated since 1995 and the new standards reflect the latest knowledge base about health and nutrition
- The nation faces an obesity epidemic with nearly 1 in 3 children at risk for preventable diseases like diabetes and heart disease due to overweight and obesity

### WHAT does that mean for my student?

<https://www.fns.usda.gov/healthierschoolday/school-day-just-got-healthier-parents>

Orcutt Union School District will be working closely with parents, teachers and PTA's to provide alternatives for class parties and events, fundraisers, classroom incentives/prizes and other student activities with foods. These requirements must be implemented across our district by federal regulation.

### Alternatives to food-based rewards and celebrations

- Pencils/erasers

- A board game for the classroom
- A book for the classroom or library
- Art supplies
- Stickers
- Bookmarks
- Smart snack

<https://healthymeals.fns.usda.gov/local-wellness-policy-resources/wellness-policy-elements/student-incentives-and-rewards>

<https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>

## Medication

Medication (prescription or over-the-counter) is given at school only upon receiving (1) the written authorization of the parent/guardian and (2) a statement from the child's physician detailing the method, consent, and time schedules by which medication is to be taken. Medication is administered in the office (except in doctor specified cases of specific medications).

If your child has a fever or is vomiting, please do not send your child to school until they have been fever free or the child has not vomited for a minimum of 24 hours. If your child goes home from school with a fever or vomiting, they cannot return the next day

## School Attendance

Consistent school attendance is absolutely **essential** for your child's success at school. Attendance problems hinder your child's progress and teach him/her that school is not important. The following are some guidelines and information regarding attendance:

## Tardiness

Getting to school **on time** is an important responsibility of parents and students, and at our school tardiness is regarded as a serious problem. Teachers use the first few minutes of every day to complete necessary routines (attendance, lunch count, homework collection, and announcements) and to go over the day's schedule. Missing this time can leave your child uninformed, confused, or out-of-step with classmates. Moreover, many teachers use this time early in the day for review and practice exercises to activate thinking and creativity. **All** of our students need to participate in these valuable experiences!

Please make sure your children arrive at school on time. Students are expected to be on the campus when the 8:35 bell rings so that they are ready to walk to meet their teachers at designated areas.

## Truancy

California law mandates documentation and report of truancy. Any student who is absent from school without a valid excuse for three full days, or who is tardy 30 minutes or later on three occasions, or who has any combination of three or more unexcused absences or over-30-minute tardiness, is considered **truant** (Section 48260 of the California Education Code). In this case, parents will receive a letter from Mrs. Severance. A copy of this letter is also placed in the child's permanent record file. If truancy continues, then referrals will be made to the School Attendance Review Board and the Santa Barbara County District Attorney.

## Release of Students

Students must be released by the office prior to leaving campus. When parents need to take a student from school for part of the day, the parents must sign the student out in the office. The child must check-in at the office upon returning to campus. During the school day, we will only release students to adults who are on the child's release list. It is **very important** that parents notify our office personnel when changes need to be made on student emergency cards.

## Parking Lot/Pick Up & Drop Off Rules

We have many, many families driving into our front parking lot each day, and it takes nothing less than a team effort by both parents and staff to maintain the parking lot as a safe, orderly place for dropping off and picking up students. In the past several years, the staff has developed some guidelines for parents that have promoted both safety and a good flow of traffic:

1. First, we encourage you to avoid the parking lot altogether! Since our buses use the parking lot to pick up and drop off students, it quickly becomes congested. We suggest that parent's park along Loch Lomond or Dahlia and walk their children to the "fire road" near the back of the school. Having a special drop off/meeting place just a half block away from school is even better. You can avoid much traffic!
2. All parents of second through sixth grade students are asked to say their "good-byes" before school and wait for students after school at the front of the school or the fire road. First grade student need to be picked up in the front of the school, unless picked up by an older sibling. Kindergarten parents are asked to wait for children outside the Dahlia side gate.
3. If you do choose to use the parking lot, please pull **as far forward as possible** in the loading zone. This allows others to pull in behind you. Do not leave your car unattended in the loading zone, even for a few minutes.
4. Students are not to cross the parking lot outside of the crosswalk by themselves.

