

**GERBER UNION ELEMENTARY  
SCHOOL DISTRICT**

**COMMUNITY DAY SCHOOL**

**HANDBOOK  
2009/10**

**23014 Chard Avenue  
Gerber, CA 96035  
530-385-1041**

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## Parent Rights

**Classroom Observing:** Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation must be arranged in advance with the school.

**Teacher Conferencing:** Parents have the right to request a conference with their child's teacher or the principal. Parents should contact the school to schedule a date and time convenient to all participants.

**Volunteering:** Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service.

**Student Attendance:** Parents have the right to be notified in a timely manner if their child is absent from school without permission.

**Student Testing:** Parents have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.) **School Selection:** Parents have the right to request their child be enrolled in any school in the district. The district is not compelled to grant the request.

**Safe School Environment:** Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.

**Curriculum Materials:** Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

**Student Academic Progress:** Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

**Student Records:** Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions. **Standards:** Parents have the right to receive information regarding the academic standards their child is expected to meet.

**School Rules:** Parents have the right to receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.

**Psychological Testing:** Parents have the right to receive information on all psychological testing recommended for their child.

**Councils and Committees:** Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership. Parents also have the right to attend at least two meetings per year to get information on school issues and activities.

## **Mission Statement**

The mission of the Gerber Community Day School is to provide a safe, stable and nurturing environment for its students. We will provide the information needed for students to gain strong educational skills, acquire the knowledge to make wise personal choices and to realize the importance of responsibility.

## **School Goal**

It is the goal of the staff at Gerber Community Day School to provide personalized instruction while discovering behaviors that may be inhibiting a student's academic success. Upon these discoveries, attention will be given to extinguish or redirect these behaviors with an aim of the student's successful return to the regular education classroom.

## **Location & Hours**

Gerber Community Day School  
23014 Chard Avenue  
Gerber, CA 96036  
Phone (530) 385-1041  
Fax (530)385-1451  
School Hours: Monday-Friday 8:00a.m.-3:00p.m.

Gerber Union Elementary School District  
23014 Chard Avenue  
Gerber, CA 96036  
Phone (530) 385-1041  
Fax (530)385-1451

***Dear Parents/Guardians:***

***I am delighted to be working with you and your children this year. The classroom plan that Gerber Community Day School has adopted allows students guidance in making good decisions about his or her behavior. This creates a positive, nurturing environment in which to learn and grow. I know that in working together, we can succeed in promoting students that exhibit proper behavior and make responsible choices.***

***Robert Jackson-- Gerber Community Day School Teacher***

## **Placement**

Gerber Community Day School is a community day school created by the Gerber Union Elementary School District in response to Assembly Bill 922. The District has in their Administrative regulations Education Code 48662(b) and will ensure that any student placed in our Community Day School will be in accordance with that code.

Students may enter the program as directed by their education expulsion plan, referral by the District's School Attendance Review Board (SARB), referral by Tehama County Probation, and referral by GUESD Discipline and Attendance Review Team (D.A.R.T.).

Students below grade four will not be admitted to this program.

Students who have an active IEP must have an IEP meeting prior to placement into the GCDS

## **Length of Enrollment**

The length of enrollment will depend on the student's academic and behavioral progress as the student works their way through the level system utilized in the classroom. Students are given every opportunity to make appropriate choices concerning their behavior at school. The entire process can be successfully completed between thirty days and one trimester, but for some students, a minimum enrollment of 90 days will enhance the chance for a successful re-entry into the regular educational setting. If a student is enrolled in GCDS due to an expulsion, placement may be extended to one full academic year, based upon conditions of the expulsion contract and GUESD policy.

## **Graduation/Transitioning From Gerber Community Day School**

The criteria for exiting Gerber Community Day School will be determined for each student on an individual basis. The GCDS staff and administration, in cooperation with the child's parent will decide when each student is ready to exit the program. The student must demonstrate cooperative, socially acceptable behavior, as well as a willingness to learn, to be considered for reinclusion to the regular education classroom.

