

CAMERADO SPRINGS IB WORLD SCHOOL



STUDENT/PARENT HANDBOOK

2022 - 2023

CAMERADO SPRINGS MIDDLE SCHOOL 2022 - 2023



Principal – Doug Shupe
Assistant Principal – Melinda Spooner
IB Coordinator – Amy Gargani

2480 Merrychase Drive
Cameron Park, CA 95682
Telephone: 530-677-1658
Fax: 530-677-9537

www.buckeyeusd.org/csms

Staff e-mails:

First initial last name@buckeyeusd.org

Example: John Smith would be jsmith@buckeyeusd.org

Buckeye Union School District

The Board of Trustees is responsible for adopting a vision for the district and setting district policies and procedures. The Board of Trustees meets on the first and third Wednesday of each month. Meeting locations are announced in the school newsletter and on the district's website. Board agendas are posted at the school office. Board agendas and minutes can also be found on the district's website (www.buckeyeusd.org). Parents and community members are encouraged to attend Board meetings. Information on how to give input at Board meetings is available at all Board meetings.

Members of the Buckeye Union School District Board of Trustees

Brenda Hanson-Smith	Member
Eileen Griffin	Member
Kirk Seal	Member
Gloria Silva	Member
Jon Yoffie	Member

District Administration

Superintendent	David Roth
Assistant Superintendent of Administrative Services	Jackie McHaney
Director of Curriculum & Instruction	Rachelle Ball
Director of Student Services	Nicole Schraeder
Director of Facilities	Brian McCahon
Director of Fiscal Services	Michael Henkel
Director of Transportation	Jessica Simon

District Vision Statement

It is the Vision of the Buckeye Union School District to provide the highest quality educational program for all students in order that they fulfill their innate potential, become lifelong learners, and contribute to society as responsible citizens.

District Mission Statement

Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Camerado Springs Mission Statement

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs.

Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

TABLE OF CONTENTS

Academic Honesty Policy	1
Assessment Policy	3
Inclusion Policy	5
Language Policy	7
Anti-Bullying	9
Attendance	9
Bell Schedule	10
Bicycles, Scooters, Skateboards, etc.	10
Cell Phones & Other Electronic Devices	11
Classroom & School Visitations	11
Classroom Behavioral Interventions	11
Closed Campus	12
Concerns & Complaints	12
Contacting Your Child at School & Deliveries	12
Dogs on Campus	12
Dress Code	12
Emergency Card	13
Emergency Procedures	13
Extracurricular Activities	14
Food Service Program	14
Grading & Report Cards	14
Gum	15
Homebound Instruction/Home Hospital	15
Homework	15
Illness or Injury	15
Independent Study Contracts	15
Intervention/Remediation/Retention Policy	15
Library	16
Lunch Area Expectation	16
Medication at School	16
Merit Program	16
Parent Participation	16
Passes	17
Personal Property/Prohibited Items	17
Promotion Activities Requirements	17
Public Displays of Affection	17
Searches	17
Selling Goods on Campus	18
Special Education	18
Special Programs or Services	18
Student Rights & Due Process	18
Technology Use Policy	19
Tobacco, Alcohol, Vape, and Drug free Zone	19
Transportation	19
Acknowledgement Form	21
District Schools and Local Services	23
Student Resources	24



Cramerado Springs Middle School Academic Honesty Policy

Our Belief

The purpose of an academic honesty policy is to promote the development of the skills and knowledge needed to be academically honest. It also serves to support students, staff, and parents in creating a learning community where academic honesty is taught, expected and practiced.

Students who demonstrate Academic Honesty are:

Inquirers - Those who possess the skills to conduct inquiry, research, and show independence in their work.

Knowledgeable - Those who explore concepts across a broad and balanced range of disciplines.

Principled - Those who act with integrity and honesty and take responsibility for their own actions.

Communicators - Those who can articulate ideas and concepts clearly. Those who can advocate for support when needed.

Cramerado believes that these qualities are what lead to exemplary practices, both in and out of the classroom. Characteristics will be introduced, modeled and encouraged in each classroom and all areas on campus.

What is an “original idea”?

Academic honesty means more than simply following the rules; it means acting with integrity, respecting the work of others. An “original idea” is considered material created by an individual without a heavy reliance on an external influence. We have provided two definitions to help clarify what an “original idea” means.

Intellectual Property - material that results from the original, creative thought of a person, which includes forms of expression such as music, videos, photos, printed material and classwork.

Authentic Authorship - the work submitted is an individual’s original idea with the ideas of others fully acknowledged. Work must wholly and authentically use the student’s own language, expression and ideas (voice).

Acceptable ways to reference the work of others

Referencing the work of others is “giving credit where credit is due.” If it’s not your idea, that’s OK, but cite where you got it from and use your own words to explain it (paraphrase). At Cramerado, we have adopted the Modern Language Association (MLA) format for citing resources in all our subject areas. All teachers and staff members support the use of MLA and will provide necessary instruction to all students to ensure work is appropriately cited. Parents

are encouraged and expected to support their student, and the Camerado teachers, in order to maintain academic honesty. Resources are available online at www.mla.org or <https://owl.english.purdue.edu/owl/section/2/11/> Students who have questions regarding whether or not something constitutes plagiarism have a responsibility to consult with the teacher PRIOR to submitting their work.

Please Note: Buckeye Union School District has filters in place which help prevent plagiarism and this use is supported by Camerado Springs Middle School.

What is “Academic Dishonesty” (Malpractice)?

Camerado believes Academic Dishonesty (Malpractice) to be any form, intentional or not, of passing off another’s work as your own. We hold this to be true for all of our subject areas. It is expected that students appropriately cite all material that is not an original idea, as outlined above. The following are examples of malpractice:

Plagiarism: representing the ideas of work of another person as your own:

- Copying what someone else has written without using quotation marks and appropriate citation
- Using someone else’s ideas and putting them into your own words (paraphrasing) without using appropriate citation
- Just as with printed materials, all internet sources must be cited as well

Collusion: allowing someone to copy your work or copying someone else’s work and presenting it as your own.

Duplication of Work: submitting the same work to multiple classes.

Consequences for Academic Dishonesty

Camerado teachers and staff believe student behavior and actions should be rewarded accordingly. We consider academic dishonesty to be a serious offense, both academically and personally. The severity of the offense will be determined by the Head of Schools (principal, assistant principal, and/or teacher) and based on the language provided previously. Consequences may include, but are not limited to, verbal reprimand, loss of credit for work, detention, extended detention.

The following are examples of *additional* steps that may be taken:

1. The incident may be reported to the administration.
2. The incident may be recorded in the student’s academic record.
3. Parents/guardians may be contacted to arrange a meeting.
4. Guidelines may be set for the student to complete the assignment (loss of academic credit or points may still occur).

General Guidelines

The IB MYP and Camerado Staff believe teachers are responsible for guiding and supporting students in developing academic honesty. A strong emphasis is placed on being a responsible, global citizen and a principled individual. As such, we expect the following from our MYP students:

- Paraphrase and appropriately cite the work of others
- Work **collaboratively** with teacher direction
- **Respect** the work of others
- Do their own thinking and their own work
- Be **responsible** and advocate for help if needed
- **Be principled**



Camerado Springs Middle School Assessment Policy

Our Belief

At Camerado Springs Middle School, we believe assessment is an ongoing and systematic process that evaluates and informs instructional practices and measures student learning. Assessment is an essential element of our IB Program and enables teachers to provide a quality global education for all students. At Camerado Springs, and throughout the Buckeye Union School District, we believe assessments drive our instruction. As such, we use a variety of assessment opportunities to ensure growth for all students.

Students who are authentically assessed are:

- **Inquirers** - Those who possess the skills to conduct inquiry and work independently
- **Principled**- Those who approach assessment practices with integrity
- **Reflective** - Those who thoughtfully consider individual levels of understanding
- **Communicators** - Those who articulate their understanding confidently and creatively
- **Knowledgeable** - Those who acquire knowledge and understanding in many subjects

Camerado believes these qualities are what lead to lifelong learning, both in and out of the classroom. Characteristics will be introduced, modeled, encouraged, and rewarded in each classroom and all areas on campus.