5. Only those drivers with valid certification by the Department of Motor Vehicles may park in the marked handicapped parking spaces.
6. Please be aware that there is a bus loading area on Dahlia by the back entrance. Cars are not allowed in the bus loading area.

## **Student Safety**

Parents often ask about various issues concerning student safety. Here are some often-discussed topics:

### **Bullying and Threats**

Bullying and harassment will not be tolerated! All Shaw Staff are firm and direct in handling bullying, threats, intimidation, and/or verbal harassment, and are very careful to involve parents and apply consequences as appropriate. We often remind students of the importance of letting parents, teachers, the principal, and/or other trusted adults know about any ongoing problems with threats or harassment.

### **Emergency Drills**

Each month, the school conducts a safety/disaster drill. Emergency drills include fire, lock-down and duck-and-cover that prepare students for earthquakes, explosions, or other potential disasters.

### **Adults on Campus/Visitors**

To ensure the safety of students and staff and minimize interruption of the instructional program, the following procedures facilitate visits/observations during regular school days. These procedures do not apply to parent volunteers in classrooms where the volunteer has been accepted by the teacher to assist within the classroom.

- a. All classroom visits will be arranged with the teacher and principal/designee
- b. Time and date of the visit will be mutually agreed to by the parties involved in advance of the visit
- c. A classroom visitation requires a minimum 24-hour notice to the office
- d. Classroom visits are to be no longer than 30 minutes unless mutually agreed to by all parties involved
- e. There will be no more than two classroom visits per year
- f. Visitors must register in the office prior to any visit and wear a visitor's badge and sign-out in the office when departing the campus
- g. The principal/designee may refuse to register any outsider or ask a visitor to leave (BP/AR 3515.2 – Disruptions)
- h. Principal/designee will accompany the visitor to the classroom and stay during the visit
- i. No electric listening or recording device may be used by students or visitors in a classroom without the teacher and principal/designee's permission
- j. Student visitors are not allowed on campus during school hours

- k. Visitors for K-8 schools are not permitted at school events restricted to current eligible students (i.e. school dances)
- l. Visitors for high school events restricted to current eligible students must submit a completed School Dance Authorization Form and receive approval by the principal/designee
- m. Visitors are asked not to interact with students and to refrain from the use of cell phones, tablets, computers, or any other electronic device while in the classroom as it can disrupt the instructional program
- n. Visitors are asked not to bring small children to the classroom as they can disrupt the instructional program

ALL visitors, including parents, must check in at the office and receive a visitors' badge. Visitors are not allowed to go directly to classrooms without checking in at the office. The Orcutt School District has implemented a Volunteer Screening Program. Any adult who will be regularly working with students at school is required to register in the office as a regular school volunteer. His/her name will be checked against the Megan's Law Registry. Personalized volunteer badges will be checked out to accepted volunteers.

## **Bicycle/Scooter/Skateboard Safety/Rules/Guidelines**

Students may ride bicycles to school when parents say they are mature enough. Other devices deemed unsafe by the Principal for school use may not be ridden to school. Please talk to your children about traffic and safety laws to be sure that they understand them. Students are encouraged to use proper safety gear. The law requires helmets.

1. Students should begin walking their bicycle/scooter/skateboard when they reach the crosswalk areas as they enter the campus.
2. Students should walk their bicycle/scooter, etc. to the bike rack, using the sidewalk closest to the school building. Any student transportation equipment must be walked on school property.
3. No bicycles, scooters/skate shoes and/or skateboard are allowed on the playground before or after school.
4. Every bike/scooter, etc. must have its own individual lock and be locked in the space provided at school.
5. No bicycles/scooters/skateboards with motors are allowed for students to ride to school.
6. All students riding bikes/scooters/skateboards must abide by California laws.
7. Riding any device to school is a privilege. The Principal will notify parents when their child's bicycle/scooter, etc. privileges have been revoked because he/she did not follow rules.
8. The Orcutt Union School District and Shaw School is not liable for lost, stolen or damaged bicycles, scooters, skateboards.

