



2013-2014

Family Handbook

of Rules, Policies, and Procedures

Website:

<http://encompass.ousd.k12.ca.us>

EnCompass Academy

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Oakland, CA 94621
510-639-3350 office*

Principal: Minh-Tram Nguyen

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School Vision & Philosophy

EnCompass Academy will honor, acknowledge, and encompass the mind, body, emotions, and spirit of the whole child. Our vision of an educated child is one who achieves excellence in standards for developing an active, reflective, and disciplined mind; a healthy and physically-fit body; a centered spirit; and just, caring, and courageous self-conduct. We will teach our students to uphold the power and responsibility of belonging to a Life spiral that starts with **Self**, is guided by **Family**, engages with **Community**, and is rooted in **Ancestors and ancestral heritage**.

The word “encompass” means to encircle, surround, include. The school name and spelling of “EnCompass” is a play on the word “compass” to capture our emphasis on nurturing children to develop, strengthen, and clarify their internal compass. Children’s innate curiosity to learn and explore and their desire to do the “right thing” are examples of how an internal compass can help guide children toward high academic and behavioral expectations. This internal compass will point children in the four (4) directions/expressions of Personal Power: the **Power of Knowledge** to create/recall/discern information throughout life; the **Power of Courage** to pull forth the will to make difficult decisions, the **Power of Compassionate Right Action** to act upon them, and the **Power of Stillness** to pause for rest, reflection, and responses to mistakes and to things that are beyond their control. Through Stillness, time can enable the process for renewal: to become new, fresh, and strong again in mind, body, spirit, and emotions. The program is developed around the EnCompass Life Spiral elements of: the cultivation of Self, the guidance and support of Familial networks, the engagement with Communities, and the rootedness in Ancestors and ancestral heritage. Student, family, and community well-being are all connected and critical to each student’s life success.

Our Guiding Principles

We believe that **all children are good** and deserve guidance to make appropriate choices. **All children can do important and powerful things** when given the opportunity to fully develop within the school day. Our learning community fosters:

- Learning that is purposeful, rigorous, and connected to the real world
- Students using knowledge from their Histories, Elders, and Ancestors
- Behavior that promotes Peace, Justice, Honesty, Respect, Responsibility, Compassion, and Courage
- Pride and honor in each person’s Identity, Culture, and Language
- A Commitment to Social and Community Responsibility
- Strong and caring relationships between Students, Families, and Staff
- Family Health and Wellness that supports our children to grow to their fullest potential

HISTORY OF OUR SCHOOL

Designed by educators and east Oakland, CA, parents, **EnCompass Academy** opened August 30, 2004 with 120 Kindergarten - 2nd graders as a New Small Autonomous School in the Oakland Unified School District. Like other New Small schools in the district at the time, EnCompass helped reduce the number of students in a nearby and underperforming and overcrowded school. Our first year was located in the portables at Webster Academy, then we moved to our current campus in our 2nd year. We grew a grade each year and now enroll over 300 students in grades K-5.

SCHOOL POLICIES & PROCEDURES

Contact Information

1025 81st Ave, Oakland, CA 94621

Office: Building C, room C-11

Phone: 510-639-3350 Fax: 510-639-3352

Office Hours: Monday-Friday, 8:00 a.m. to 4:00 p.m.

You can call the office to leave a message for your child's teacher on the office voicemail, or with the office staff on duty.

SCHOOL START TIME

8:35 a.m. Students must **line up in central courtyard.**

8:40 a.m. **School begins.** *Students not in line will be counted as tardy. Students who are late by 30 minutes or more must go to the office.*

BEFORE SCHOOL SUPERVISION AND EXPECTATIONS

- **8:00 a.m.** Morning Supervision begins, so please do not send your child unattended before this time. EnCompass students must stay in the cafeteria until dismissed.
- **8:00-8:20 a.m.** Breakfast program served in Cafeteria. Students who finish breakfast may stay seated in the cafeteria, but may not play ball, run, or speak loudly inside. They are to listen to ALL supervising staff, regardless if they are EnCompass staff or not. Due to federal regulation and food health and safety standards, family and community members may not sit with students during in the cafeteria for meals.
- **8:25-8:35 a.m.** Gr. 2-5 have Fitness in amphitheater or structured play in Quad, depending on the day. 1st graders play in the Quad. Family members stay with Kindergartners in the Kinder yard.
- Children are not allowed to play in large playground before school, as that is where ACORN Woodland students line up.
- No students are allowed inside the school building without a pass.
- Students outside of supervised areas without a pass will receive a detention.

CAN STUDENTS COME BEFORE 8 A.M.?

To ensure children's safety, children MAY NOT be at school unsupervised before **8 a.m.** If students chronically arrive before **8 a.m.**, the following steps will be taken for each repeated incident:

1. Families will receive a courtesy call.
2. If it continues, a warning notice will be sent home.
3. Students will receive detention for being at school without adult supervision
4. A report will be made to Child Protective Services for concerns about neglect and child endangerment.

Attend & Achieve

The District goal is to have a daily, on-time attendance rate of 98 % or more. **This means that a child may only miss 3 day of school per year!** Children must be at school on time. Students with perfect attendance and classes meeting the 98% weekly goal will be recognized for their achievement. Attendance progress is posted outside each classroom door.

TARDINESS

Anyone who arrives after tardy bell rings is considered tardy. Anyone who arrives 30 minutes or more after the bell rings on three separate occasions is also considered **truant by law**.

How does tardiness affect the healthy development of the WHOLE CHILD?

