

**BLOCHMAN UNION SCHOOL DISTRICT**

**Benjamin Foxen School**

**Student Handbook**

**2024-2025**



BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

**BOARD OF TRUSTEES**

Shannon Clay, President • Kelly Salas Ernst, Clerk • Thomas Gibbons, Member  
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Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grades 6/7/8 Teacher  
Grades 6/7/8 Teacher  
Grades 6/7/8 Teacher  
Special Education Teacher  
Teacher on Special Assignment  
Teacher on Special Assignment

**STAFF**

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Ernesto Capistran  
Fatima Gonzalez  
Chris Goodchild  
Karen Goodchild  
Meghan Hand  
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[avecente@blochmanusd.org](mailto:avecente@blochmanusd.org)

Accounting Assistant  
Maintenance/Grounds  
Instructional Assistant  
Maintenance/Grounds  
Library Assistant  
Instructional Assistant  
Instructional Assistant  
Speech Therapist  
Instructional Assistant  
IT Director  
Head Cook  
Maintenance/ Grounds  
School Secretary  
Cafeteria Manager

**SUPPORT STAFF**

Jill Saeli R.N.

[jsaeli@blochmanusd.org](mailto:jsaeli@blochmanusd.org)

School Nurse

# Bobcats Pillars of Character

Building strong character is an important part of our school’s curriculum. The concepts listed below will be emphasized for the designated month.

## **September**

HONESTY – Honesty means being truthful and sincere.

## **October**

CARING – Caring means being considerate to others and helping when possible.

## **November**

INTEGRITY – Integrity means being a person of strong and admirable character.

## **January**

RESPONSIBILITY – Responsibility means taking responsibility for one’s actions, following rules and making good choices.

## **February**

RESPECT – Respect means treating others the way you would want to be treated.

## **March**

CITIZENSHIP – Citizenship means following rules, leading a commendable life, and honoring important institutions.

## **April**

FAIRNESS – Fairness means taking turns, treating other equally, and sharing.

## **May**

TRUSTWORTHINESS – Trustworthiness means that other people can count on you to do the right thing.

**“Be a Bobcat – Show Character!”**

# Academic Activities and Procedures

## **Accelerated Reader**

This program is designed to encourage students to read daily. A wide range of high interest books are made available to all students. After reading a book, students earn points through the successful completion of a computerized questionnaire designed to ensure that the book was read and understood. Student accomplishments in this program are acknowledged at trimester assemblies.

## **Textbooks**

When textbooks are issued to students, the number and condition of the book are recorded. Students should expect to be charged for lost or damaged books. Textbooks belong to the school and are loaned to the students.

## **School Wide Writing**

Three times a year all students respond to a given prompt on the same day. The papers are then scored by the faculty according to a school rubric. Students receive a score ranging from 1-4. Student scores are one of several measures used to determine a student's progress.

## **What is "Common Core?"**

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn in English Language Arts (ELA) and Mathematics in grade K-12. The standards have been developed by teachers across the country and are designed to be robust and relevant to the real world. California is one of 44 states that have adopted the CCSS.

## **Promotion and Retention Policy**

Students must earn the right to be promoted to the next grade. When a student is at risk of being retained, early parent notification will be provided. Promotion requires that the student make satisfactory progress in all academic subjects, including a sincere effort, the regular completion of homework, satisfactory attendance and good citizenship. Parents will be apprised of their student's academic progress through report cards published at the end of each trimester. Progress Reports, for all students will be sent home at the middle of each trimester.

## **Arts Appreciation Program**

Instruction in the arts is an important part of a well-rounded education. Instruction will include visual arts, drama, dance and music. In addition to classroom teacher instruction, guest artists from Coelho Academy of Music enhance our program.

## **School Wide Assessments**

Three times per year, students are assessed on academic achievements. These scores are used to determine trimester achievements in Language Arts and Mathematics.

### **Physical Fitness**

Blochman Union School District promotes a sound mind and body. All students receive physical education instruction on a weekly basis. The school also offers a popular spring track meet open to all students. Other activities promoting physical fitness include mandated state testing at grade five and seven. In addition, Blochman sponsors an extra-curricular basketball league for girls and boys.

### **Assemblies**

Educational assemblies will be scheduled throughout the year.