It is very important that each student be entirely ready to transition to the general education program. Students may take different amounts of time to ready themselves for the return to regular education classroom. Some may be ready within the earlier timeline, whereas others may require an extended period to make the transition. The amount of time a student takes to progress through the program depends on the individual choices the student makes. Prior to a student transitioning from GCDS, GCDS staff will schedule a D.A.R.T. meeting involving parents, student, regular education staff, GCDS staff and site administration to determine the student's readiness and to assure all requirements have been completed. At this meeting the student and

parents are made aware of the following requirement upon reentry to the regular education program. A student will be reassigned to the CDS program to complete the CDS contract again if during the first trimester after leaving CDS he/she:

1. Misses five (5) assignments per teacher
2. Is given two (2) Referrals or bus notes anywhere on the school grounds for behavior
3. For 6th, 7th, 8th grade students, two (2) classroom referrals for 3 marks on the behavioral sheet
4. For 4th and 5th grade students, two (2) classroom referrals
5. Any off campus suspension from school

The student will also continue to receive any services he/she had received while attending Gerber Community Day School. Each member present at the D.A.R.T meeting will participate in the discussion and sign the GCDS exit contract.

Part of the exit process from Community Day School requires that each student complete 10 hours of Community Service. Students shall complete service outside of school. Students will be provided a log to record their hours of service.

Eighth grade CDS students who do not reenroll in Gerber School prior to end of the third trimester of that year, will not be eligible to participate in extra curricular activities including the promotion ceremony.

## **Attendance**

According to California state law, Community Day School is required to be in session for 360 minutes. Students need to have a valid excuse for missing school. Please schedule students' appointments after school hours. *If a student is going to be late, absent, or miss any part of the school day the following two things must happen:*

1. Notify the Community Day School by phone before 8:00 A.M. on the day of their absence. (When you call the main office, please ask to be transferred to our classroom to speak with a teacher.)
2. A note signed by a parent or guardian must be returned to the teacher on the day the student returns to school.

### **Gerber School Office 385-1041**

The Community Day School works with the Child Welfare and Attendance Officer as well as the Tehama County Sheriff's Department. If attendance becomes a problem we will notify these agencies and report any problems. Also, we will notify parents regarding excessive tardies, truancies and absences.

***\*\*Note - Students are not allowed to take the early bus home for any reason***

## **Tardies & Truancy**

Students will be allowed to have two tardies to class. On the third tardy (and each additional up to 10) the students will not receive a day unless they voluntarily make up the time missed in an after school detention. After 10 tardies to school students may not make up their day. A tardy means that the Student is not in class by

8:00. Students must have 360 minutes of in class instruction. Missing any portion of this time is not acceptable.

A truancy means the student has come to school more than 30 minutes late. I will also label a student truant if they fail to meet both of the above actions pertaining to contacting a teacher when they are absent from class. Students **must also have a valid excuse for their absence or it will be a truancy.**

<b>1<sup>st</sup> Truancy</b>	<b>After School Detention</b>
<b>2<sup>nd</sup> Truancy</b>	<b>After School Detention and minus 1 day</b>
<b>3<sup>rd</sup> Truancy</b>	<b>+ After School Detention, minus 1 day &amp; drop a level.</b>

## **Program Information**

### **Program Components**

There are three vital components Gerber Community Day School offers which attribute to a students success:

1. Careful selection of a caring staff who believes each of the students has a chance for success.
2. A carefully designed point and level system based on the daily success of the student's academics and behaviors. The behavioral component is based on a 6 step level system. A student will be recommended for placement back in the regular education classroom when he/she reaches level 6 for an extended period of time.
3. Classroom has a low pupil teacher ratio, which will enable the students to receive more individual attention thereby increasing their chances of academic success.

### **School Composition**

Gerber Community Day School consists of one self contained classroom and restroom. The classroom has a certificated teacher and an instructional aide. The classroom is equipped with supplies to support various teaching techniques such as overhead projectors, TV monitor, and computers. For recreational use, the students have access to GUESD main field and play facilities.

### **Classroom Composition**

Gerber Community Day School currently services students in grades 4<sup>th</sup> – 8th. The classroom employs a 6-step level system to track and influence student behaviors. Students earn academic and behavior points based upon completion of assigned work, classroom participation, and classroom behavior. GCDS students must meet their behavioral goal in addition to showing reasonable academic progress. The goal at Level 6 is to prepare the student for successful transition back to a regular educational setting.