Tardy students will lose out on learning time. They will often feel self-conscious or embarrassed for their tardiness, and can sometimes take out their feelings in inappropriate ways. If adults are responsible for the tardy, children can come to believe that school isn't that important to the family. Tardiness interrupts the class and interferes with the learning environment. Tardiness develops poor habits which can easily carry into adult behavior for work. Tardiness can develop in students a habit of justifying, or blaming, making excuses, or even lying for their situation. This undermines our efforts to teach children about taking responsibility as a valuable character trait.

"What if my child was late because he had to eat breakfast?"

If your child eats school breakfast please be sure that your child arrives and is given at least 20 minutes to eat so that they can be in line by 8:35 a.m. Eating breakfast in the cafeteria will not be excused from a tardy.

TARDY PROCEDURE

- 1) **All students** who enter the classroom after their class are tardy. This will be marked on their record and will affect the class attendance record which is posted weekly outside the classroom.
- 2) Students entering school late 30 minutes or more must **report first to the office**. The reason for the tardy will be written in the Tardy Log. The student will bring the Tardy slip with them to the class.
- 3) The Student Attendance Review Team (SART) will review the Late Arrival Log each month and notify families of excessive tardies. SART will set up a meeting to support families. If chronic tardies continue, SART will contact the district-level Student Attendance Review Board (SARB).

ABSENCES

The state Education Code Section 48260 states that the adult who has legal custody of a minor child who is absent from school without valid excuse shall be guilty of a misdemeanor which is punishable by law.

Elementary schools in the Oakland Unified School District must meet or exceed a 98% average daily attendance rate. **This means that on average, each child may not miss more than 3 days of school per year.** According to the District, a child with a cold, but no fever, should still be sent to school. Please discuss with your child's teacher or the office staff ways to support your child to meet or exceed the 98% attendance target. Excessive absences will be referred for the development of an intervention plan.

EVERY CHILD MUST BE IN SCHOOL ON TIME EVERYDAY and miss IF AND ONLY IF his/her absences fall under one of the following:

Health/quarantine/dental/medical appointment that COULD NOT be scheduled after school or during non-school days. Scheduling your appointment **after Minimum Day dismissal** (1:05 PM on Wednesdays) would work well.

Education Code Section 48260.5 says the following:

- (l) Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/guardian, by first-class mail or other means, of the following:
- (a) That the Pupil is truant.
 - (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
 - (c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

Unexcused Absences

Three Unexcused absences is considered truant and will result in a Notice of Truancy (NOT) from the District to be generated. The SART call the family to discuss attendance goals and to sign a contract for improving attendance. If the problem continues, a second SART meeting will be conducted. Further problems will result in a referral to the district's Student Attendance Review Board (SARB), which may result in prosecution by the District Attorney.

Immunizations, Medication, & Health Concerns

By law, all children in District public schools must have a current and complete vaccination record on file at the school. This record must include verification of inoculation against measles, poliomyelitis, tetanus, and diphtheria, and a tuberculin skin test. It is vital to the health of all children that everyone complies with these vaccination requirements. Students with incomplete records may be barred from school, per district policy.

Each child entering kindergarten and grades one, or new to the district or country should have a current medical and dental examination. This examination must include a screening for lead content in the blood. Any child without current and up to date vaccinations will not be enrolled.

EnCompass Academy does not have a registered school nurse. We will handle minor first aid issues at the office and will contact the family if a child is sent to the office for health reasons.

We discourage the administration of any medication in the school setting. If required, however, a member of the school office staff may dispense prescriptive medication to students. In order for prescriptive medicine to be dispensed, appropriate forms must be completed and signed by both family doctor and parent. No medications will be administered without these forms. Please pick up a form in office. Children are not allowed to keep any medication in their possession at school.

Excused absences

- Contagious illnesses or fever.
- Funeral for immediate family (one day).
- Participation in religious instruction or observance of religious holiday.
- Court appearance that COULD NOT be scheduled after school or during non-school days.

How do absences affect the healthy development of the WHOLE CHILD?

In order to meet the instructional needs of our students, it is critical that you provide guidance for your child to form good habits of punctuality and infrequent absences. Absences disrupt the rhythm and structure that young children need to thrive in an academic environment. Absences can also affect the learning your child's project partners who rely on them to work on cooperative learning projects and ac-

activities. Elementary students are at a critical period for developing life-long habits for success in school. Please allow your children to practice life skills by participating in a “New Beginnings”/ Waking up and going to bed/ Endings ritual which includes preparing their school pack for the next day.

Independent Study (I.S.)

On rare occasions, a child may have to miss school for an extended period of time. I.S. is an optional alternative instructional strategy for students who need to be away 5 – 20 days of school for exceptional circumstances **approved by the principal**. While nothing replaces the quality and structure of a classroom instruction, I.S. allows for student to continue school work away from school. As long as all I.S. stipulations are met, the child’s attendance record will not be affected. Parents/ guardians who need to place their child on I.S., must first notify the teacher, school office, *and* principal **2 weeks in advance** and fill out an Independent Study Request Form. Once all information is provided, the principal will review the request.. If approved, the teacher will complete a contract with parent and explain work that must be done. Remember if any part of the contract is not fulfilled, absences will be unexcused. **NO Independent Study will be granted after the 2nd Friday of May. NO EXCEPTIONS.** Decisions will be made according to child’s academic performance, attendance & homework record, situation requiring Independent Study.

FREQUENTLY ASKED QUESTIONS (FAQ)

Can my child be dropped from the school roster for absences?

It is District Practice and School Policy that any child with **10 consecutive days** of unexcused absences will be dropped from EnCompass Academy. If this occurs, your child(ren) may lose his/her spot to another child. All re-enrollment must occur downtown at the Student Assignment Office (SAO).

What do I do if my child will be absent?