## **Animals on School Grounds**

For the safety of children and adults, dogs and other family pets should not be brought onto the school grounds or into the school office. Parents should **not** walk or bring their dogs or pets to school when picking up their children. Students who wish to "share"

their pets with their class must seek special permission from their classroom teacher and administration.

## Parent-Teacher Conferences

Communication between parents and teachers is valuable. One of the most significant means of communication between teachers and parents is the parent-teacher conference.

At the first parent-teacher conference, held early in the school year, teachers and parents will go over the academic standards for the grade level, review assessment data for each child, and collaborate on goals for each child for the upcoming school year.

At a subsequent parent-teacher conference, held later in the year, either in person or by phone, teachers and parents can review students' progress with the goals that were established in the fall.

If the need arises, teachers or parents can ask for a conference any time during the school year.

## Lost and Found

Each year, many coats, jackets, sweatshirts, and other clothing items are lost or misplaced at school. **Writing your child's name on his/her clothing** – on an inside tag or label, or elsewhere – makes it much easier for all of us to locate a missing clothing item and return it to your child. Lost clothing is stored in bags in the cafeteria. Unclaimed clothing is regularly donated to a local charity. Donation times are announced in the school newsletter.

## School-Home Communication

At Shaw School, we enjoy the fact that our parent community is very involved and enjoys being informed of school news and events. Shaw Family News is published monthly and is sent via Parent Square to parents who have subscribed. To sign up, please e-mail Cheri at [cpalin@orcutt-schools.net](mailto:cpalin@orcutt-schools.net).

Twitter account - @ShawOUSD

Facebook account – Alice Shaw School, Orcutt, CA

#ShawEaglesSoar

We also invite communication from parents. Parents should feel free to contact their child's teacher or Mrs. Severance with any questions, ideas, or concerns. Our phone system has been set up to include classroom phone numbers with voice mail for teachers. Classroom phones do not ring during the school day. (Please be aware that sometimes phone messages don't appear immediately on our system. Also, teachers are very busy and don't spend time on the phone during the school day.) If you have an important time sensitive message for your child, please call the school office. You can also contact teachers and office personnel via e-mail. An e-mail directory can be found on our school website.

Finally, be sure to keep an eye on our school website that can be accessed at [www.aliceshawschool.net](http://www.aliceshawschool.net).

## **Standards/Report Cards**

Teachers will be talking about the California Common Core State Standards at Back-to-School Night. All students, kindergarten through sixth grade, will be evaluated through the standards-based assessment program and receive report cards on the trimester system, three times a year. As a measure for report cards, we assess students with diagnostic tools as indicators of overall progress. For more information on tests that are used at your child's grade level, please ask your child's teacher.

Parents may click on the following links to see the Common Core California Standards: <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Parents who have any questions about how their child is doing should contact the teacher to request a conference.

## **Student Testing**

California Assessment of Student Performance and Progress (CAASPP) and NWEA are very important tests that students take during the school year.

CAASPP for grades 3-6 is scheduled to take place in March/April/May. We ask that parents do whatever they can to avoid medical appointments, dental appointments, or any other engagements during school hours during testing days. Students do much better when they take the tests with their classmates.

## **Retention/Promotion Policy**

During the 1999 California legislative session, Assembly Bills 1626 and 1639 were passed into law. These companion bills require school districts to implement retention and promotion guidelines for students transitioning from grades 2-8. Students who are identified as being at risk of being retained or who are performing below standard in key academic areas are to be offered additional support.

The Orcutt Union School District has adopted a program that meets the guidelines established by the legislation. Students are identified as "at risk of being retained" in grades 2 and 3 for academic deficits in reading. Students in grades 4-8 can be considered as "at risk of being retained" for academic deficits in reading, language arts, and/or math. Intervention services are offered to identify students.