*“Class” meetings are held periodically, in which the students can discuss common issues and concerns in a group format. This helps foster responsibility and respect for their learning environment, as well as teaching them group problem solving skills.*

## **Community Support Services**

District Social Services:

Individual and group counseling

Assistance in crisis situations

Resource Teacher

Speech Therapist

County Mental health

Counseling Services:

Law enforcement agencies:

## **Parent Involvement**

Students placed at Gerber Community Day School have had either recent behavioral problems or other circumstances which have kept them from experiencing success in the regular education classroom. Our qualified staff works closely with parents and students to create a learning environment that promotes a quality education experience supporting student success. GCDS utilizes a unique approach to teacher/parent communication in that parents are notified daily concerning their child’s behavior and academic progress. This immediate feedback benefits parents and students alike. Parent involvement is also encouraged through field trips and special activities.

## **Meal Program**

Breakfasts and lunches are prepared on the Gerber Union Elementary School District campus. GCDS participates in the federal free reduced breakfast and lunch program. Upon qualification, students have access to these meal. Sack lunches from home are always welcome.

Students are provided breakfast at school. We will walk to the cafeteria as a class and students may eat breakfast in a group separate from the rest of the school.

Students will eat lunch in the classroom. After they are finished, they have free time. They are permitted to play games, use the restroom, and socialize during this time.

*Gerber School makes free and reduced price meals available to qualified students under the provisions of both federal and state*

*law. An approved application form is necessary to participate in the program each year. There is a three (3) day grace period at the beginning of the school year when students may charge meals while their parents' applications are being processed. In accordance with Federal law and U.S. Dept. Of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Ave. SW, Wash., D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY). USDA is an equal opportunity provider and employer.*

## **Transportation**

Gerber Community Day School students are allowed to ride the school buses as long as they have good behavior. If students break the school bus rules they could lose their bus privileges. All students must take the first school bus so they get to school by 8:00 A.M..

**On Wednesdays and Fridays there is no bus going home for CDS students. Parents must be responsible to arrange transportation home for their children. If students are to walk home, a note must be provided by the parents/guardians.**

## **Special Services**

**Special Education:** Students who arrive at Gerber Community Day School with a current Individual Education Plan (IEP) will continue to receive services per the IEP's goals and objectives. **District Nurse:** The Gerber Union Elementary School District nurses, are on site on a weekly basis. However, they are always available to assist GCDS if the need arises. The nurses also give the state mandated dental, vision, and hearing tests. If they discover a deficiency, they will notify the parents. **First Aid & Emergency Forms:** First aid, defined as the immediate, temporary care given in case of accident or sudden illness, will be given when necessary. First aid will be rendered by anyone qualified to do so. In case of an accident requiring the services of a doctor, every attempt will be made to contact the parent or guardian before the child is taken to the hospital. Emergency treatment can not be administered unless we have a signed form on file. For this reason, we request that parents immediately inform us of any changes in address or telephone numbers. Emergency information will be received and communicated to emergency personnel.

**Administration of Medication Policy:** To conform with the California Education Code #49423, the Gerber Union Elementary School District has adopted the following policy: "any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school district received (1) a written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician's statement." Only medications prescribed by a physician, accompanied by parent or

guardian’s signed “Request for Medication” form will be administered. The medication must be brought to the Office Clerk in the **original** container. If the child needs over-the-counter medication, inhalants, etc., the child must follow the same procedure as for prescribed medication. Students are not allowed to carry prescription or non-prescription medications on their person or on the school grounds during school hours.

## **Academics**

### **Curriculum & Instruction**

Students in GCDS use the same curriculum and assessments as the Gerber Union Elementary School District students. The classroom instruction is varied to reach the varied learning styles of the students. The classroom teacher will use a variety of “Best Practices” to meet the needs of all students. Some typical instructional strategies include projects, group activities, individual assignments, lecture & note taking, and discovery learning. Individualized, small group and whole group teaching methods are utilized to maximize each student’s educational experience. Each student will receive pre and post assessments in each academic area and a growth plan, in conjunction with the 6 Step System developed to measure success. In addition, student data will be collected on a regular basis to accurately assess student progress. Upon a student exiting GCDS, the GCDS teacher will provide the new regular education teacher all data pertaining to the student’s academic progress.