Parent/Guardian must call the school office each day when a child is absent to give the reason for the absence. **A note must accompany the child upon return to school. Absences not cleared in 2 days are unexcused.** Notes should state:

1. Date of absence, 2. Reason for absence; 3. Time of absence, 4. signature of parent/guardian and contact number

Please take your child to the doctor to get a note by the 3rd day of absence. Illness absences for 3 days or more need a note from the doctor, or it will be counted as unexcused.

Dismissal Procedures

Family members can meet students at the location according to the child’s grade level. No family members should be inside the building for the 15 minutes after dismissal so that we can leave the halls clear and safe for student traffic, and to minimize the risk of unauthorized adults being in the building at this time of transition.

Kindergarten: students are signed out from the back door of their classrooms at dismissal.

Grades 1-3: teachers will walk students out to the front of the campus for dismissal from the Day Program.

Grade 4-5: students will be walked out of the school building.

EnCAS (after school program) students: picked up within 3 minutes before Day Program students are dismissed.

30 minutes late pick up: student will be brought to office and this will be documented. No children may use Bdg A phone without a staff member present.

Students waiting at the front of campus need to remain seated until they are picked up to prevent from being hit by cars. Students stand /sit in front of cafeteria building, and may not go past double cement block to keep back from traffic. Children should not run or play. Students are not allowed to go out and buy snacks from vendors and come back.

L A T E P I C K U P S

A staff member will remain in front of campus for 15 minutes after dismissal. Chronic late pickups leave children anxious and keep teachers and staff from attending to other professional duties. Parents/Guardians must call the school if they will not pick up their child on time. We will do our best to accommodate emergencies. **Children who are not picked up 15 minutes after dismissal will be sent to the Office.** When a parent/guardian/older sibling is not available to pick up a younger student, every attempt will be made to reach an adult on the emergency contact card. **It is not the responsibility of teachers or staff to provide child care.**

Dropping your child off at school before adult supervision begins, or leaving your child at school after the school supervision period ends, may be considered neglect. If a child is picked up late 30 minutes or more three times in a grading period, we will report this to Child Protective Services. Do not drop your child off to school before 8 a.m.

E A R L Y P I C K U P S

All OUSD District Elementary Schools are designated as closed campuses. For your child's safety, no student is allowed to leave school unless accompanied by an authorized adult or family member. If a child needs to leave early, please sign out at the main office in the Early Dismissal Log and pick up an Early Dismissal Slip. **Anyone other than a parent picking up a child will not be released without parental consent, either with a phone call or note being sent to office. Identification is required.**

R A I N Y D A Y D I S M I S S A L

Grades 1-5 should be picked up at the covered walkway in front of our school building (next to the central lawn). Grade K should be picked up from classroom.

P A R K I N G

Loading/unloading Zones are marked. DO NOT double park; parking in handicap spot without a valid permit is against the law and carries a large fine. We teach our children that it is unfair and disrespectful to our community members in wheelchairs because they aren't able to access the sidewalk when cars are parked illegally.

VENDORS

District policy and County Health department regulations prohibit unauthorized vendors from selling on school property. Vendors who sell food in front of our campus do not have this authorization. While we support people's efforts to make a living by providing a needed service, our first priority is to protect the health and well-being of the students and families while on campus. Purchasing food from unauthorized vendors can expose you, your family, and the school community to food-borne and contagious illnesses (such as TB). Students should be instructed NOT to buy from vendors and should not be given money to do so. Staff will confiscate snacks from children who buy snacks from vendors and bring them to After School program.

HEALTH & SAFETY

Items not allowed to be brought by students:

- Weapons or "pretend weapons" are grounds for serious disciplinary action, including suspension or expulsion.
- Heelies, all toys, such as action figures, Pokémon cards
- Precious jewelry, gum, candy, junk food
- Cell phones/smartphones (see below), Game Boys, other electronic items

Cell phones and portable electronics are not allowed. Children can make and receive emergency calls from the office and **may not** use cell phones during school hours. These valuables brought to school may get lost or stolen; the school will not be held responsible for lost or stolen valuables. If students must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, student must leave it with their teacher or with the office for pick up after school. If students bring a phone to school and it rings/vibrates in a bag, or is used in any manner, it will be confiscated until the end of the day for parent/guardian to pick up.

- 2nd offense = phone confiscated for 3 days
- 3rd offense = phone confiscated for 10 days
- 4th Offense = confiscation until end of year.

DRESS CODE

Students will wear dark blue or khaki bottoms, and a solid-colored shirt for their grade level. Staying in uniform is especially important to enhance student safety on a shared campus. This helps us monitor our students during transitions. The school office sells at-cost uniform tops with EnCompass logo. Families may also choose to purchase their own tops, as long as it follows the color code below:

K-1st grade: **Red** (to represent fire, helping a seedling burst open)

2nd-3rd grade: **Forest Green** (to represent the shoot of a plant's new growth)

4th-5th grade: **Gold** (to represent the color of glorious bloom)

All students are expected to wear clothing that is appropriate for school.

- ☑ Only solid colored tops with collars are to be worn, unless it is a school uniform top.
- ☑ Loose pants must be held up with a belt; No sagging pants.
- ☑ As much as possible, sneakers are to be avoided, as children sometimes use their sneaker labels /brand names to gain attention and distracts themselves and others from learning.
- ☑ Clothing must also provide adequate covering for the body.
- ☑ Shorts may be worn in warm weather or for special field studies. A guideline to use is that shorts should reach halfway down the thigh. Please make sure that your **child's name** is on the INSIDE of every shirt or outerwear.
- ☑ Please do not send your children to school in clothes soiled with food/ other stains.
- ☑ Please mend tears and frayed hems.
- ☑ Solid, dark blue jeans are okay.

What is considered out of Dress Code?