At the conclusion of the school year, teachers and parents will review the progress of identified students. Their classroom teacher for retention at their current grade level may recommend students who do not meet the promotion requirements.

Students who have Individual Education Plans (IEPs) and/or Section 504 accommodation plans will be evaluated based upon the goals/guidelines in their plans. English Learners will be evaluated based upon their overall progress, not solely upon English proficiency.

## **Bus Transportation**

Bus transportation will be provided to students who live in the Sunrise area, Quail Meadows condominiums, Las Brisas, Rod Drive area, and the Cedarhurst/Foster area. The morning bus schedule is as follows:

7:55 - Stardust @ White Fence @ light pole

8:00 - Blueridge @ the Park Light Pole

8:03 - Caselli @ the water basin

8:08 - 3350 Santa Maria Way @ cutout

8:12 - Rod Drive (if needed)

\*times subject to change

A bus for kindergarteners going to school is available for the A.M. program only. P.M. kindergarteners may ride the bus home from school.

## **Campus Connection Child Care Program**

The Orcutt Union School District's Campus Connection Child Care Program offers quality childcare to Alice Shaw students in grades K-6. Alice Shaw's Campus Connection facility operates from 6:30 a.m. to 6:00 p.m. For more information, including the cost, phone the Campus Connection main office at 938-8950

## **Parent Involvement Policy BP 6020a**

[Orcuttschools.net/about/school\\_board/board\\_policies](http://Orcuttschools.net/about/school_board/board_policies)

### **Title I School-Level Parental Involvement Policy**

#### **Alice Shaw Elementary School**

The school has developed a written Title I parental involvement policy with input from Title I parents at a public meeting held on September 4, 2019. The School Site Council and English Learner Advisory Committee also have provided input and approved the Title I Parent Involvement Policy on October 16, 2019. The policy is distributed to all parents of Title I students and is also available online at the district website: [www.orcuttschools.net](http://www.orcuttschools.net) the policy describes the means for carrying out the following Title I parental involvement requirements [*Title I Parental Involvement, 20 USC 6318(a)-(f)*]:

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

The school conducts the following activities to involve parents in the Title I Program:

a) Convene an annual meeting to inform parents of Title I requirements and their rights to be involved in the Title I program. The school holds a general Title I meeting for all parents in the beginning of the school year and again at the end of the school year. At

the meeting's parents are informed about the school's participation in the Title I program, the requirements of Title I, and the right of parents to be involved.

b) Offer a flexible number of meetings for parents of Title I students. The school holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, home visits, and other services to support parent involvement. The school holds open meetings with School Site Council, English Learner Advisory Committee and other parent committees six times per year.

c) Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Each year, the school holds meetings with parents of Title I students, parents of English Learners, and parents of students with disabilities to plan, review, and evaluate the school Title I program, including the school parental involvement policy and the Single Plan for Student Achievement. Parents can submit comments on the school-wide program to the district if they do not find the plan to be satisfactory.

d) Provide parents of Title I students with timely information about Title I programs. The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers, written handouts, phone calls, home visits, and informational meetings. All documents addressed to parents are written in English and Spanish. School Messenger and e-mails are used, and the Parent Square Automated Phone Call System will be implemented in 2017-2018, to ensure all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. The school provides an adequate number of professional translators/interpreters who can perform two-way translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events.

e) Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. All parents receive an explanation during parent-teacher conferences and family literacy/math/technology nights, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

f) Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate in decision making at school by attending parent meetings, making suggestions, volunteering at school, participating in their children's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Parent-Teacher Association, School Leadership Team, District Advisory Committee, District English Learner Advisory Committee, Strategic Planning Committee, and other leadership groups. The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their children's education. A school-based parent orientation is provided for all parents every other year to disseminate the State and Federal programs, and to provide support for all elected SSC/ELAC members.