Curriculum for the classes shall include the core subjects of Language Arts, History, Mathematics, Science, Art & Music and PE.

8:00 – 9:15 –Self Contained Class	12:00 – 12:30 - Lunch
9:30 – 11:30 – Self Contained Class	12:00 – 3:00 – Self Contained Class

### **Report Cards**

Report cards are designed to reflect the student’s effort and performance with learning the state standards in all the curricular areas. The report cards are completed once a trimester. Regular progress reports will be sent home with the students between report cards to inform parents of the student’s current academic performance.

### **Daily Progress Reports**

Students will receive two daily progress report forms. The student’s grades and behavior will be listed for the parents to look over. *This form must come back signed by a parent each day.* It is the **student’s responsibility**

to make sure this happens. *If these forms do not come back to school signed, then the student will automatically lose that day and be placed in In-house detention.* Parents are encouraged to go over this progress report and the papers attached with their children. Please write a note to the teacher, on either of these forms, if there are any questions or concerns (See attached DPR forms).

### **Student Study Team**

When a parent, teacher or other staff is concerned about a student's progress, he or she may request a Student Study Team (SST) meeting. This meeting is attended by the person requesting the meeting and others who are closely involved with the student's success at June Street. The goal of the meeting is to develop a plan to address the student's needs.

### **Behavior/Discipline Policy**

#### **Cooperative Behavior**

There are four categories in which the student's behavior will be assessed:

1. *Behavior*- No inappropriate talking, wasting time, fooling around, horseplay, or inattentiveness.
2. *Attitude*- No negative comments or body language, refusal to cooperate.
3. *Respect*- No arguing with adults, nasty comments to classmates, intentional poor manners.
4. *Responsibility*- Being prepared for class by having appropriate materials, returning homework and notes home to parents, completing assignments on time.

As stated above, there are certain behaviors that we do not wish students to demonstrate in class. There are however, many qualities in which we want to instill in our students. **Responsibility** is probably the most important aspect in which we stress students to uphold. We also work with the class in teaching them to have a positive attitude towards school. We strive to have students learn respect for themselves, their peers, and their teachers.

#### **Conduct Code**

Students are expected to act appropriately in the classroom, at the school, on the bus, and in the community. The following are the expectations for students:

1. Treat one another with respect. Intimidation or threatening will not be tolerated.

2. Use appropriate language, no profanity or obscenities.
3. Treat all property with respect, no defacing or destroying school or personal property.
4. Remain on the school grounds at all times. Never leave without permission.
5. Students should never enter a school building without a staff member present.
6. All students are required to ride the bus or be transported by a parent or guardian, unless they are on Level 6 and have written parental permission.

Students who were enrolled in CDS on an administrative placement, and who are exiting the program, will adhere to the following restrictions for the **first trimester** upon return to the regular education program. Failure to adhere to these restrictions may result in returning to CDS for a specified period of time:

1. Miss five (5) classroom assignments
2. Outside of classroom - receives a Discipline Referral
3. Classroom – two (2) referrals for three (3) marks on the behavior sheet

In order to maintain a safe learning environment for the students of Gerber Community Day School, the following offenses will be dealt with zero tolerance:

1. Weapon on campus
2. Assault
3. Gang related violence
4. Sale or Possession of Drugs, Alcohol, or Tobacco
5. Robbery

Conduct Code Violations: All conduct violations will be reflected in the student's level. Also, due to the range of seriousness of the violations, consequences depend on numerous factors and range, from a verbal warning to suspension, expulsion, and/or referral to a more restrictive environment.

## **Classroom Behavioral Plan**

### **Classroom Rules**

1. Listen to and follow directions.
2. Keep hands, feet, and objects to yourself.
3. Use appropriate school language.
4. Be prompt, prepared, and polite.

### **Disruptions**

In order to reduce interruptions, students will only be able to use the restroom or get a drink of water before school, at breaks, and at lunch time.

We will follow the following rules to not make classroom disruptions:

1. Raising your hand each and every time, while waiting to be called on, by a teacher before you speak.
2. Ask permission before getting out of your seat.