- T-shirts, and tops with sports logos, team and brand names, advertisement, etc.
- Sweatpants
- Clothing which exposes stomachs, navels, or bare backs
- Chronically untied or broken shoelaces
- Shorts that end higher than 3 inches above the knees
- Wearing sweatshirts and jackets by their hoods only
- Dangling necklaces that hangs more than 2 inches below neckline, hoop or dangling earrings. Stud earrings are acceptable, as they cannot be easily grabbed or caught during movement.
- Make-up, except for specified school activities. Non-tinted clear gloss for lip protection is acceptable.
- Stick-on Tattoos
- Hats and sunglasses may not be worn inside unless medically necessary.

Students not within dress code will be given a Dress Code Notice and families will be notified. After 3 times out of dress code, the parent/guardians must provide an extra set of clothing that is within the dress code for the child to change into when coming to school out of dress code. Students not within dress code will be given a Dress Code Notice and families will be notified. After 3 times out of dress code, the parent/guardians must provide an extra set of clothing that is within the dress code for the child to change into when coming to school out of dress code. Please make sure that your **child's name** is on every shirt or outerwear.

PICTURE DAY

FALL AND MAKE- UP PICTURE DAY

All students must come in uniform.

SPRING PICTURE DAY

Students may wear "free dress" for their individual pictures.

Feeding the Mind and Heart: A Word about Television, Radio, Video Games, & Internet

Most of the office referrals during recess are a result of play-wrestling/fighting with moves from video games and TV programs that result in injury, hurt, anger, and misunderstanding. Television, radio, the Internet, and video games can be tools for learning, entertainment, and shared experiences with family and friends. Sometimes, these activities have replaced activities with family and friends. Please review what your child is watching/hearing and what values, ideas, and messages you want conveyed from these activities.

Wrestling programs (WWF, NWO, etc.), video games, and music lyrics have adult themes, violence, and sexual content. Many of adults may enjoy it, but it's something you can share with your kids later in life, instead of now when it will influence their values and perception of the world. Talk to your children about their favorite programs and help them process and make sense of it. The Wrestler, VJ/DJ, or video games can have great influence. Their young brains are developing rapidly. They are learning the basic steps of how to be a friend, how to speak to an adult, how to be a positive and powerful young person. Family guidance at this crucial time will provide them time to integrate values of care, kindness, peace, and respect.

Feeding the Body: Lunch and Exercise

APPLICATIONS FOR FREE & REDUCED-PRICE MEALS

If you don't already pre-qualify for this program, please still fill out a free/reduced lunch application, even if you have submitted one to another school..

SHARING FOOD

Food allergies can cause problems such as sinus difficulties, headaches, stomachaches, skin rashes, and even death on rare occasion. Federal lunch policies prohibit family members from eating with their children in the lunchroom due to food safety regulations. However, classroom and school wide events at EnCompass will offer other opportunities for family members to enjoy a community meal with their child outside of the lunchroom and lunch period! Please let the teacher know of any food allergies your child has, or might be developing.

DIET

Food is one of the cornerstones of family culture. With everyone's competing schedules meal times are often the anchor in our lives that give us time to interact and reflect with one another. The food children eat at breakfast and lunch always impacts the mood, attitude, energy levels, and attention span for the rest of the day. Please, please be mindful of this when deciding on what you feed your child for breakfast and lunch. Avoid sweet cereals, candies, cookies and chips at meal times. I guarantee you will see an improvement in your child's ability to concentrate. Children full of sugar often have a harder time focusing in class, staying on task and staying out of trouble.

HOME LUNCHEs

Please label your child's lunch and seal all drinks properly. Water with a squeeze of lime will work for most children. **Sodas, candy, "hot chips," potato chips, and other junk foods are not allowed for lunch,** as it will affect the child's mental focus for that day and are not consistent with the school's philosophy.

Students with these items will have them taken away and can be picked up by the end of the day from the office. Food not picked up by the end of the next school day will be thrown away.

EXERCISE AND FITNESS

Although children are given opportunities for fitness and movement throughout the week at EnCompass, this cannot compete with hours sitting in front of the television or video games. Without enough opportunities for movement and exercise, children's natural energy level will come out in inappropriate ways (yelling, running around the house, not focusing during instruction) or during inappropriate times (when you are tired!). This can lead them to "getting in trouble," and this cycle can be reduced if youngsters are given structured time each day to play or exercise.

DISCIPLINE & BEHAVIOR MANAGEMENT

The Responsive Classroom

Teachers at EnCompass Academy are trained in the Responsive Classroom, a program of classroom management that stresses caring, assertion, responsibility, empathy, and self-control. We believe that all children need opportunities to practice these behaviors if they are to become independent, compassionate, and responsible human beings.

This approach to classroom life and learning emphasizes an environment that builds social and academic skills through practices such as the Morning Meeting. Teachers are trained to be deliberate about using language that develops children's internal motivation, self-control, and sense of personal responsibility. With careful guidance by their teacher, children will understand the reason for Rules. Consequences given to children are logically connected to their behavioral choices. We emphasize in the first 6 weeks of school the building of relationships, setting predictable routines and procedures with children, and providing opportunities for them to practice behavioral expectations. The six components of the Responsive Classroom approach are Morning Meeting, Rules and Logical Consequences, Choice, Guided Discovery, Classroom Organization and Assessment and Reporting to Parents. Guided Discovery introduces materials in a systematic way to children. Choice Time allows children to take responsibility for, and control of their own learning. Assessment and Reporting to Family Members is accomplished through exposition of student work, progress reports and conferencing with Family Members.

EnCompass School Rules

Our school rules are based on respect for others and ourselves. These rules are guidelines for behavior and are written in the positive. We have framed them as positive behaviors so that both children and adults will have concrete, specific actions to take.