Types of Assessment

All work of Camerado Springs students is assessed in a variety of ways to determine the effectiveness of the instructional practices as well as the students' understanding. Please note: Not all work is assessed for a score/grade. Teachers use the following formats to ensure student learning: diagnostic, formative, and summative.

- **Diagnostic** assessments are given *prior to* instruction in order to determine the current level of student understanding and skill level. Such assessments may be in the form of pretests, surveys, interviews, or teacher observation.
- **Formative** assessments are given *during* instruction in order to guide instructional decisions and provide students with feedback that will inform and improve learning. Such assessments may be in the form of quizzes, discussion, reflection, journaling, content-specific questioning, cooperative learning activities, assignments, and self (or peer) assessment.
- **Summative** assessments are given *after* instruction and provide students a way to demonstrate their understanding and apply their knowledge in new and authentic ways. Students use the IB-MYP rubric and criteria provided by teachers to better understand what mastery of learning looks like at their grade level. Such rubrics provide guidance for students as they demonstrate their understanding in a variety of possible forms: pieces of writing, performances, unit exams, lab and/or research reports, presentations. Additionally, in Grade 8, we use the *Community Project* as a summative opportunity for students to demonstrate responsible action through, or as a result of, learning.

Reporting Student Growth

At Camerado Springs we believe in the value of reporting student growth as a means of communicating levels of understanding in order to facilitate student learning. The following are possible (but not limited to) ways in which teachers report on student growth:

- **Teacher feedback on student work:** written comments on schoolwork that is sent home or used in class to inform next steps.
- **Criterion based reporting:** the MYP rubrics provide students opportunities to reflect on their own learning throughout their work.
- **eSchool:** available 24/7, teachers update the on-line reporting system regularly in order to provide parents and students a better understanding of student performance. It is Buckeye Union School District's practice to formally report student grades four (4) times each year on a quarter basis.
- **Open Communication:** Teachers communicate with parents via emails and/or phone calls. We encourage students to reach out directly to the teacher first, then enlist the help of their parent(s) if further questions persist.
- **Individual meetings with teachers:** parents or teachers may request to meet in order to discuss performance and progress. These meetings are scheduled by appointment.
- **Student-Teacher Conference:** These conferences are usually informal and incorporated into the regular class. They are used to provide students with feedback on their progress in real time.
- **Student Success Team (SST) Meeting:** This is a formal conference between the teacher, any member of the student's educational support team, and the parent to provide feedback about the student's progress and needs. This is an opportunity for parents and teachers to ask questions, address concerns and help define their role in the learning process.
- **Individualized Education Plans (IEP) Meeting:** These meetings are for students who have qualified for Special Education Services. Please refer to our Inclusion Policy for more information ([linked here](#))
- **Smarter Balanced Assessment (SBA):** The state of California uses the Smarter Balanced Assessment to determine an overall achievement level of students. SBA is administered each spring during a predetermined assessment window for students in grades 3-12 for English Language Arts and Mathematics. The results of this assessment are shared with parents directly via the eSchool dashboard.
- **California Science Test (CAST):** In addition to the SBA, California also uses the CAST to determine an overall achievement level of students in Science. CAST is also administered each spring during a predetermined assessment window, but is only given to students in grades 5 and 8 and at least once during high school. The results of this assessment are shared with parents directly via the eSchool dashboard.

MYP General Grade Descriptors

In alignment with the International Baccalaureate assessment model, Camerado Springs first determines the overall achievement level of a student based on the MYP General Grade Descriptors provided in the document, *From principles into practice (2017)* as well as the *Subject Guides* for each discipline. Once a student's overall achievement level has been identified, this score is then converted into a traditional grade and reported in eSchool.

Communication and Review of Policy

Camerado Springs Middle School shares its Assessment Policy with all stakeholders at the beginning of each school year in student information packets, parent handbooks, and links on the school website. The Pedagogical Leadership Team reviews the Assessment Policy yearly to ensure its practices remain relevant and accessible for all students.



Camerado Springs Middle School Inclusion Policy

Our Belief

Together with the International Baccalaureate (IB) World Organization, Camerado Springs Middle School understands and embraces the individuality of our diverse population. We recognize that such uniqueness may include obstacles that affect the educational experience of our students. Regardless, we are committed to meeting the multitude of academic, physical and social/emotional needs of our students through our policies and actions across our campus. All stakeholders agree that inclusion is a necessity and priority in facilitating the academic success of each and every student. In order to ensure the equitable and high-quality education that we strive for at Camerado Springs, our students are encouraged to embrace and exemplify the traits of the IB Learner Profile that will create a positive and judgment-free environment.

Those who value the educational experience for all are:

- **Inquirers** - Those who possess the skills to become informed on different perspectives
- **Principled** - Those who regard others respectfully and take responsibility for their own actions
- **Open-minded** - Those who are open to and respect the differences of others
- **Risk Takers** - Those who approach challenges confidently and preserve the rights of others
- **Caring** - Those who are sensitive to the needs of others
- **Reflective** - Those who consider the implications of their actions and ways to improve

It is through these qualities that Camerado Springs students will assist in creating school climates that not only acknowledge the special needs of the student body, but that also appreciate and thrive off of the diversity on campuses. By embracing the diversity of our collective learning community, we are supporting the development of internationally-minded people.

Inclusion

The stakeholders of Camerado Springs Middle School understand that our students have come from many different backgrounds. We recognize and appreciate the variety of needs of our students and are committed to providing each student with a quality education. In order to do so Camerado Springs Middle School, in alignment with the International Baccalaureate World Organization, believes that inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. We encourage a culture of collaboration, mutual respect, support and problem solving.

Inclusion practices are flexible and promote equal opportunities to participate and engage in quality learning for all students. As such, all stakeholders support the concept of lifelong learning and the following principles of an inclusive education:

- The culture, policies and practices of the school shall be developed to include all students.

- All stakeholders shall provide insight regarding educational choices for students.
- The interests of all students must be protected.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential, without barriers.
- Successful inclusion of the majority of students with special educational needs shall be in general education (with skills training, strategies and support) when appropriate.
- An understanding that mainstream education will not always be appropriate for every student all of the time; however, there may be particular stages where it is appropriate for a student to receive mainstream education and students will be placed according to their needs.

Student Success Team (SST)

The SST provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful with academics and behavior. Improvement for delivery of services to students with disabilities is an ongoing process. The Student Success Team consists of the Counselor, School Psychologist, Education Specialists, Principal, Assistant Principal and members from the Pedagogical Leadership Team. The team meets regularly to discuss concerns and strategies.

The SST will monitor student behavior and academics to determine if the student is responding to the prescribed interventions. In accordance with state and federal regulations, if additional support is deemed necessary, the team may request a special education and/or a 504 evaluation to identify if individualized supports and services are required. SST strategies are all inclusive and utilized for the betterment of all students.

Differentiation

Differentiation provides an avenue for effective teaching and learning so that all students are included and can be successful.

- Teachers differentiate through content, process, product, and learning environment.
- Teachers utilize ongoing assessment, both formative and summative, in order to guide instruction and identify what students know.
- Teachers monitor progress towards proficiency in order to ensure students are on target towards end of year academic expectations.

Communication and Review

Camerado Springs Middle School shares its Inclusion Policy with all stakeholders at the beginning of each school year in student information packets, parent handbooks, and links on the school website. The Student Study Team reviews the Inclusion Policy yearly to ensure its practices remain relevant and accessible for all students.



Camerado Springs Middle School Language Policy

Our Belief

United with the International Baccalaureate-MYP philosophy, Camerado Springs Middle School believes that language and literacy are the fundamental skills necessary for student success. Language is the connection between our curriculum elements and the construction of meaning. Language is how students articulate their understanding and share their knowledge with others. As such, we believe all teachers are language teachers and play a vital role in the growth and development of students.

Students who are language learners are:

- **Inquirers** - Those who search for understanding of the world around
- **Reflective** - Those who know their strengths/weaknesses and consider input from classmates, teachers and parents
- **Caring** - Those who support and encourage others
- **Open-Minded** - Those who are open to other's points of view and appreciate existing cultures
- **Communicators** - Those who express themselves confidently and creatively in many ways

Camerado believes these qualities are what lead to exemplary practices, both in and out of the classroom. Characteristics will be introduced, modeled and encouraged in each classroom and all areas on campus.