### **School-Parent Compact**

The school has jointly developed with and distributed to all parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

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

Each year, the school holds a meeting with all parents and the School Site Council (ELAC representative is a part of the SSC) to review and approve the School-Parent Compact. The compact is shared with parents in the First Day Packet (electronic) and parents acknowledge receipt in the beginning of the school year. The compact is signed by the student, the parent and the classroom teacher, and is kept on file at the school. The compact is discussed in relation to the individual child's achievement during the parent-teacher conferences.

### **Building Capacity for Involvement**

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

- a) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides opportunities for parent-teacher interactions and establishes parent-school-community partnerships to improve student achievement such as family literacy and math and technology nights, parent-teacher conferences, parent meetings, back to school night, open house, family fun nights, etc.
- b) Provide materials and training to help Title I parents work with their children to improve their children's achievement. The school provides education programs, trainings and materials for all parents such as Social Media information, Night of Technology (Literacy, Wonders Program, and Technology), and Media Innovation Awards.
- c) Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Each year, the school staff receives training on the importance of involving parents at school and how to partner with parents to improve student achievement.
- d) Coordinate and integrate the Title I parental involvement program with other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school coordinates and integrates the Title I parent involvement program with other parent involvement programs available at the school and community, such as the State Preschool Program, Transitional Kindergarten Program, SELPA, and Campus Connection. The school establishes collaborative partnerships with community agencies to provide additional resources for parents to support their children's education, such as Santa Maria Valley Chamber of Commerce, and Santa Maria Valley Industry Education Council, Santa Barbara Sheriff's Department, Fighting Back Santa Maria Valley, Santa

Barbara County Education Office, City of Santa Maria, Santa Maria Valley Youth and Family, Allan Hancock College, Santa Barbara Foundation.

e) Distribute to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The school distributes all information to parents in a written, visual, and oral form in English and in Spanish for those parents whose primary language is Spanish.

f) Provide support for parental involvement activities requested by Title I parents. The school provides all parents with free access to school facilities, day care, translation, materials and resources to parents to facilitate their parent involvement activities. The school hires a bilingual community liaison to connect families with community organizations and facilitate resources in the community to support parent participation in their children's education.

### **Accessibility**

The school provides opportunities for all Title I parents to participate, including parents with limited English proficiency, and parents with disabilities. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents, such as the Parent Square Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English, and others. The school report cards, parent letters, brochures, and all communications for parents are provided in English and Spanish (if the parents' primary language).

### **Parent Information and Resource Centers (PIRC)**

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. *(Please visit the website at <http://www.nationalpirc.org/directory/CA-7.html>):*

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a [brochure](#) of services in multiple languages is available at

[http://www.bilingualeducation.org/programs\\_parent.php](http://www.bilingualeducation.org/programs_parent.php).

PIRC2, [Cal-PIRC](#) has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences and workshops. Information and Resources are available in multiple languages (English, Spanish, Russian, Chinese, Arabic, Hmong) at their website:

<http://www.calpirc.org/>.

**Title I Parent Compact**  
**2020-2021**  
**Alice Shaw School**  
**Student, Teacher, Parent Compact**

**PARENT / GUARDIAN AGREEMENT**

I want my child to succeed. Therefore, I will encourage him/ her by doing the following:

1. Ensure that my child attends school each day and arrives on time.
2. Send my child to school prepared with the appropriate dress, supplies and attitude.
3. Support the school discipline policy.
4. Establish a time and quiet, well lighted place for my child to complete homework daily.
5. Encourage my child's efforts and be available for questions.
6. Stay aware of what my child is learning in school.
7. Participate in educational activities outside of school such as taking my child to the public library and providing him/her with a library card.
8. Read with my child and let my child see me read.