We are powerful! We are positive! We have the power and the responsibility to:

- Work hard to get smart
- Help each other do the right thing
- Take care of our classroom, school, and community
- Tell the truth, be just, and peaceful
- Show kindness, compassion, and respect to all

Our school rules are based on respect for others and ourselves. These rules are guidelines for behavior and are written in the positive. We have framed them as positive behaviors so that both children and adults will have concrete, specific actions to take.

Explicitly Pre-teaching Procedures and Behaviors

We spend the first 2 weeks rotating instruction led by staff on school-wide procedures so that school-wide transitions, recess, and meal times are safe and orderly. The topics include: Lines, Recess, Play structure, Bathroom, Hallways/stairs, Cafeteria, and Office.

Classroom Behavior Charts

Each classroom uses the following color spectrum to indicate where students are throughout the day:

- Blue - Above and beyond/leadership behavior
- Green - Solid, consistent, on-task behavior
- Yellow - Warning, behavior that requires positive changes to be made.
- Red – Chronic or unsafe disruption to the learning environment. (detention + phone call home/office referral)

Office Referral could also result any time if a child is openly defiant and disrespectful, threatening or causing physical harm, property damage/loss, or participating in inappropriate touch or talk.

Ask your child daily what color are they on & ask them how they got there.

- 3 consecutive Reds/Week=Teachers provides extra interventions in class
- 2nd week of 3 “Reds”/week = teacher meeting with family member share interventions tried, result, and to put the child on a behavior contract with home/school connection.
- 3rd week of 3 “Reds” = teacher, administrator, and family member meeting.

Lunchroom Rules and Expectations

- *When dismissed, go straight to lines and wait peacefully*
- *Stay in the cafeteria unless you have permission to leave*
- *Walk at all times.*
- *Eat, not play.*
- *Speak to each other respectfully with inside voices.*
- *Stay in your seat until you are dismissed.*
- *Raise your hand if you need something.*
- *Keep your table, floors, and bathroom clean.*

Positive Recognition and Incentives

- Students who are consistently on GREEN or BLUE on the behavior chart are recognized each semester for Honors Night.
- Weekly incentive of “Work it Out Wednesday” offers students no on Red during the week to participate in a fitness activity with their classmates, led by homeroom teacher.
- “Caught you being kind” during Community Meetings in which a student recognizes another student in front of the school recognizes
- Some classrooms are piloting the use of “Caught you with Character” jars to recognize each other’s positive expressions of character.

Expectations for Transitions:

- No Talking
- Hands clasped on your body
- Eyes and body facing forward in a straight connected line
- Be aware of surroundings.
- Pay attention to bulletin boards, other classrooms, and stairs.

Expectations in Lines

- Teachers create a line order and assign roles such as line leader, door holder, caboose
- Follow line order
- Hands to the side or to self
- Face forward, no talking
- Stay connected (no big gap when you walk)
- Single file line
- Line leaders, door holders, and caboose are rotated within the class.
- The door holder is always standing second in line.

Expectations for Audience Behavior

- Enter and leave seating quietly.
- Treat presenters and neighbors with caring words and actions.
- Show listening behavior
- Avoid use of restroom before and after presentation.
- Offer your seat to an Elder, a pregnant woman, or new mom if possible.
- Respect property and different ideas.
- Be mindful of those behind you.

Playground Rules/Expectations

- Students breaking recess rules will lose increments of recess time per infraction.
- One long whistle: freeze and squat down. Those who don't follow this will 5 minutes of next recess.
- Two short whistles: walk directly to line
- Student who leaves with permission goes with only one other student
- Line up and return to class quickly and quietly after recess.
- Only climb on play structure, and not other structures.
- Use bathrooms and water fountains before recess is over.
- Follow the rules for games and play equipment.
- If you need to leave the playground, ask an adult.
- Everyone gets to play, play safe, play fair, show we care!
- Do not bring personal toys or backpacks onto the yard during the day program.
- Not bring personal toys or backpacks onto the yard during the day program.

Office Rules/Expectations

- Begin filling out the Behavior Reflection Sheet and following directions.
- Walk in quietly & politely greet all adults.
- If on a consequence, you must carry yourself with seriousness.
- Read Office Rules

Explicit and Differentiated Behavior Management

- CURRICULAR PROGRAM: Second Step (K-2), LifeSkills (3-5)
- PENALTY BUBBLE: Students with infractions using the Field during recess will have to go to the Penalty Zone and may lose game privilege for a specified period of time.
- GETTING BENCHED: Students who are moved to Red, have Tardies, or out of uniform out of uniform on Uniform Check Days, or have incomplete class or homework . The time students are benched are based on infraction.
- Community Meetings employ a mini-lesson on Respectful and Responsible behavior.

Student Monitoring During Transitions

- Kinder Lunch supervisors will take a head count before students leave the cafeteria.
- Kindergarten teachers will take roll in class when students return from lunch.
- Students may not sit in the hallway to for discipline.
- Students walking anywhere unsupervised must have a hall pass or will receive detention.
- Students may not enter the building before school without permission.
- Teachers must always walk students out to and from the yard for recess.
- All adults must have students transition in a single file line when there are 3 or more students with them.
- Individual Students may not walk in front of adults during transition.
- In managing lines, staff must be positioned to have eyes on the line at all times. Staff may not walk in front of the line, looking forward.

Staff Supervision

Staff members are expected to be with students at all times, and to report on time to their designated supervision areas and times.

After school Program Consistency

EnCAS substitute teachers will have clear plans to follow, including: Attendance roster, seating chart, campus map, phone roster, lesson plans, evacuation and emergency procedure. All EnCAS staff will take a head count before leaving any outside area. We use a common referral system with the Day program, and the EnCAS Director is located inside the school building during program hours.