3. No talking unless you are called upon or the teacher says it is ok.

### **Consequences for Poor Classroom Behavior**

1. First time: Reminder/ Warning
2. Second time: Loss of A.M. break privileges
3. Third time: Loss of lunch break
4. Fourth time: Loss of one day
5. Fifth time: In-House Detention
  
6. Severe Clause: If a student conducts him/herself in such a manner as:  
foul language, racist remarks, defiance, violent behavior or threatening others, they  
will be removed from class immediately and proper action will take effect.
  
1. 1<sup>st</sup> referral After School Detention or In-house Suspension.
2. 2<sup>nd</sup> referral In-house Suspension, After School Detention, and minus 1 day.
2. 3<sup>rd</sup> referral + Off Campus Suspension or In-house Suspension, minus 1 day & drop a  
level. Teachers may use their discretion to have a student serve an in-house suspension.

### **Dress Code**

Student in CDS must wear a collared shirt to school each day. If a collared shirt is not worn, the student will wear a shirt provided by CDS. Students not wearing a collared shirt will receive a disciplinary mark.  
Student must also have appropriate athletic shoes for physical education.  
Students will dress appropriately for school and may not wear clothing/accessories bearing the follow messages:

1. Obscene or profane statements or pictures.
2. Statements advocating immoral, illegal, sexual or violent behavior.
3. Messages referring to death, violence, Satanism, racism, or sex.
4. Disrespectful messages directed against the school, the law, or other reasonable authority.
5. Advertising, promoting, or picturing alcoholic beverages, tobacco, or drugs.

The following clothing/garments are not permitted on campus or at any school activity:

1. Hats, caps and hoods may be worn outside for protection from weather. They may not be worn in the classroom and may be confiscated if they become a problem.
2. Strapless or backless clothing.
3. Spaghetti strap or off the shoulder style shirts. Straps must be at least the width of a quarter and not show any undergarments or cleavage.
4. Spandex shorts, side split shorts, or extremely brief shorts.
5. Garments that reveal a bare midriff. This is determined by pants being worn at the waist level and the shirt should touch the top of pants with no skin showing.

6. Belts must be in their proper loops and not allowed to hang.
7. Blouses or shirts with a transparent or mesh material.
8. Open toed shoes.
9. Face painting or hair coloring with bright loud colors.

**Gang related clothing or symbols are not permitted on campus or any school activity including:**

1. Headbands or hair nets.
2. Bandannas (rags) in pockets, belts, or hair.
3. Coveralls, either full-length or shorts with both straps down. Both straps must be fastened around the shoulders.
4. Low hanging or sagging pants. All pants must be neat and well fitted at the waist so as not to need a belt and/or expose undergarments.
5. Groups or individuals all dressed in the same colors or clothing.
6. Tattoos must be covered.

**Dress Code Violations:**

**First Violation:**

- Verbal warning and counseling. Parents may be asked to bring an appropriate change of clothing to school
- Documentation of the incident
- Parent Notification of the incident may occur

**Second Violation:**

- Drop One Level
- Parent will bring appropriate change of clothing to school.
- Parent Notification of incident

**Third Violation:**

- Parent will bring appropriate change of clothing to school
- After School Detention
- Parent Conference

\*Consequences for students are subject to change at the discretion of the administration according to the severity of the incident. If dress code violations continue, it may result in an off/on campus suspension and minus 1 day & drop a level.

## Personal Property Code

The following items are not permitted in the classroom and at school during school hours:

1. Boom boxes, Walkman's, beepers, pagers, cell phones, or other electronic equipment.
2. Sports equipment may come to school with parent & teacher approval..
3. Aerosol cans of hair spray, anti-perspirant, etc.
4. Chains of any kind or size.
5. Gambling games or devices, i.e. cards, dice, etc.
6. Nintendo or other electronic games.
7. Permanent markers.
8. Sunglasses may not be worn indoors.
9. Obscene or profane materials in print, graphic, or video.
10. Matches, Lighters

\*Due to rapid changes in society, it may become necessary to modify the dress code or personal property code to include additional items at the judgment of the administration.

### Personal Property Code Violations:

First Violation:

- Verbal warning and confiscation of property returned at the end of the day to student
- Documentation of the incident
- Parent notification of the incident

Second Violation:

- Confiscation of property and returned to parent.
- Documentation of the incident
- Parent notification of the incident

Third Violation:

- One to three day home suspension
- Documentation of the incident
- Parent conference

\*Consequences for students are subject to change at the discretion of the administration according to the severity of the incident.