English Language Instruction

English is the language for instruction in classrooms. Teachers work to ensure a variety of literacy strategies are used to promote English Language instruction. Instruction is designed to meet the five modalities of deep learning: Do, Talk, Read, Write, Visualize. Lessons include, but are not limited to:

- Instruction designed with clear examples of connections to local and global contexts
- Strategy Instruction such as front loading content vocabulary; using context clues; using graphic organizers; visually represent content (pictorials)
- Explicit instruction around Approaches to Learning, designed to build habits of lifelong learners
- Opportunities for students to reflect on own learning
- Opportunities for students to work collaboratively, drawing on individual strengths and abilities
- Emphasize authentic learning experiences and encourage curiosity

Mother Tongue Support/English as a Second Language

English Language Development (ELD) Instruction is identified as a possibility for students based on a Home Language Survey, which is completed by parents at the time of enrollment. The ELPAC test is then administered and a determination of services is given based on the overall results. If eligibility requirements are met, the student receives designated ELD support outside of the classroom as well as integrated support within the classroom.

Spanish Language Instruction

At Camerado Springs, Spanish Language instruction (World Language Acquisition) is an integral component in all grades. Students in Grade 6 (MYP Year 1) work to develop a foundation in conversational language usage and cultural awareness. Students in Grades 7 & 8 (MYP Years 2 & 3), build on their foundation and enhance their language acquisition through an immersive and interactive approach. Language Acquisition teachers support students multilingual development through reading, writing, and oral language. We believe it is imperative for students to gain an international understanding of cultures in order to become responsible members of our global society. We work to incorporate opportunities for students to explore customs, traditions and everyday life in Spanish speaking countries throughout the world.

Resources and Support Services for Language Development

Special Education - Students who have met the eligibility requirements for Special Education services are supported by the classroom teacher, as well as the Special Education service providers. Teachers work collaboratively to ensure the implementation of the students' IEP (Individualized Education Plan) and subsequent goals. All services are provided in the Least Restrictive Environment (LRE). Please refer to our *Inclusion Policy* for more information.

Speech and Language - Students who have met the eligibility requirements for Speech and Language services are supported by the classroom teacher, as well as the Speech-Language Pathologist. Teachers work collaboratively to ensure the implementation of the students' IEP (Individualized Education Plan) and subsequent goals. All services are provided in the Least Restrictive Environment (LRE).

Library - The Library Media Center is open from 7:00 a.m. to 3:30 p.m. on student contact days. We house a wide variety of new titles at various reading levels; supporting the student's interests. By providing students with access to current titles, we are encouraging a lifelong love of reading and learning.

Technology - Camerado students interact with a variety of technology that supports language development. Some examples include: Chromebooks; document cameras; and programs such as Rosetta Stone. Our staff is continuously working to integrate new applications in order to meet the needs and interests of our students.

English Language Development (ELD) - All students identified as needing intensive English Language Support receive designated ELD support in a small group environment. Additionally, all English Language Learners (ELL) receive integrated ELD instruction within their classrooms by Cross-cultural Language and Academic Development Instruction ("CLAD") certified teachers who are proficient in using Specially Designed Academic Instruction in English ("SDAIE") methodologies and practices. Student goals are tracked for adequate yearly progress as required by Title III, and staff conduct conferences to inform families of their students' goals and progress. The process of identifying and reporting student progress is reviewed yearly by the District EL Coordinator.

Translation Services - To ensure parents as active participants in their child(ren)'s learning, Buckeye Union School District and Camerado Springs Middle School provide translation services upon request.

Communication and Review of Policy

Camerado Springs Middle School shares its Language Policy with all stakeholders at the beginning of each school year in student information packets, parent handbooks, and links on the school website. The Pedagogical Leadership Team reviews the Language Policy yearly to ensure its practices remain relevant and accessible for all students.

Anti-Bullying

Students are not allowed to bully other students or provoke conflicts. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Instruction and counseling are provided to promote positive relationships, acceptance and inclusion. Violation of this policy by another student may result in disciplinary consequences, which may include suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment because of gender, ancestry, physical or mental disability, age or any other protected basis includes, but is not limited to the following:

- Verbal conduct such as derogatory comments, slurs, or unwanted sexual advances, invitations or comments, epithets.
- Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movements.
- Interfering with academic performance or progress directed at a student.
- Retaliation for having reported or threatened to report harassment.

The district also prohibits sexual harassment at school and at school-sponsored or school-related activities. Anyone who engages in sexual harassment will be subject to disciplinary action. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe. (Board Policy and Administrative Regulations 5131.2, 5145.7-9)

Examples of conduct which is prohibited in the District and which may constitute unlawful harassment include but are not limited to:

1. Unwelcome repeated acts of leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching a person's body or clothes in a sexual way.
7. Purposely limiting a student's access to educational tools based on student's rejection of or protest against prohibited conduct of a sexual nature.
8. Physical interference including cornering or blocking a person's normal movements, thus creating an intimidating, hostile, or offensive atmosphere.
9. Displaying or posting of sexually suggestive objects in the educational setting.
10. "Pantsing" or "Five Staring" another student.
11. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

By legal definition, investigation of an incident focuses upon the impact on the victim and not necessarily on the intent of a harasser. The law prohibits any form of harassment which impairs the educational environment or the student's emotional well-being at school.

Attendance

Daily school attendance is critical for a student's success. By law, parents are obligated to send their child to school daily. Parents are strongly encouraged to schedule medical appointments during non-school hours. A student's absence from school shall be excused for the following reasons: personal illness, quarantine under the direction of a county or city health officer, medical appointments, attendance at a funeral service for a member of the immediate family, required court appearance.

Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons for absences include but are not limited to the following: observation of a holiday or ceremony of his/her religion, attendance at religious retreats not to exceed four hours per semester, participation in religious instruction or exercises in accordance with district policy. All other absences are considered unexcused. Whenever possible, a student who is absent for a reason other than illness should attend at least the minimum school day.

When a student who has been absent returns to school, the parent needs to provide a written note or contact the school office to verify the reason for the absence. Absences/tardies can be cleared within a two-week window of the date of the absence. School absences are monitored carefully throughout the year. If a student has more than fourteen absences in a school year for illness, a physician may be asked to verify further absences for illness. Excessive excused absences and/or tardies may also require notification to the School Attendance Review Board (SARB).

Students who are tardy more than twice in a quarter will be assigned consequences (loss of merits, detention, etc.). A student absent from school without a valid excuse or tardy in excess of thirty minutes (30) or more on three (3) or more days in one (1) school year is considered truant. Parents will receive written notification in the event their child is truant. Students who continue to have unexcused absences or tardies of thirty minutes (30) or more may also require notification to the School Attendance Review Board (SARB). This is a requirement of the California Education Code 48200 (Reference Board Policy and Administrative Regulation 5113.1).

Students who are absent less than 5 days can check for homework and/or classwork on our website (www.buckeyeusd.org/csms) Click on the Students tab and select homework for a list of teacher webpages with current information on assignments. For additional information you can email your student's teachers. Absent students have 2 days to make up work for every 1 day absent; this applies to homework, classwork, and tests.

Bell Schedule

School is in session from 7:50 to 2:04. In order to ensure the safety of our students, supervision is provided during the hours of 7:30 to 2:20. Please arrange transportation to be sure that students are on campus during supervised times only.