### **Blochman Garden**

The Blochman garden is located near the bus barn. Teachers and our students are engaged in planning, planting, cultivating and harvesting fresh vegetables and herbs from our garden.

### **Library**

Our Library is a good place to study, do homework, get information and work on reports and projects. Students are allowed to check out a limit of two books at one time.

### **Computer Skills**

The students are taught about the proper care and handling of computers with class curriculums being integrated into lab times. The students learn typing skills and how to make web programs.

### **Parent Teacher Conferences**

Parent Teacher Conferences are held at the end of each trimester. First trimester conferences are scheduled for all students. Second and third trimester conferences are scheduled per the teacher's request, but also available to any parent who would like one. Please contact your student's teacher by email if you would like to schedule a conference.

# Student Support Services and Programs

## Supplemental Instruction and Support

Students whose formative assessments and/or test scores show they are underperforming will either be given additional support in the classroom or referred to the Student Support Team (SST). The SST consists of an Intervention teacher and dedicated intervention Instructional Assistants. These individuals are essential to our early alert program which utilizes the MTSS methodology described below and greatly benefits our unduplicated pupil groups. This early alert program allows us to identify students in the low performing categories for intervention and targeted teaching. Identified students will receive intensive intervention provided by a certificated intervention teacher. Students in the low performing categories are assessed ongoing using the assessments provided with the evidence-based programs they are using.

Students who are identified by teachers as needing additional assistance for any reason will be assisted using our MTSS plan:

### TIER 3

- Highly targeted intervention plan
- Behavior intervention
- Teacher-student-parent-school-psychologist-principal conference
- Behavior intervention plan created; alternate learning areas developed
- Suspension, if legally appropriate
- Social/emotional interventions
- Individual counseling

### TIER 2

- Targeted student intervention and support behavior intervention
- Teacher-Student-Parent conference
- Restorative approaches
- Problem solving plan/behavior contract
- Social emotional interventions
- Small group counseling Individual counseling
- Play therapies

### TIER 1

- All students participate in school-wide expectations
- Teacher to student classroom management plans
- Teacher check-ins with students

All students will receive the same supports with the exception of English learners who will also be assessed using the ELPAC test. These students will receive designated and integrated ELD instruction. Additionally, students identified as having exceptional needs will be assessed by an Individual Education Plan (IEP) team. These students will then receive the supports and services outlined in their IEP.

Using feedback from stakeholders, we foster a culture that promotes the health, safety, and well-being of students, staff, and parents. To continuously support this effort, the school reminds families of the mental health services available through our school psychologist and through local community resources such as CALM and Casa Pacifica.

BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

Our school psychologist is available five days a week to consult with students. He is also available to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. He is also available to staff members who may be experiencing trauma due to the impacts of COVID-19.

Our school psychologist refers individuals to the community resource called CALM and Casa Pacifica Centers for Children and Families, as necessary. CALM is a confidential support available to children and families by phone and virtually using a computer through Telehealth. CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast. Casa Pacifica Centers for Children and Families provides an array of support and care to help kids and families overcome some of life's most difficult circumstances – trauma, complex emotional and behavioral issues, and family crises.

### **School Nurse**

The school nurse is the health resource at school and uses professional skills to support the well-being and success of students. The school nurse role includes assessing student health status and making referrals, identifying and screening for vision and hearing issues, providing health counseling, performing health care procedures and assisting students with chronic health conditions.

Vision Screening includes color vision and visual acuity. Vision acuity screenings are administered to all students in grades K, 2, 5 and 8. Color screening is administered to first grade male students and any male student not meeting requirement after 1 st grade.

Hearing screening are administered to all students in grades 1, 2, 5, 8 and 10.

Additional screening may occur at other grade levels based on parent, teacher or school nurse recommendations. Parents are notified if the screening indicates follow-up care with an physician/optometrist/ophthalmologist is indicated. The screening may be waived if the parent or guardian presents a certificate from a physician or optometrist indicating a determination of the student's vision. Parents may file a written statement for exemption.

### **Food Services**

**BREAKFAST AND LUNCH ARE FREE FOR ALL STUDENTS**

Breakfast is served daily at 8:00a.m. and lunch is served starting at 11:20 am.