## **Bus Rules**

### Minor Infractions:

1. Putting any part of the body out of the bus window at any time.
2. Legs, feet and objects obstructing aisle.
3. Improper bus stop behavior (not lining up, playing in streets)
4. Littering of any kind.
5. Eating or drinking on the bus.
6. Being disrespectful to students and adults.

### Minor Infraction Consequences:

1. Verbal Warning: Official warning by driver
2. Bus conduct report: written conduct report to parents and school.
3. Second conduct report: written report to parents and principal, loss of riding privilege for 3 days.
4. Third conduct report: written report to parents and principal, loss of riding privilege for 5 days.
5. Forth conduct report: written report to parents and principal, loss of riding privilege for 10 days.
6. Fifth conduct report: written report to parents and principal, loss of riding privilege for the remainder of the year.

### Major Infractions:

1. Using profane language or obscene gestures.
2. Any movement out of seats while bus is in motion.
3. Fighting on the bus or at bus stop.
4. Rough behavior on the bus or at bus stop.
5. Any type of damage or defacing the bus will result in immediate removal from the bus.
6. Lighting matches, cigarettes, smoking on bus.
7. Telling the driver a wrong name when asked what their name is.
8. Spitting out window.
9. Climbing out windows.
10. Opening emergency door exits
11. Throwing objects in or out of the bus.
12. Failure to obey driver.
13. Endangering life or limb of other people.

### Major Infraction Consequences:

1. First conduct report: written conduct report to parents and principal, loss of riding privilege for 3 days.
2. Second conduct report: written conduct report to parents and principal, loss of riding privilege for 5 days.
3. Third conduct report: written conduct report to parents and principal, loss of riding privilege for 10 days.
4. Fifth conduct report: written conduct report to parents and principal, loss of riding privilege for the remainder of the school year.

## **Level System**

The level system is a framework for the discipline program. Each teacher adapts the level system and privileges for the individual student, depending on the student's age and specific needs. The way the system is used for a fourth grader may vary from the way it is implemented for an older student. The system provides increasing rewards and responsibilities for students as they progress to higher levels. The goal of the system is to watch the students become more aware of their own behavior, start to monitor themselves, and progress to level 6 to transition back to regular education.

To encourage students to follow the classroom rules, appropriate behavior and good grades will be recognized with praise. Students can earn these privileges in class: All students will begin on level one when entering the class.

### **When you earn:**

- 0 days - level 1
- 5 days - level 2
- 10 days - level 3
- 15 days – level 4
- 20 days – level 5
- 25 days – level 6

## **Praise/Privilege**

### **LEVELS**

**Students at these levels can do the following things:**

#### **Level 1 (0 days)**

1. Get A.M. break (Maybe)
2. Library privileges

#### **Level 2 (5 days)**

1. Get A.M. break
2. Library privileges

#### **Level 3 (10 days)**

1. Free warning pass at each new level.
2. Get A.M. break
3. Library privileges
4. Computer privileges

**Level 4 (15 days)**

1. Free warning pass at each new level.
2. Get A.M. break
3. Library privileges
4. Computer privileges

**Level 5 (20 days)**

1. All of the above +
2. Use Restroom without pass

**Level 6 (25 days)**

1. All of the above +
2. Choice of Chair

The students who attend Gerber Community Day School are all very unique individuals with unique histories of negative behaviors. Changing a child's history of negative behavior is not easily or quickly accomplished. Every effort will be made by the staff at GCDS to encourage the students to redirect the behaviors which are not conducive to learning. As the students progress through the level system, they will also acquire more positive behaviors which they can eventually take back to the regular educational setting.