Regular Day Schedule

6th Grade	Start	End	7th Grade	Start	End	8th Grade	Start	End
Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM
Per. 1 - AR	7:50 AM	8:17 AM	Per. 1 - AR	7:50 AM	8:17 AM	Per. 1 - AR	7:50 AM	8:17 AM
Period 2	8:19 AM	9:07 AM	Period 2	8:19 AM	9:07 AM	Period 2	8:19 AM	9:07 AM
Period 3	9:11 AM	9:59 AM	Period 3	9:11 AM	9:59 AM	Period 3	9:11 AM	9:59 AM
Period 4	10:03 AM	10:51 AM	Period 4	10:03 AM	10:51 AM	Period 4	10:03 AM	10:51 AM
Lunch	10:53 AM	11:28 AM	Period 5	10:55 AM	11:43 AM	Period 5	10:55 AM	11:43 AM
Period 6	11:32 AM	12:20 PM	Lunch	11:45 AM	12:20 PM	Period 6	11:47 AM	12:35 PM
Period 7	12:24 PM	1:12 PM	Period 7	12:24 PM	1:12 PM	Lunch	12:37 PM	1:12 PM
Period 8	1:16 PM	2:04 PM	Period 8	1:16 PM	2:04 PM	Period 8	1:16 PM	2:04 PM

Wednesday Early Release Day Schedule

6th Grade	Start	End	7th Grade	Start	End	8th Grade	Start	End
Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM
Per. 1 - AR	7:50 AM	7:58 AM	Per. 1 - AR	7:50 AM	7:58 AM	Per. 1 - AR	7:50 AM	7:58 AM
Period 2	8:02 AM	8:44 AM	Period 2	8:02 AM	8:44 AM	Period 2	8:02 AM	8:44 AM
Period 3	8:48 AM	9:30 AM	Period 3	8:48 AM	9:30 AM	Period 3	8:48 AM	9:30 AM
Period 4	9:34 AM	10:16 AM	Period 4	9:34 AM	10:16 AM	Period 4	9:34 AM	10:16 AM
Lunch	10:18 AM	10:52 AM	Period 5	10:20 AM	11:02 AM	Period 5	10:20 AM	11:02 AM
Period 6	10:56 AM	11:38 AM	Lunch	11:04 AM	11:38 AM	Period 6	11:06 AM	11:48 AM
Period 7	11:42 AM	12:24 PM	Period 7	11:42 AM	12:24 PM	Lunch	11:50 AM	12:24 PM
Period 8	12:28 PM	1:10 PM	Period 8	12:28 PM	1:10 PM	Period 8	12:28 PM	1:10 PM

Minimum Day Schedule

6th Grade	Start	End	7th Grade	Start	End	8th Grade	Start	End
Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM	Breakfast	7:25 AM	7:50 AM
Per. 1 - AR	7:50 AM	7:56 AM	Per. 1 - AR	7:50 AM	7:56 AM	Per. 1 - AR	7:50 AM	7:56 AM
Period 2	7:56 AM	8:30 AM	Period 2	7:56 AM	8:30 AM	Period 2	7:56 AM	8:30 AM
Period 3	8:34 AM	9:08 AM	Period 3	8:34 AM	9:08 AM	Period 3	8:34 AM	9:08 AM
Period 4	9:12 AM	9:46 AM	Period 4	9:12 AM	9:46 AM	Period 4	9:12 AM	9:46 AM
Period 6	9:50 AM	10:24 AM	Period 5	9:50 AM	10:24 AM	Period 5	9:50 AM	10:24 AM
Period 7	10:28 AM	11:02 AM	Period 7	10:28 AM	11:02 AM	Period 6	10:28 AM	11:02 AM
Period 8	11:06 AM	11:40 AM	Period 8	11:06 AM	11:40 AM	Period 8	11:06 AM	11:40 AM
Lunch	11:40 AM	12:00 PM	Lunch	11:40 AM	12:00 PM	Lunch	11:40 AM	12:00 PM

Bicycles/Scooters/Skateboards/etc...

Any student that chooses to ride his/her bicycle/scooter/skateboard to school must abide by the following rules:

1. Students shall ride bicycles/scooters/skateboards in a safe manner at all times.

2. Students shall observe all traffic rules and laws.
3. By law, students must wear a helmet.
4. Bicycles/scooters/skateboards are not permitted on campus except for the designated storage areas.
5. When leaving, bicycles/scooters/skateboards must be walked across crosswalks and off campus.

Students who violate any of the above rules may be subject to a disciplinary consequence and/or have the bicycle/scooter/skateboard taken away and returned only to a parent.

Cell Phone and Other Electronic Devices

Students may carry cell phones and other electronic devices. Students may use them only before and after school. Cell phones and other electronic devices must be out of sight (including headphones or earbuds) and turned off as soon as the first bell of the day rings and must remain off and out of sight until the last bell rings (this includes lunch time). The school will not be responsible for any lost, damaged, stolen or confiscated electronic devices. Use of a cell phone or electronic device in the classroom may be permitted on a limited basis when directed by a teacher. If a student is not following this policy, he/she will receive disciplinary consequences and loss of merits, and the electronic device will be confiscated and returned only to a parent.

Section 51512 of the Education Code prohibits “electronic listening or recording” in “any classroom” without the prior consent of the teacher and the principal of the school. Recording video or audio poses a threat to the privacy rights of individuals, exploitation of personal information, and compromises the integrity of the educational program. It is prohibited and students found recording video or audio will be subject to disciplinary action.

Any student that records an altercation on campus, may receive consequences up to and including possible suspension for aiding and abetting (encouraging) the infliction or attempted infliction of physical harm, assisting in the creation of a hostile educational environment, willful defiance of school authority and/or disruption of school activities. Examples include, but are not limited to: fights, bullying, locker rooms, bathrooms, etc.

Classroom and School Visitations

Visits during school hours should be arranged in advance with the teacher or principal. If a conference with the teacher is desired, an appointment should be set with the teacher during non-instructional time. When school is in session, all visitors must go directly to the school office to register (Penal code 627.6) before going into instructional areas. Once registered, they will receive a name badge that must be worn at all times while on campus.

Classroom Behavioral Interventions

Since discipline is essential to academic progress, the teachers and staff of the Buckeye Union School District work together to encourage productive behavior in a firm, fair, and consistent manner. Students have the opportunity to speak with staff members before consequences are established.

Our school discipline plan is based on the premise that teachers are here to teach and students to learn. Therefore, it is our expectation that all students will behave in a manner that will not disrupt the education of other students.

When students make a personal choice to follow established rules, positive consequences will occur, such as verbal praise, notes of recognition to the students and parents, special activities, etc. When a student makes a personal choice to not follow an established rule, some or all of the following interventions may be used at the teacher or site administrator’s discretion:

Behavior Contract: School administration or teacher will develop a document delineating a behavior program including conditions and consequences for the student’s future behavior.

Call home: Teachers and/or administrators may call home to discuss any issues that arise.

Campus Beautification/Community Service: Students clean certain areas of the campus by means of either picking up trash, cleaning surfaces, weeding and the like.

Conference: Teacher will meet with the student to discuss concerns. If necessary, an administrator will be present. If the behavior does not improve, a conference may be held with the parents present as well.

Demerits: Students who have more than 15 demerits for the current quarter will not be allowed to participate in extra-curricular activities and special events (i.e. fun days, assemblies, dances, etc.).

Detention: Students may be detained for a maximum of one hour after school or during lunch. Students will be given 24 hours notice prior to the time they have to serve detention if it will be after school. Detention dates may not be changed unless a doctor’s note is submitted to the office. The white copy of the detention form, with parent/guardian signature, is required for the student to attend detention.

Expulsion: Expulsion is an action taken by the Board of Trustees for severe or prolonged breaches of discipline by a student. Expulsion leads to the removal of the student from the Buckeye Union School District. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct where other means of correction have failed to bring about proper conduct; or when the student’s presence causes a continuing danger to himself/herself or others.

Extended Detention: Extended detention meets in a designated room from 2:10 p.m. to 5:00 p.m. Students may bring schoolwork to occupy their time or at least have a book to read. Magazine reading is not allowed unless it has been assigned.

Removal from Class*: Students who are referred to the office may be removed from class for the remainder of the period and may be kept in the office for the same period the following day.

Required Parental Attendance: Teachers and/or administrators may require parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. This is done in accordance with School Board Policy 5144.1(b).

SARB: School Attendance Review Board – As a legal agency of the court, a panel of county education, law enforcement, and social services representatives reviews the circumstances of students with habitually poor attendance, academic performance and/or poor behavior and makes recommendations and provides services to address the issue(s).

SST: Student Study Team – Student behavior and academic performance is reviewed by administration together with parents/guardians and teachers and a plan is developed for the student's future success in school.