Field Trips

All chaperones need to be oriented, and cannot bring other children along. Their primary responsibility is to their assigned group. Each chaperone will be given a list with student first and last names. Head counts are taken at the beginning and end of a transition period on foot, charter, or public transportation. Bathroom trips should be taken with staff member. If a non-staff chaperone takes children to the bathroom, it must be with a minimum 4 students.

School/Branch Library

Please see the Memo on the guidelines regarding this. When staff members accompany students for a school-sponsored activity, the policies and procedures of a school are applied. When students attend the library without a staff member for a school-sponsored activity, the student is subject to disciplinary actions as a public library patron.

Search and Seizure

Students will be accorded due process during search and seizure according to Board Policy. A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Suspension & Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it

may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5). Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1) The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required 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. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work. District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

HOMEWORK

Instill the idea that homework is the child's responsibility. Be ready and willing to help with the homework, but do not do the homework for your child.

Schedule

- Have your child complete homework at the same time each day.
- Establish a routine to homework. Perhaps your child will do math first, then language arts, then 20 minutes of reading, etc.
- Write your child's homework schedule down and post it where both you and your child can refer to it.
- Talk to your child's teacher to find out if there is an established homework routine for the class.
- Use a timer to help an unfocused child.

Space

- Provide your child with a space in which homework should be done (not in front or within sound of the television or radio). Some children, however, do well with quiet music as background noise.
- Whether your child works at a table or a desk, be sure it is the proper height for him or her.
- Provide your child with a cubby, drawer or reuse a box to store his/her materials.
- Make sure there is enough lighting.
- Try to establish a working space where you will be nearby if your child should need help.

Materials: Children should have the following materials at home:

- Lined paper & drawing paper
- Pencils
- Pens
- Erasers
- Crayons/markers
- Ruler
- Picture dictionary

Time: Allow your child an adequate amount of time to complete their work independently. Check with them as they are completing their work to see if they need any assistance. Point out careless mistakes so they may be corrected. Children may need extra time on certain evenings. Allow them extra time unless it becomes clear that they have reached their frustration point. If this should happen, just attach a note to the assignment explaining that they did not understand it or had difficulty completing it.

STUDENT SUPPORT AND ENRICHMENT PROGRAMS

We have the following programs to reach and accelerate the range of different learners at our school:

Coordination of Student Services (COST), Student Success Team (SST), Response to Intervention (RTI), Counseling Program, Resource Staff

Teachers can refer students to the COST (Coordination of Services Team), SST (Student Success Team), Wright Counseling Institute for on-site counseling with graduate student interns. Teachers also consult with the Resource Teacher, Autistic Spectrum Inclusion Program Teacher, or part-time Educational Psychologist or Speech Therapist. Students with high levels of academic and social emotional needs will go through these phases of support and if these interventions are not yet moving the child into a sphere of success, we can determine eligibility for the 504 Plan, or submit for special education testing.

Blended Learning and Technology

Technology is used to target student learning towards mastery of materials by using quality online content providers (KidBiz/Achieve3000, ST Math, FastForward, I-Ready, etc.) and close data monitoring systems. Each classroom has 8-12 computers, and students have access to a Library Computer Lab as well as the Upper Grade's Learning Lab. Digital Citizenship lessons are taught in Gr. 3-5, and we aim to introduce typing in the afterschool for these grades.

After School Scholars

The EnCompass After School Scholars (EnCAS) program serves 1st-5th grade students, Monday –Friday. EnCAS offers academics, enrichment, and recreation. Eligibility is based on academic assessment data, program space, and ability to commitment to program. A wait list is available for those who wish to join the program when space opens.

Visual Arts and Spanish Exposure: Visual Arts standards are taught using student through exposure of Spanish vocabulary.

Fitness and Structured Play

This program offers game time to classrooms every week, organized games during recess, and trains selected students as Coach's Assistants to support fitness and organized games. All classes have Fitness Block once a week with Coach, in addition to integrated Physical Education in the classroom. Before School: Grades 4-5 exercise with Coach in the amphitheatre 3 times/week, Grades 2-3 exercise with Coach in the amphitheatre 2 times/week.

Student Leadership Development/Mentoring

Students are taught self-awareness and social skills lessons through Second Step (K-2) and LifeSkills (3-5). The Responsive Classroom and Character Counts framework are used to teach social skills and character development at our schoolwide Community Meetings (assemblies held on the 2nd and last Wednesday of the month). Mentoring is provided based on student need, led by instructors in Fitness and the Arts. Other programs include: Coach's Assistants (4th -5th grade), Safety Patrol (5th grade), Salad Bar/Cafeteria Helpers. Student-created clubs have included: Power Girls, Kinder Cares Crew, Safety First Crew

FAMILY INVOLVEMENT

In addition to academic /behavior conferences or communications with staff, parents/guardians are encouraged to attend meetings or join leadership groups to provide leadership and support to students and other families in our school community.

School Site Governance Council (SSGC)

This team of elected EnCompass family and community members and staff makes decisions on how we use our financial resources to support student achievement in mind, body, spirit, and emotion. Every year, this council consults with other school advisory councils to assess the needs of all students and helps develop a Single Site Plan for Student Achievement. The team also monitors, evaluates, and adapts programs described in the plan based on the changing needs of our students.

Back-In-School Night and Title I Meeting (Mandatory): Held in late September. School and classroom program updates, critical family involvement strategies and resources are shared, academic and behavioral expectations are shared.

Showcase of Student Learning (Mandatory): Held in late May. Students share and celebrate their learning throughout the year through exhibits, demonstrations, and performances.

Monthly Workshop: Attend at least one on topic of your choice.