## Additional Information

### Conduct Intervention

<b>Inappropriate Conduct</b>	<b>Serious Conduct</b>	<b>Very Serious Conduct</b>	<b>Zero Tolerance Conduct</b>
Refusal to work Initial Dress Code Violation Initial Personal Property Code Violation Isolated Disrespect Initial Socializing Classroom Disruption Cheating Out of sight of staff Dress Code violation	Defiance Subsequent Dress Code Violation Subsequent Personal Property Code Violation Chronic Disrespect Subsequent Socializing Threaten Violence Dangerous Horseplay Inappropriate Display of Anger Disrespect of Property	Profanity Sexual Harassment Intimidation Threats Vandalism Leaving Campus Violent Actions	Weapons Assault Sale or Possession of Drugs Extortion Robbery
<b>Teacher will Remind and Encourage</b>	<b>Teacher will Remind and Encourage</b>	<b>Teacher will Remind and Encourage</b>	<b>Teacher will Remind and Encourage</b>
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
1. Natural Consequences 2. Loss of behavior points 3. Fail the period 4. Note home 5. Phone home	1. Natural Consequences 2. Loss of behavior points 3. Fail the period 4. Parent Notification 5. Possible Suspension	1. Natural Consequences 2. Fail Period 3. Parent Notification 4. Possible Suspension & Police Notification	1. Natural Consequences 2. Parent Notification 3. Police Notification 4. Suspension 5. Possible Expulsion and/or Referral to More Restrictive Environment

**No Child Left Behind**  
**Parent Notification Requirements**  
**Teacher Qualifications**

In January 2002, a new federal law, The No Child Left Behind Act of 2002, was passed by Congress. The purpose of this letter is to inform you about a provision in this new law that requires all districts to notify parents regarding qualifications of their student's classroom teacher. Every district that receives Title 1 funds must ensure that all teachers teaching in "core academic subjects" are highly qualified no later than the end of the 2005-06 school year. This means that any teacher who was hired to teach prior to the first day of 2002-03 has four years to obtain the necessary credential.

The Principal/Superintendent of Gerber Union Elementary School District will monitor the credentials and assignments of all certificated staff of this district. You can be assured that each teacher in this district is qualified by the California Commission on Teacher Credentialing for the position to which they are assigned.

According to federal law, parents have the right to request information regarding the professional qualifications of their child's teacher, including:

1. Whether the teacher has met state credential or license criteria for grade level and subject matter taught
2. Whether the teacher is teaching under emergency or other provisional status
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held
4. Whether the child is provided services by paraprofessional, and, if so, their qualifications

If you have any questions or concerns, please feel free to contact Rod Stone, Principal/Superintendent at 530-385-1041.

## Gerber Community Day School

### Class Schedules

8:00-8:15	Breakfast
8:15-9:15	Language Arts
9:15-9:30	Break
9:30-10:30	Social Science
10:30-11:30	Math
11:30-12:00	Lunch
12:00-12:30	Spelling
12:30-1:30	Literature
1:30-2:15	Science
2:15-3:00	Physical Education

\*Community service and/or special assignments performed at various times.







## School Contract

The Gerber Union Elementary School District has decided that, \_\_\_\_\_ (student), will begin placement in Gerber Community Day School beginning \_\_\_\_\_, with the following items required:

1. Attend school every day. The only absence will be for illness, in which case the parent will notify the school on that date.
2. Report to school on time and be in class.
3. Complete all assignments.
4. Bring all material required and be prepared for class.
5. Follow all school and class rules and be respectful to adults and other students.
6. Make measurable and consistent progress towards attaining Behavior Level 5 (Level 5 students, according to grade level and determined by teacher, may be given opportunities to participate in activities such as tutoring, sports, etc.)
7. Maintain a positive attitude by demonstrating a willingness and a desire to behave appropriately in a classroom setting.

It is the understanding of \_\_\_\_\_ (guardian), and the understanding of \_\_\_\_\_ (student) will be required to attend Gerber Community Day School until Level 6 is met and maintained. If satisfactory progress is not made during this period, staff will submit a referral to the D.A.R.T. team.

Student \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_

Parent(s) \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## Gerber Community Day School Exit Contract

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Date of transition: \_\_\_\_\_

Name of Receiving Teacher/School: \_\_\_\_\_

Person who will greet student on first day: \_\_\_\_\_

Primary staff contact for student for monitoring and support: \_\_\_\_\_

Schedule of follow-up meetings: \_\_\_\_\_

List of anticipated participants: D.A.R.T

Individual Learning Plan including:

Student's Assets

1. Academic
2. Social
3. Emotional

Learning/unlearning challenges that remain and strategies and responsible individuals to address those challenges

Outline the specific counseling and other support services the student will continue/receive.

How will the GCDS educators serve as a resource?