Suspension: Students may be suspended for a period of up to five school days for violating California Education Code 48900, 48900.2, 48900.4, 48915.

Warning: A school official will talk to the student and work to reach an understanding of appropriate behavior at school. The student will be informed of future consequences.

*A Time-out area may be assigned in the classroom or in an alternate supervised area as part of the classroom management program.

Closed Campus

To ensure student safety and supervision, the Board of Trustees has established a closed campus policy at all district schools. Once a student arrives on the school grounds, they must remain on campus until the end of the school day. If a student leaves school grounds without this permission, a student is considered truant and is subject to disciplinary action (Reference Education Code 35160, 44808.5). Parents, guardians or other adults taking students from school before the regular dismissal time must come to the office and sign out the student. Students will not be released to anyone not on the student's emergency card. If the adult requesting to check a child out of school is unknown to the office staff, identification will be required. Students may not bring to school with them friends who are not enrolled.

Concerns/Complaints

The district has adopted a clear set of procedures to address concerns and complaints. Please use the following steps when you have a concern.

1. Classroom concerns should first be brought to the attention of your child's teacher. Please contact the teacher to explain your concern. Small concerns may be addressed through a phone call; larger concerns are better addressed in a conference.
2. If the classroom concern is not satisfactorily addressed with the teacher or the concern is a school level concern, please contact the school administrator. Small concerns may be addressed through a phone call; larger concerns are better addressed in a conference.
3. If the concern is not satisfactorily addressed with the school administrator, then a meeting should be scheduled with a district representative. The district representative will address the issue based on the district complaint procedures (complaints against employees, uniform complaint procedures, or Williams Settlement complaints). (Board Policies 1312.1-4) A copy of this procedure is available in the Human Resources Department at the district office and on the district website under the parent resources tab.

Contacting Your Child at School and Deliveries

The Buckeye Board of Trustees recognizes the importance of providing students with sustained, uninterrupted instruction. Allowing interruptions during class time implies to students that what is occurring in the classroom lacks value. Therefore, interruptions and distractions must be controlled and avoided to ensure that teachers can dedicate classroom time to the instruction of students. Parents are encouraged to let students assume responsibility for remembering lunches, school items, homework, etc. Please bring lunches/student materials to the office. Please do not go directly to your child's classroom. Between classes or at lunch, students may pick up any items left in the office. The students will not be given notice of the delivery. Balloons and flowers will not be delivered to students. Parents should **not** try to contact your student during the day by cell phone calls or text messages. If there is an emergency situation (not instructions for getting home), please contact the office.

Dogs on Campus

Buckeye Union School District has implemented a "no dogs on campus" rule. Dogs (or other animals) are not allowed on school campuses unless they are certified service animals or are part of a school event or instructional program. In all cases, prior approval of the teacher or school administrator is required to bring any animal on campus.

Dress Code Policy

"The Governing Board expects that students will present themselves in an orderly manner which will not disrupt the educational program at school. Their appearance should be neat, clean and acceptable to the general society and in keeping with the activity at school. The Governing Board considers this to be a judgment area of the site administrator or the school (BP 5132)." The dress code also applies to activities after school (i.e. dances, sports) and off campus (i.e. field trips, away sports).

The school administration recognizes that fashion trends change over time, making it difficult for students to find appropriate clothing; however, it is important to maintain a proper learning environment. Parents/Guardians and

students are requested to take the proper steps to ensure their school wardrobe meets the standards of the dress code.

Students at Camerado Springs are “showing up for work”; therefore, they need to be in “business casual” clothing for their work day. The following guidelines are intended to define appropriate student attire and personal grooming for students at school. The appropriateness of the clothing will be determined by the normal wear of the clothes; that is to say, they will be judged not just by the way the clothes fit when the student is standing still, but by the way they fit as the student participates in the regular activities of the school day (i.e. walking, sitting, moving around, etc.). The dress code is meant to inspire pride and confidence for success in the 21st century professional work environment. The administration reserves the right to determine if clothing is acceptable.

- Shorts must have a 3” inseam; skirts need to cover mid-thigh.
- No undergarments should be visible.
- Inappropriate shirts include: halter tops, crop tops, strapless, spaghetti straps, mesh or see-through sheer tops, and low-cut tank tops (including the neck and arm areas of the tank top). Shirts must not expose the midriff or cleavage. Tank top straps must be at least 1” wide.
- Pants should be worn at the waist without “sagging.”
- Anything with language not conducive to a safe and positive learning environment, unauthorized group affiliations, drug/alcohol/tobacco or sexual references, images of or reference to weapons, or otherwise Supreme Court deemed (Tinker v Des Moines 1969) offensive content is prohibited.
- Chains of any kind (such as wallet chains) and clothing or jewelry with protrusions that could be considered dangerous or unsafe are not allowed.
- No see-through or fishnet fabrics.
- Hats may be worn but must be removed when inside any building, unless allowed by the classroom teacher. Hats must be worn with the brim in the front.
- Holes, rips, or tears in pants should not expose skin above mid-thigh.
- Pajama type pants/shorts and pajama slippers are not allowed (exceptions will be made on designated “spirit days”).
- Shoes with wheels are not allowed. Backless sandals and flip flops are allowed except during PE (proper shoes need to be worn at all times during PE).
- No costumes or “costume like” attire (exceptions will be made on designated “spirit days”).
- Gang-related attire is strictly prohibited and subject to the interpretation of the administration.

The appropriateness of clothing in question as per this dress code will be left to the discretion of the Camerado Springs administration and staff. Students out of dress code may be asked to change into different clothes (school issued or extra clothes on hand) and may receive disciplinary consequences. Habitual offenders will be expected to call home for a change of clothing. Students will wait in the office until parents bring the change of clothing.

Emergency Card

Each year parents are requested to fill out an emergency card listing the names and telephone numbers to be used if it is necessary to reach parents or other designated adults during the school day. If the information you have originally turned in changes, please notify the school so that the card can be updated. Emergency cards can be the lifelines for the proper care of your child. **Children cannot be released to individuals not listed on their emergency card, even under emergency conditions.**

Due to the confidentiality of student information, school staff are not allowed to give out any information (phone, address, etc.) to individuals other than those listed on the student’s emergency card. If there has been a parent separation, we cannot withhold information from either parent unless legal documents are on file. Please speak with an office staff member if you need further information in this area (Reference Board Policy and Administrative Regulations 5125 and 5125.1).

Emergency Procedures

The school has a well-developed and complete emergency response plan that is coordinated with local agencies. The emergency plan clearly identifies the specific actions for any emergency situation. Students and staff practice monthly emergency procedures such as fire drills, lockdown, and classroom evacuations during the school year and are familiar with how to respond in an emergency situation.

Should an emergency situation arise at school, our emergency phone notification system would be used to send out a message to parents/guardians to advise them of the situation. This phone notification system delivers messages in minutes and is a valuable resource for keeping parents/guardians updated.

There is one role that you as a parent/guardian can do to ensure that firefighters, law enforcement and school officials are able to handle an emergency. PLEASE DO NOT RUSH TO THE SCHOOL TO PICK UP YOUR CHILD. An influx of parents will only slow our ability to handle a situation as resources will have to be used to manage parents and guardians, rather than the emergency situation. Emergency plans have been developed with the

assistance of other public agencies, and our staff has been trained on these plans with our main goal being to reunite children with their parents/guardians as quickly as possible. Students will not be released except to the care of parents/guardians or to an adult designated on their emergency card.

It is also important that you not try to contact your child via cell phone during an emergency, as it may interfere with our ability to manage students in a safe and orderly manner. We appreciate your support and commitment to work together with school staff and law enforcement to ensure the safety of your students (Reference Board Policy and Administrative Regulation 3516).