Academic Achievement through Academic English

English is spoken and used in many forms, and some forms are more appropriate in certain situations. The English we speak with our friends and in our local neighborhood may or may not be the same kind of English that is used in school textbooks, newspapers, high school exit exams, or in university and professional job settings. Academic English is also sometimes called the "Language of Power" because it is the form of English that can allow a student access to higher educational opportunities, to jobs that pay more, or to people and decisions that affect many people. For that reason, students who do not have mastery in Academic English would have a very difficult time passing state achievements tests. These tests begin in 2nd grade, and are used to decide whether one graduates from high school, whether they qualify for 4-year colleges. EnCompass Academy strongly believes that our students must be able to read, write, and speak Academic English if they are to have access to the best of opportunities. We also believe that children should be able to speak English in many different ways, and would become purposeful in how they speak in different settings.

English Language Advisory Committee (ELAC) shares ideas and concerns about English Language Learners (ELLs). Since the majority of our students are English Language Learners, we integrate the needs of ELLs in everything we do. This Committee advises the School Site Governance Council and can turn over their responsibilities to the Council for up to 2 years.

Family Volunteer Hours

Each Family at EnCompass has committed to volunteering at least 3 hours a month to support the learning and achievement of our students. Please let us know if your work and school commitments require other arrangements to accommodate your intent to help. Volunteers can work in the classroom, in school-wide daily activities or special events, or even take home activities that can be done at home when possible. **Please sign in at the office to record your hours and to pick up your Volunteer Badge.**

Family Fundraising

EnCompass Families have committed to helping with school-wide fundraising efforts through an average of \$5 contribution each week (\$20/month or \$180/year) per family. We know you will try your best, and please know that your amount of contribution will not be counted for, or against your child. Donations are tax-deductible, and will be used toward costs that affect the whole EnCompass Academy community. The School Governance Council will decide on how the money will be spent. Examples include the painting of the school, playground equipment, field trips, classroom supplies & instructional materials, whole-school special events, or even office supplies! Please return the envelope by Friday. Families can also volunteer that week to help with fundraising sales & events in place of the \$5 contribution.

Birthdays & Special Events

Families who wish to celebrate their child's birthday or special event with healthy food and cake for the whole classroom community can do so by making arrangements with the child's teacher at least a week in advance. Such celebrations can occur during lunch or other non-instructional time agreed to with the classroom teacher. Please do not ask teachers to have these celebrations during instruction time, as it is against school policy.

Notices

These will often be on colored paper. Please be sure to check your child's backpack daily, read what is inside, and return any forms the next day. Not doing so may result in your child/family missing out on a special event or opportunity.

RESOURCES FOR STUDENTS & FAMILIES

There are many support services available to help students do well in school. This list represents a few of them to get you started. This list IS NOT an endorsement of any product or business in particular, but simply meant to provide you with a range of resources. You can also check the phone book, internet, and local libraries for more information.

Steps

1. Arrange for a meeting with your child's teacher and find out if there are any areas that your child might need extra help in. You can ask the teacher to review your child's assessment scores with you:
1) Reading & Math scores, 2) Report Card grades 3) Writing samples across different subject areas
2. Based on your student's needs and the teacher's advice, decide the kind of support that would be best for your child. In addition to school-based support and interventions, types of available support for parents/guardians outside of school include: Educational Software/Websites in English and Spanish, Educational Materials & School Supplies, and Tutoring.

3. Set aside at least an hour every evening to work with your student using the support that you've chosen. Learning takes time. Continue working regularly and expect to see results by the end of the school year.

EDUCATIONAL MATERIALS & SCHOOL SUPPLIES

- ◆ Local libraries have lists of grade level books that you can read with your child.
- ◆ CVS
51st and Broadway/Rockridge Center, Oakland, CA
- ◆ *Lakeshore Learning Center*
1144 Montague Avenue, San Leandro, CA
510-483-9750
www.lakeshorelearning.com
- ◆ *Fun Box*
2501 International Blvd., Oakland, CA
510-535-9203
- ◆ *Primary Concepts*
1338 7th St., Berkeley, CA
510-559-5545

EDUCATIONAL WEBSITES

- ◆ <http://encompass.ousd.k12.ca.us/academics.php> (EnCompass Academy website page that has a link to the "Blended Learning" student page. If you click on the student page, you will be able to link directly to many of the online learning sites below and much more!)
- ◆ www.KidBiz3000.com (Students read nonfiction articles at their reading levels and answer comprehension and thought questions. EnCompass students grades 2-5 have an account to use from any internet connection).
- ◆ <http://www.lexile.com/fab> (Use to find list of book at student's independent reading level. Enter the lexile score and student interests to get a list of books you can check out at the library or purchase. Free).
- ◆ http://www.tumblebooks.com/library/asp/home_tumblebooks.asp (Students watch /listen to books out loud as they read along. Free.)
- ◆ www.iready.com (Math and Reading online practice lessons to build skills. EnCompass students grade 1/SDC gr 4-5 have a MATH subscription account to use from any internet connection).
- ◆ www.STMath.com (Builds math conceptual thinking. EnCompass students grade 1-5 have a subscription account to use from any internet connection).
- ◆ <https://www.khanacademy.org> (Video lessons on Math, Science, Humanities content that students and adults can follow in English. Free)
- ◆ www.sumdog.com (Math games students can play against other kids worldwide or against their own family members to build math facts fluency. Free)
- ◆ www.ixcel.com (Math and English Language Arts games that help children practice critical skills for their grade level. Free or upgrade to membership plans)
- ◆ www.readinga-z.com; www.reading-tutors.com; www.vocabularya-z.com (subscription-based website geared for educators, with specific lessons and books to print at your child's level)
- ◆ www.readnaturally.com (fluency practice)
- ◆ <http://www.vincieducation.com> (review this website to learn more about how and why we use this as part of our program our Kinder classes.)
- ◆ <http://parents.berkeley.edu> : resources from UC Berkeley parents with topics on Bay Area Childcare, Schools & Classes, Health & Medical Professionals recommendations, Resources for Families

EDUCATIONAL WEBSITES IN SPANISH

- ◆ www.KidBiz3000.com (Students read nonfiction articles at their reading levels and answer comprehension and thought questions. Articles are available in Spanish if request is made to the teacher. EnCompass students grades 2-5 have an account to use from any internet connection).