**Our school's state funding is dependent upon each family filling out the  
Income Data Form.**

**This form can be found in your One per Family Packet.**

**Please be sure to fill it out and turn it in!**

## **NONDISCRIMINATION STATEMENT**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

(1) Mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410

(2) Fax: (833) 256-1665 or (202) 690-7442  
(3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## **Student Study Team (SST)**

A team of faculty and staff will meet regularly to assist students who have been referred due to academic, behavior or attendance problems. The parents and, in some cases, the student attend the meeting. A specific plan for improvement is developed. A SST meeting is required prior to any placement for special education services or any academic change in the program.

## **Field Trips**

Field trips are an important part of the educational experience. All trips require a signed Parent Permission slip.

## **Interscholastic Sports**

The Mighty Bobcats compete against other schools through the Central Coast Middle School League. To participate, students must meet all academic and behavioral requirements. Students must attend at least 50% of the school day on the day of the event in order to participate.



# Campus Organizations

## **School Site Council (SSC)**

This 12-member organization consists of six parents and six school personnel. SSC membership is open to all parents, community members and staff. Meetings are held monthly and are open to the public. Parent participation is welcomed and encouraged.

## **Title I Funding**

The district receives federal Title I funding as authorized by the Every Student Succeeds Act (ESSA). These funds are used to supplement our current educational programs. The district encourages parents and students to take part in determining the use of these funds. Title I meetings are held several times per year, usually in conjunction with School Site Council meetings. You can also provide feedback during the Back to School Breakfast or Back to School Night. If you cannot attend a meeting, you can still send your suggestions, questions, and comments to [blochman@blochmanusd.org](mailto:blochman@blochmanusd.org). Please visit our website at [www.blochmanusd.org](http://www.blochmanusd.org) and click on the LCAP tab for more information regarding the LCAP.

## **Associated Student Body (ASB)**

ASB is our student government organization consisting of four student officers and a student representative from the 3<sup>rd</sup> - 8<sup>th</sup> grades. The ASB meets regularly and strives to both improve campus life and offer high interest activities for all students. ASB also participates in numerous fundraising activities. Students who participate learn the democratic form of government. A faculty adviser guides our ASB.

## **Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents**

The LCAP and the Budget Overview for Parents are documents that detail and describe the goals and the specific actions to achieve those goals of the school district. The LCAP and the budget are updated annually. The district encourages parents and students to take part in formulating the LCAP for each school year as this plan directly impacts the education students receive. LCAP meetings are held several times per year, usually in conjunction with School Site Council meetings. If you cannot attend a meeting, you can still send your suggestions, questions, and comments to [blochman@blochmanusd.org](mailto:blochman@blochmanusd.org). Please visit our website at [www.blochmanusd.org](http://www.blochmanusd.org) and click on the LCAP tab for more information regarding the LCAP.

## **Robotics STEM Club**

Our robotics STEM Club fosters the growth of 4<sup>th</sup>- 8<sup>th</sup> grade student's creative problem solving skills and enables them to become the critical thinkers and creators of the future. LEGO® Education solutions supports teaching efforts with effective, structured and curriculum-relevant teaching solutions for science, technology, engineering and math (STEM).

These solutions supports the student's understanding of challenging subjects, encourages them to develop critical thinking skills, to grow their ideas, and make their own creations through playful learning experiences.

# Student Recognition Program

## **Honor Roll**

Each trimester students who have earned a 3.0 grade point average or higher are recognized at the end of the trimester with a classroom assembly. Honor Roll categories are from grades 4<sup>th</sup> – 8<sup>th</sup>:

Principal's Honor Roll 4.00

Honor Roll 3.50 – 3.99

Merit Roll 3.00 - 3.49

Students in K-3 can earn the AAA award based on excellence in academic areas.

## **Student of the Month Award**

Each month a student of each grade level is selected by his or her teacher as Student of the Month. The award recognizes academic achievement, effort and commendable citizenship. Students are recognized at the monthly awards assembly.

## **Bobcat Character Award**

Each month Blochman features an important character trait. Teachers select a student from each class who regularly exhibits this characteristic and the selected student is announced at the Student of the Month assembly. In addition, one student from the student body is chosen from the support staff for the character award.