Extracurricular Activities

Dances and Activities: Dances and various activities will be held at various times throughout the year for Camerado Springs Middle School sixth, seventh, and eighth graders. Only Camerado Springs students may attend. Students will not be eligible to attend unless they have maintained 85 merits or more. Students will not be allowed to enter the dance/activity if they arrive more than fifteen (15) minutes late unless accompanied by a parent. ***Students must be picked up within fifteen (15) minutes of the end of the dance/activity. Students must be in attendance at least four (4) periods on the day of the dance/activity.***

Sports: Camerado Springs offers a full range of athletics and intramurals. All students who participate as athletes in organized competitive sports must provide proof of insurance. Upon sustaining an injury or serious illness, a student may be required to provide documentation clearing the student to resume participation in the sports activity.

Here are a few reminders for our student athletes:

1. Students must have permission slips signed by the parent and student.
2. Students must attend school for at least four (4) periods to participate in tryouts, practice, or game. In addition, this rule applies to the Friday before a Saturday game as well.
3. Students must maintain a 2.0 GPA and at least 85 merits.

Student Government: The Student Council is an organization formed to achieve a closer cooperation between faculty and the student body; to serve as a liaison between the student body and the administration; to produce a finer school spirit; and to provide an opportunity for participation in the regulation of certain student affairs.

There will be a president, a vice-president, secretary, treasurer, and sergeant-at-arms. Candidates for president shall be from the eighth-grade class. Candidates for vice-president, secretary, treasurer, and sergeant-at-arms may be from seventh or eighth grade classes. There will be representatives selected for sixth grade classes. All candidates for officers and class representatives must possess a "C" average or better for the quarter previous to that in which he/she wishes to run for office. A quarter grade of "D" or "F" and/or less than 85 merits will automatically disqualify a candidate. Officers will serve their terms in office as long as attendance, behavior, and grades remain at a satisfactory level.

Field Trips: A field trip permission form is sent home with your child for each field trip. This form must be returned with a parent signature in order for your child to leave on the trip. Permission will not be granted by phone. All students are expected to ride the bus to and from the field trip and may not be released to ride home with his/her parent from the field trip unless a written note is received in advance. **All parents accompanying students on a field trip must be fingerprinted.** Siblings are not allowed to accompany parents chaperoning a field trip.

Promotion: Promotion activities include an end of year incentive field trip, promotion dance and promotion ceremony. All school debts (library book, textbooks, athletic uniforms, equipment damage fines, etc.) must be cleared in order to receive the promotion certificate and/or report card. **To participate in each promotion activity, students must have passing grades, appropriate number of merits, and maintain satisfactory attendance.**

Appropriate attire for students is "dressy casual," something that would be appropriate at an outdoor wedding. We recommend slacks, skirts, dresses, button-down shirts, khakis, polo shirts, etc. Clothing should be respectful of the nature of this occasion celebrating educational promotion. Students should keep in mind that they're walking up and down a hill and high heeled shoes are not recommended.

Food Service Program

Lunches are available for purchase for all students every school day. Menus for school lunches are available online. Students are expected to bring payment for the meals, or have a positive balance on their account. For your convenience, you have the option to pay for multiple lunches online at www.buckeyecafe.org. Your child(ren) may qualify for free or reduced-price meals based on your household size and income. If you complete the application for free/reduced price meals, your application will be reviewed and you will be notified if you qualify.

If a student has forgotten his/her lunch at home, he/she should check at the cafeteria window immediately upon arriving for lunch. Any lunches brought to the office by parents early in the day will be delivered to the cafeteria window.

Grading and Report Cards

The primary purpose of grades and report cards is to clearly communicate a student's areas of strength and areas needing improvement each quarter based on the district's grade level standards. The goal is for students to meet

each grade level standard by the end of the school year. Teachers use a variety of assessments to determine whether a student is meeting standards.

Students in grades 6-8 shall receive a report card with a letter grade. Based on grades, students may be eligible for the school honor roll or California Junior Scholarship Federation (CJSF).

Progress reports are distributed approximately during the 6th week of each quarter and serve as an indicator for how a student is progressing. The distribution of report cards and progress reports ensures parents have a sense of their child's performance approximately every 6 weeks. Parents are encouraged to check grades regularly via the Home Access Center (HAC) and contact their child's teachers if they have any questions.

Gum

Gum can be a major problem when found on carpeting and walkways. Therefore, gum is **NOT ALLOWED** at school during the school day or at extracurricular activities (athletic events, dances, etc.)

Homebound Instruction/Home Hospital

Students who become ill or disabled during the school year may receive instruction at home. A letter from the doctor must be sent to the principal stating that the student will be homebound for at least two (2) weeks. When approved by the school administration, a certificated teacher will be assigned to work with the student.

Homework

The Governing Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to students' individual needs and abilities.

The recommended time for students to work on homework is stated in Board Policy AR 6154. Students in grades 6-8 should be spending approximately one and one-half hours 4 or 5 days per week, plus twenty minutes of nightly reading.

Illness or Injury

Parents will be promptly notified of any serious injury or illness that occurs on the school grounds or on the bus. It is important that the school knows who to call. Be sure to keep up-to-date information on your child's emergency card, which is on file in the school office. In case of illness or injury, parents are asked to pick up their child for their own observation or examination by their family physician. If the accident or injury warrants, the school will call 911 and notify the parents immediately. The school does not have a full-time nurse.

Independent Study Contracts

Students who are going to be out of school for five or more days for reasons other than illness or injury may be eligible for independent study. Short term Independent Study Contracts may be issued up to two times in the school year for a cumulative total of no more than 20 days. There is a specific set of district criteria for independent study. The criteria for approval include an acceptable reason for requesting the independent study and evidence that the student will work independently to complete assignments. This program requires a contract signed by the parent, student, teacher and administrator. The contract specifies the amount of work to be completed, the amount of time to be spent each day, when the work will be turned in to the teacher and how the work will be evaluated. An Independent Study Contract must be requested **more than five days prior** to a planned absence so that teachers can prepare materials for the student. An Independent Study Contract will not be issued for the first week of school or the last 3 weeks of school. The completed work must be submitted the day the student returns to school. Independent Study Contract forms are available in the school office. (Reference Board Policy and Administrative Regulation 6158)

Intervention/Remediation/Retention Policy

It is the school's intent to identify struggling students early in the school year so that intervention/remediation can be provided. In each grade level, and in each subject, students are expected to maintain a minimum passing average over the course of the year. School staff will work collaboratively with parents/guardians to help a student gain the skills needed for promotion to the next grade level. If a student is at risk of retention due to academic achievement,

the parent or guardian will be notified and school staff will meet with the parent to develop and implement an intervention/remediation plan to help the student meet the standards for promotion. Ultimately, state law (Education Code 48070.5) identifies that school professionals have the authority to retain a child.

Library

The school library is open from 7:00 a.m. to 3:30 p.m. when school is in session. An extensive collection of books, periodicals, reference materials, and audio-visual and electronic resources are available to students. Students must complete a user agreement and have parent permission before being allowed access to the internet.

The library serves a wide range of student and teacher needs. Not all items in the library may be interesting or suitable for all students. Please discuss what books your child has checked out and help them understand what you consider to be appropriate reading materials.

Lunch Area Expectations

1. Yard duty supervisors are in charge during lunch. Students are expected to respectfully follow their direction.
2. Use good manners in the lunch area and clean up after themselves.
3. Walk around areas being used for games.
4. Games should stop immediately when the bell rings.
5. Use equipment safely.
6. Tackle football and other contact games are not allowed.
7. Games should be played away from buildings.
8. Remain in designated areas.
9. Games are open to all students.
10. Classrooms, classroom building bathrooms, the Multipurpose Room and/or Gym, are off-limits during lunch unless a teacher is present.
11. Students purchasing food in the cafeteria should do so in a quiet, orderly manner and must at all times follow the direction of the cafeteria staff.

Medication at School

In compliance with the California Education Code 49423, when an employee of the school district gives medication to a student, the employee must be acting in accordance with the written directions of a physician and with the written permission of the student's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. *The prescription label on the container is not acceptable as a physician's statement. Over-the-counter medications will be given if prescribed by a physician or dentist.*

ALL MEDICATION BROUGHT FROM HOME MUST BE IN THE ORIGINAL CONTAINER AND KEPT IN THE SCHOOL OFFICE. THIS INCLUDES NON-PRESCRIPTION MEDICATION. THE SCHOOL CANNOT FURNISH ANY MEDICATION, INCLUDING ASPIRIN. We require all medications to be stored in the nurse's office and be administered only when the physician's and parent's/guardian's signed permissions are on file. Students are not allowed to have medication in their possession at school, walking to and from school, or on the school bus. This practice provides for the safety of all students on campus. The only exception to this policy is if the student's well-being is in jeopardy unless he/she carries the medication.