**STUDENT AGREEMENT**

It is important that I work to the best of my ability. Therefore, I will strive to do the following:

1. Attend school on a daily basis.
2. Come to school each day prepared for class with the necessary supplies and homework.
3. Complete and return homework assignments when due.
4. Study and read for a designated time each day.
5. Follow all school rules and treat all adults and students with respect

**TEACHER AGREEMENT**

It is important that students achieve. Therefore, I will strive to do the following:

1. Provide a challenging, thought provoking lesson for all of my classes, every day.
2. Provide appropriate and meaningful homework assignments for my students.
3. Provide assistance to parents so they can assist their child with assignments.
4. Provide appropriate contact about student progress to parents.
5. Use special activities in the classroom to make learning meaningful and engaging.



# **Alice Shaw Elementary School**

## **School - Parent – Student Compact for Achievement 2020-2021**

**759 Dahlia Place Santa Maria, CA 93455  
805-938-8850**

### **BUILD A CAPACITY FOR INVOLVEMENT**

Every District and School will:

- Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve their children's achievement.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

### **IN THE CLASSROOM**

It is important that students achieve. Therefore, I will strive to do the following:

- Provide a challenging, thought provoking lesson for all of my classes, every day.
- Provide appropriate and meaningful home- work assignments for my students.
- Provide assistance to parents so they can assist their child with assignments.
- Provide appropriate contact about student progress to parents.
- Use special activities in the classroom to make learning meaningful and engaging.
- Provide high quality instruction using a standards based curriculum

### **SCHOOL GOALS**

Through educational activities aligned with Board Core Values, Orcutt Union School District Strategic Plan, Orcutt Un- ion School District Local Control and Ac- countability Plan, and educational re- search, the following goals are established:

- ◆ The percent of students demonstrating or exceeding mastery in the area of English Language Arts on the state standards-aligned test will in- crease by 2% each year for all stu- dents, and each significant subgroup.
- ◆ The percent of students demonstrating or exceeding mastery in the area of Mathematics on the state standards aligned test will increase by 2% each year for all students, and each significant subgroup.

- ◆ Attendance rates for all students and each identified subgroup will be maintained at 96% and/or improved.
- ◆ The percent of parents reporting communication when they received from their child's school about school activities/events in the 2016-2017 school year was good/excellent will increase by 2%.
- ◆ Maintain low suspension and expulsion rates for the 2019-2020 school year.

## AT HOME

- Ensure that my child attends school each day and arrives on time.
- Send my child to school prepared with the appropriate dress, supplies and attitude.
- Support the school discipline policy.
- Establish a time and quiet, well lighted place for my child to complete homework daily.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning in school.
- Participate in educational activities outside of school such as taking my child to the public library and providing him/her with a library card.
- Read with my child and let my child see me read.

## FOR STUDENTS

It is important that I work to the best of my ability. Therefore, I will strive to do the following:

- Attend school on a daily basis
- Come to school each day prepared for class with the necessary supplies and homework.
- Complete assignments and return homework when due.
- Study and read for a designated time each day.
- Follow all school rules and treat all adults and students with respect.

## What are school-parent compacts?

Compacts are agreements between families and schools about how they will work together to help children achieve the state's high academic standards. Teachers, students, and parents jointly develop the compact to include specific actions each will do.

Actions described in an effective compact are linked to specific school and grade-level goals. The compact should be the focus of conversations at parent-teacher-student conferences throughout the school year.

## Parent Involvement Statement:

*Shaw parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision making group, or simply attending school events. Parents stay informed on upcoming events and school activities through*

*email, the school marquee, Parent Square school/home communication, the school website and PTA notifications.*

## Jointly Developed

The School-Parent Compact for Achievement is jointly developed by the parents, staff, teachers and community of Alice Shaw Elementary School.

Meetings are held to review the compact and make changes based on student needs. Parents are welcomed and encouraged to contribute comments at any time.

The District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required.

**Jenée Severance**, Principal or  
**Cheri Palin**, Office Manager  
**School Office 805-938-8850**



# Shaw Discipline Flowchart

The purpose of this flowchart is to help guide and inform staff with how to proceed when dealing with student discipline and what steps are taken when students are referred to the office.