- ◊ Lengua y literatura (www.edukt.com/colegios/indexlit.htm#li): comprehensive site with links to Spanish poems, riddles, tongue twisters, stories, and plays for students by Latin American authors.
- ◊ De par en par (www.spainembedu.org/deparenpar/index.html): online Spanish magazine for teachers with stories and activities for students in K-8.
- ◊ www.kn.pacbell.com/wired/spanish): collection of Spanish sites organized in the following categories: elementary, secondary, Internet resources, and teacher resources.
- ◊ Mundo Zoo (www.familia.cl): resource for 3rd-5th graders with photos and information in Spanish about health, education topics of interest to children.

TUTORING

- Oakland Public Library offers tutoring
- local colleges & churches – many times college students will tutor younger kids in your home for a small cost
- Tutoring centers
- *Kumon East Oakland Math & Reading Center*
5348 Normandie Ave., Oakland, CA
510-536-6284
- *SCORE Educational Center*
6112 La Salle Ave, Oakland, CA
510-339-3949
- *Sylvan Learning*
1345 Grand Ave, Piedmont, CA
www.educate.com
510-428-4000
- *Turning Point Educational Services*
www.turning_point_edu.com
510-482-1301

MEMO

TO: ACORN WOODLAND ELEMENTARY & ENCOMPASS ACADEMY STUDENTS
PARENTS/GUARDIANS

FROM: SCHOOL AND OAKLAND PUBLIC LIBRARY STAFFS

RE: USE OF 81ST AVE COMMUNITY LIBRARY BY ACORN WOODLAND & ENCOMPASS ACADEMY STUDENTS

DATE: AUGUST 24, 2011

The 81st Avenue Community is unique from other libraries in several ways. Therefore, we wanted to help clarify the difference between using the Library during School Library time and Public Library time, and the differences in your child's supervision. Please be sure to read this policy so we can ensure your child's safety & supervision during these times.

Your Child at 81st Ave Branch Library

SCHOOL Library Time	PUBLIC Library Time
<p>Your child is using it as a SCHOOL LIBRARY when: Use is during day school/after-school program hours and when supervised by school staff.</p> <p><u>Who is responsible for supervising my child during SCHOOL Library Time?</u></p> <p>School staffs are responsible for your child's safety and behavior. Upon Day or After School Program dismissal, parents/guardians are responsible for student behavior in the Library.</p> <p><u>What happens if my child breaks a rule during SCHOOL Library Time?</u></p> <p>Your child will lose School Library Time privileges and may receive other disciplinary actions according to school discipline plan</p> <p><u>Who is responsible for what materials my child checks out?</u></p> <p>School staff is responsible for monitoring materials checked-out.</p> <p>Students will be able check out <u>reading</u> materials approved by the teacher. Also, school policy is that students will not be able to check out DVD's during School Library Time.</p>	<p>Your child is using it as a PUBLIC LIBRARY when: Use is during non-school program hours and without school staff supervision.</p> <p><u>Who is responsible for supervising my child during PUBLIC Library Time?</u></p> <p>Parents and guardians are responsible for the safety and behavior of their children.</p> <p><u>Can my child be in the Library by themselves?</u> <u>Children 7 years old or younger must be supervised by a parent or responsible caregiver, and not by an older child.</u> They should not be left unattended. Upon Day or After School program dismissal, students should only use the Library if they have permission from their parent/guardian to do so. Library staff cannot supervise unattended children or be held responsible for the safety and behavior of any child while in the Library.</p> <p>PUBLIC Library Time</p> <p><u>Please make sure that your child can get home from the Library safely.</u> Arrange for your child to walk or have transportation home before the Library closes.</p>

SCHOOL Library Time

Who monitors my child's computer use?

School staff is responsible for monitoring Internet Use. Computer use, during SCHOOL Library Time, will be in the Computer Lab.

The Library Computer Lab has access to OUSD filtered Internet. All other Library computers have unfiltered Internet.*

It is frightening and possibly dangerous for children to wait outside the Library by themselves.

Please make sure that your child can contact you.

Children may use the Library phone for emergencies only and parents should only call the Library looking for their child in an emergency. Make sure that your child knows her (or his) address, your phone number and the number of another adult who can provide a ride home in an emergency. Remember, the Library does not keep personal emergency information for your child.

PUBLIC Library Time

What happens if my child breaks a Library rule?

Children may be asked to leave the Library for any disruptive behavior which interferes with other patrons' use of the Library and staff's ability to conduct business.

The child's school may give other consequences according to the school's discipline plan.

Who is responsible for what materials my child checks out?

Parents / guardians are responsible for monitoring what their child checks out from the Library.

Who monitors my child's computer use?

As with other Library materials, restriction of a child's access to the Internet is the responsibility of the parent or legal guardian. The Library does not provide any monitoring or supervision.*

*The Library does not monitor or control the content of the material accessed through the internet and cannot be held responsible for its contents. Not all information found on the internet is accurate, complete, or up-to-date, legal or philosophically acceptable to all individuals. The Library assumes no responsibility and shall have no liability for any direct, indirect or consequential damages arising from the use of information found on the internet or any communications sent through the Library's Internet computers. The Library does not monitor an individual's use of the Internet; nor does the Library employ filtering software.