If you anticipate a visit to your student's physician or dentist and expect that medication may be prescribed or the dosage changed, please stop by the school office for the appropriate forms.

Merit Program

Camorado Springs Middle School uses a merit system to monitor the behavior of its students. All students begin each quarter with 100 merits. For various infractions, students lose merits. Notice of rule infractions will be forwarded to the office. Loss of merits will be recorded in the student's behavior file.

All students must have a minimum of 85 merits in the current quarter to attend extracurricular activities. Students interested in earning back merits can schedule merit make up with the assistant principal.

The Merit Program is only a record keeping system. Disciplinary action will be taken by an administrator and/or teacher in addition to the recording of merits (i.e., detention, extended detention, suspension, etc.). Good citizenship is essential for the privilege of participation in extracurricular activities.

Parent Participation

The Buckeye Union School District believes in working with parents as partners in a child's education. Parents are strongly encouraged to be actively involved in their child's education. Following are some suggestions for how to participate in your child's education.

- Ensure that your child attends school regularly.
- Talk with your child about what they are learning in school, and ensure that homework is completed and turned in on time.

- Involve your child in reading. This could involve reading to your child, having your child read to you or discussing what you and your child are reading together.
- Encourage your child to participate in extracurricular and co-curricular activities.
- Become familiar with your child's grade level standards. [California Content Standards](#)
- Attend parent conferences and school sponsored events.
- Participate in parent groups at your child's school.
- Participate in site and district decision-making groups such as the LCAP Parent Advisory Committee, School Site Council (i.e., Single School and Safety Plans), English Language Advisory Committee (ELAC), District English Language Committee (DELAC), Budget Committee, Wellness Committee, Master Plan, and PTO (Reference Board Policy and Administrative Regulations 1240 and 5020).

Passes

Student will be issued a pass when it is necessary to leave the classroom. **STUDENTS MUST HAVE A PASS IF THEY ARE OUT OF CLASS FOR ANY REASON.** In order to go to the office at any time, including lunch, a student must have a pass noting time, date and reason, signed by the teacher or designated lunchtime supervisor. **Only one student name is allowed per pass. Students are not allowed to come to the office BETWEEN CLASSES. The students must proceed to their next class and get a pass from their teacher.**

Personal Property/Prohibited Items

Personal property having no bearing on studies is a distraction to the learning environment and should be left at home. Also, it is advisable not to bring large sums of money to school. All objects which in any way might be considered dangerous or disruptive to the learning environment shall not be brought to school. The school is not responsible for housing or theft of confiscated items, nor is it responsible for personal property that is lost, stolen, or damaged. Repeated confiscation may result in administrative consequences.

Promotion Activities Requirements

The Governing Board shall award certificates of promotion from the eighth grade in accordance with the provisions of the California Education Code and the policies adopted by the Board.

Eighth Grade promotion activities include an end of year incentive field trip, a promotion dance, and participation in the promotion ceremony. Eligibility to participate in the promotion activities is defined below:

1. Complete the prescribed course of study.
2. Maintain satisfactory attendance.
3. Maintain satisfactory citizenship.

Course of Study

Students must average a grade of "D" (1.0 cumulative GPA) or better, in each core subject (Language Arts, Mathematics, Physical Education, Science, and Social Studies/History) over the course of four quarters in the academic year.

Satisfactory Attendance

Maintain an attendance rate of 90% or above (no more than 18 days of absence). All absences, excused or unexcused, including illness, incomplete independent studies and suspension count towards this attendance rate.

Satisfactory Citizenship

Students must maintain the minimum number of merits out of 300 for the entire school year. To be eligible to participate in the promotion dance students must have 270+ merits (8th grade only), to participate in the end year field trip students must have 255+ merits (6th, 7th, & 8th grade), and to participate in the promotion ceremony students must have 240+ merits (8th grade only).

Public Displays of Affection

Cameralado Springs Middle School recognizes that genuine feelings of affection may exist between students. However, students shall refrain from public displays of affection (PDA) while on campus or while attending and/or participating in a school related activity. Being overly affectionate at school creates an environment that is not conducive to learning. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as onlookers. Students are expected to show good taste and conduct themselves respectfully at all times. Some examples of PDA include, but are not limited to: kissing and excessive hugging.

Searches

School officials may search individual students and their property when there is a **reasonable suspicion** that the search will uncover evidence that the student is violating the law or the rules of the district or the school or engaging in conduct which may jeopardize the health, safety and welfare of students and staff. The Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure. (BP 5145.12)

Selling Goods on Campus

Students may not sell any goods (e.g., candy, gum, tech decks, electronics, trading cards, etc.) on campus, whether before, during or after school hours for any purpose. This includes raising money for organized clubs (e.g., Boy Scouts, sports camps, music camps, international exchange programs) or for their own personal use.

Special Education

The district strives to provide an educational program to meet the needs of all children within the district. A student shall be referred for special education eligibility only after the resources of the general education program have been considered and modified in an attempt to meet the student's needs. If a student is referred to special education, parents will receive a notification of parental safeguards and an explanation of the proposed assessments. Following the completion of the assessments, a written report will be compiled. The results of the assessment will be discussed at an Individual Educational Program (IEP) meeting. At the IEP meeting, the team will determine if the student meets eligibility for special education. If the student meets eligibility, a plan will be developed, which will be reviewed at least annually. The district provides special education services, as described in Education Code (56000-56001).

Special Programs or Services

A variety of special programs or services are provided for students with unique needs. These programs include:

California Junior Scholarship Federation (CJSF)

In order to qualify, a student must have a 3.5 grade point average in the areas of science, history, math, and language arts. If a student receives a "D" or "F," he/she will not qualify for this program. This program is limited to seventh and eighth graders. As per the by-laws of the Federation, it is the student's responsibility to apply online before the application deadline. This will occur at the end of each quarter. No late applications will be accepted. A field trip or activity will be held each quarter for members of CJSF. It is the student's responsibility to obtain a field trip permission slip and return it to the library by the due date. No late permission slips will be accepted.

Gifted and Talented Education (GATE)

The Buckeye Union School District offers GATE (Gifted and Talented Education) identification and supports at all school sites throughout the District. Program opportunities for GATE are site based; however, a fall administration of the OLSAT (Otis Lennon School Ability Test) is provided Districtwide in order to identify qualifying students. For those that qualify, a Differentiated Learning Plan is created and opportunities for enrichment/support in and out of the classroom are provided.

Health Services

The district will verify that students have complied with legal requirements for health examinations and immunizations before enrolling a student in school. Failure to provide proof of required immunizations will result in the student being excluded from school. The district administers vision, color vision, hearing, and scoliosis screening as required by law.

Honor Society

Sixth graders may apply for membership in the Honor Society at the end of each grading period. In order to qualify, a student must have a 3.5 grade point average in the areas of science, history, math, and language arts. If a student receives a "D" or "F," he/she will not qualify for this program. It is the student's responsibility to apply via the online application. This will occur at the end of each quarter. No late applications will be accepted. Membership in the Honor Society is not automatic. A field trip or activity will be held each quarter for members of the Honor Society. It is the student's responsibility to obtain a field trip permission slip and return it to the library by the due date. No late permission slips will be accepted.

Program for English Learners

Students who are non-native English speakers are assessed annually using the English Language Proficiency Assessments for California (ELPAC) to identify their level of fluency in English. Students who are not fully fluent in English participate in the program for English learners to increase their English fluency and vocabulary. Teachers use specific instructional strategies to help students learn the curriculum while learning English.

School Counseling/Psychology Services

A counselor/psychologist is available at each site to interact with students as needed.

Student Rights – Due Process

All students are entitled to due process which school officials will follow prior to taking disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student becomes involved in a situation in which a disciplinary action might result, the student has the right to be heard. In this case, an informal hearing between the principal (or principal's designee), student, and other appropriate persons will be conducted. After the student has been heard, the school official has the authority to take disciplinary action as deemed appropriate. If the student and/or parent are not in agreement with the action, the decision can be appealed. The student will be notified in writing of the disciplinary action. In the event of a suspension and/or recommendation for expulsion, every effort will be made to contact parents at the time of the action.

Technology Use Policy

It is our desire that all students use the internet following the policies set forth by the Buckeye Union School District. Each student and his/her guardian are expected to sign an Acceptable Use Policy document prior to the student being allowed access to the internet at school. Copies of this policy are available in the school office. The purpose of the contract is to clearly communicate expectations for student use of school technology resources and for the student and parent/guardian to agree to abide by the specified user obligations and responsibilities described in the contract.

Although students receive training and are monitored by their teacher while using school technology, it is not possible to control all materials that a student may accidentally or deliberately view while on the Internet. Parents should be aware that some material obtained via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive.

Students should not expect privacy while using district technology and should understand that authorized district staff may monitor or examine system activities and files to ensure proper use. Students who fail to abide by the policies and procedures for technology use will be subject to disciplinary action and/or cancellation of network resource privileges. Violation of this policy will result in District sanctions and/or reported to civil authorities and may be prosecuted.

Tobacco, Alcohol, Vape and Drug Free Zone

The Governing Board believes that the use of alcohol, tobacco or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all schools and district facilities are tobacco, alcohol and drug free sites. The use of any tobacco, alcohol or drug products is prohibited within any district property, facility, or vehicle. This prohibition also applies to all individuals attending events on school campuses or representing the district at school-sponsored activities that are held at locations other than district property (Reference Board Policy and Administrative Regulations 5131.6, 5131.62, and 4020).

Assembly Bill SB2X-5 states no school shall permit smoking or the use of a tobacco product by pupils of the school while the pupils are on campus, or while attending school sponsored activities or while under the supervision and control of school district employees.

"Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form. "Smoking" includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking.

"Tobacco Product" means a product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.

Transportation

The driver has complete authority in operating the bus at all times. If, for any reason, a driver determines that a student's behavior is creating an unsafe situation on the bus, the district has the authority to deny transportation privileges and/or apply additional school consequences. Camera mounts may be installed on buses for video surveillance. Video may be used to provide evidence of student misconduct. For more information regarding transportation please reference the BUSD Transportation Webpage at <https://www.buckeyeusd.org/Page/1387>. In all instances of misconduct, the rider and his/her parent shall be given notice and warning (Reference Board Policy and Administrative Regulation 5131.1).

Bus Consequences:

First Reported Violation:

- *Warning unless, in the judgment of transportation or school officials, the penalty should be more severe.*

Second Reported Violation:

- *Loss of transportation for at least three days.*

Third Reported Violation:

- *Loss of transportation for at least twenty days.*

Fourth Reported Violation:

- *Loss of transportation for the balance of the school year.*

ACKNOWLEDGEMENT FORM

Academic Honesty Policy & Handbook Review (Student)

- I understand that any work I submit for academic purposes must be my own original work.
- I will properly cite sources when the ideas are not my own, and if I am unsure how to do this, I will ask for help.
- I will not copy other students' work; I will not allow other students to copy my work.

I have read and understand that I must follow the school's academic honesty policy. I have also reviewed the Parent/Student Handbook. I understand the information presented in the contents.

Student name: _____

Student signature: _____ Date: _____

Academic Honesty Policy & Handbook Review (Parent)

- I will support the academic honesty policy and promote good practice in my student.
- I will encourage and support my student to be a principled learner who acts with integrity.

I have read the school's academic honesty policy and have reviewed it with my child. I have also reviewed the Parent/Student Handbook with my child. We understand the information presented in the contents.

Parent/Guardian name: _____

Parent/Guardian signature: _____ Date: _____

PLEASE SIGN AND RETURN THIS COPY TO YOUR AR TEACHER. THANK YOU!

DISTRICT SCHOOLS AND LOCAL SERVICES

Blue Oak Elementary School
2391 Merrychase Drive
Cameron Park, CA 95682
530-676-0164
916-933-5149
Amy Pirkl, Principal

Valley View Charter Montessori
1665 Blackstone Parkway
El Dorado Hills, CA 95762
530-672-3890
916-939-9640
Paul Stewart, Principal
Amanda Alessandro, Assistant Principal

Buckeye Elementary School
4561 Buckeye Rd.
Shingle Springs, CA 95682
530-677-2277
916-933-2333
Kevin Cadden, Principal

Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762
916-933-9746
530-677-9818
Cinnamon Johnsrud, Principal

Silva Valley Elementary School
3001 Golden Eagle Lane
El Dorado Hills, CA 95762
916-933-3767
530-677-8953
Brandon Beadle, Principal

William Brooks Elementary School
3610 Park Drive
El Dorado Hills, CA 95762
916-933-6618
530-677-2875
Noel Stedeford, Principal

Camerado Springs Middle School
2480 Merrychase Drive
Cameron Park, CA 95682
530-677-1658
916-933-0584
Doug Shupe, Principal
Melinda Spooner, Assistant Principal

Rolling Hills Middle School
7141 Silva Valley Parkway
El Dorado Hills, CA 95762
916-933-9290
530-676-2490
Debra Bowers, Principal
Bill Bartholome, Assistant Principal

Buckeye Union School District
5049 Robert J. Mathews Parkway
El Dorado Hills, CA 95762
530-677-2261
916-985-2183
David Roth, Superintendent

District Transportation Department
2480 Merrychase Drive
Cameron Park, CA 95682
530-677-2261
916-985-2183
Jessica Simon, Director of Transportation

The IB learner profile



Our aim is to develop international minded people who, recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

INQUIRERS	We are filled with an enthusiastic mind with a desire to learn and explore. We search for an understanding of the world around us and our place in that world, while sustaining our love of learning throughout life.
KNOWLEDGEABLE	We strive to be competent and well-rounded learners in multiple areas. We value our place in the world and contribute from that place to our communities and the world at large.
THINKERS	We consider alternate viewpoints, process before we speak, question the status quo (existing rules), look for paradigm shifts, and strive to solve problems or improve current situations.
COMMUNICATORS	We express ourselves confidently and creatively en ma's de una idioma and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We hold ourselves to high standards of integrity, honesty, and respect for others. We abide by the motto of doing what is right even if no one is watching.
OPEN-MINDED	We are willing to fail and appreciate failure as a learning opportunity. We are willing to try new things and move outside of our comfort zones. We are open to other points of view and appreciate existing and new cultures.
CARING	We support each other and encourage each other. We are kind in our actions and our words. We include everybody in activities or tasks. We listen. We understand and empathize with our classmates.
COURAGEOUS	We are brave enough to stand up for others, tell the truth, work even when it's hard and try new things.
BALANCED	We balance school, social commitments, and our emotional well-being in order to interact with others and our world.
REFLECTIVE	We know our strengths and weaknesses and consider input from classmates, teachers and parents. We set realistic goals, that benefit us personally as well as our community, that we can achieve through planning.

Approaches to Learning (ATL)

“Tools for learning’...enabling all students to become stronger, more self-regulated learners.”
(MYP: From Principles to Practice 2017)

Skill Category:

Examples:

Skill Category:	Examples:
Communication	<ul style="list-style-type: none">• Exchanging thoughts and information effectively• Sharing ideas• Reading critically for a variety of purposes• Taking effective notes
Social	<ul style="list-style-type: none">• Working effectively with others• Practicing empathy• Actively listening• Taking responsibility for one’s own actions
Self-Management	<ul style="list-style-type: none">• Organizing one’s self and materials• Setting challenging, yet attainable, goals• Meeting deadlines for assignments• Managing one’s state of mind• Reflecting on personal learning
Research	<ul style="list-style-type: none">• Accessing and verifying information, in print and digitally• Evaluating sources• Making informed choices about personal media• Ethically utilizing digital and social media and online networks
Thinking	<ul style="list-style-type: none">• Observing carefully• Recognizing unstated assumptions and bias• Drawing reasonable conclusions and generalizations• Considering ideas from multiple perspectives