# STUDENTS' RIGHTS AND RESPONSIBILITIES

The Blochman Union School District recognizes that every student has certain rights and responsibilities, including:

## Rights

1. A well-rounded education that provides a foundation of reading, mathematics, English acquisition, and other basic learning that academically challenges the student.
2. Opportunities for development of understanding, acceptance, and self-respect as a unique person with his or her own individual gifts.
3. Acceptance and courtesy from the teacher and other personnel who respect the student and strive for a cooperative relationship with parents.
4. Opportunities to develop an understanding of the many different peoples and cultures of our society in order to develop a wholesome respect for the dignity and contributions of each.
5. Exposure to challenging, creative, and interesting teaching in a positive atmosphere featuring cheerful, kind, and optimistic adults.
6. An opportunity to express feelings and opinions provided the rights of others are not violated.
7. Share in a school experience that prepares, encourages, and inspires on a daily basis.

## Responsibilities

1. To attend school regularly, to be on time, to bring the required supplies, and to always make a sincere effort to successfully complete all tasks on time.
2. To cooperate with and respect all adults in all situations.
3. To respect the rights of other students in their pursuit of an education and a positive school experience whether in or out of the classroom.
4. To observe all laws regarding gambling, profanity, use or possession of tobacco, illegal drugs, intoxicants, theft, use of ethnic or racial slurs or names and immoral acts.
5. To behave in a safe manner which prevents injury to self or others or damage to personal or school property.
6. To always be neat and clean in appearance and to always observe good health and safety habits.
7. To show respect for the United States of America and its ideals; to respect the culture and tradition of others.

# Policies and Procedures

## Unexcused Absences

It is important for each student to attend school regularly to gain the most from his or her educational experience. Regular attendance is required by law. Unexcused absences are not acceptable. Students must attend school every day unless they are sick or have a medical appointment. This will ensure that each student will be academically successful. Habitual unexcused absences will result in a referral to the Santa Barbara County District Attorney's Office for possible prosecution and fining of parents. This program is comprised of several steps, which are based on the number of unexcused absences a student accumulates. The steps consist of the following:

- 1) Written notification to parents and truant students of their obligations under the Education Code with respect to compulsory education laws and notice that they may be prosecuted by the District Attorney for failing to comply with these laws;
- 2) A second notification focusing on parent and student accountability, legal responsibility and consequences, as well as information regarding available local resources;
- 3) Early intervention through multi-agency mandatory meetings with parent and student to identify possible solutions for improving the student's attendance;
- 4) A meeting with the District Superintendent for legal action.

*\*Extensive excused absences will also be reviewed for possible action.*

**Students with an attendance rate below 90% will be considered for retention.** In addition, please be aware that Winter Break is three weeks in length. Please do not remove your child longer than the three assigned weeks.

## Tiered Reengagement Plan for Distance Learning Absences

Parents or guardians are contacted daily for all student absences. District personnel verifies the current contact information for each enrolled student on a regular basis.

Pursuant to Education Code 43504 (f)(2), the district has the following tiered reengagement strategies for students missing three or more instructional days during a school week:

1. District personnel verifies the current contact information for the student.
2. Parents or guardians are notified daily of student absences.
3. The Principal or the School Psychologist will contact the parent or guardian to determine pupil needs.
4. If possible, the student will be transitioned to full-time in-person instruction.

The district will begin the SARB process, describe in the Student Handbook for students experiencing chronic absenteeism.

## Illness

If your child is ill, please send a written excuse to explain the absence from school. Any child absent more than three consecutive days needs a doctor's note. All written excuses must be turned into the office on the first day back to school following any absences.

BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

Absence notes should contain the following information:

- Student's full name
- Grade and teacher
- Date(s) of absence
- Verification date
- Reason for absence
- Parent/Guardian's signature

**Pupil Check Out**

If you need to pick up your child prior to 2:45 p.m., please send a note to the teacher explaining the reason. When it is time to pick up your child, please sign him/her out at the office. Students will not be released to anyone other than parent(s) or guardians. If you authorize someone else to pick up your child, a letter with your signature must be presented stating the date, time and person authorized to pick him/her up. A telephone call would also be appreciated.

**Homework Policy**

All students should expect assigned homework. The amount of homework will depend upon the subject and the individual need to challenge each student. By working together, we can help each student learn and support the importance of doing each assignment in a neat, accurate and complete manner. Check your child's homework nightly to acquaint yourself with his/her progress.

Homework should be an extension of classroom instruction and will vary depending upon the maturity, ability and the individual needs of students as well as the expected course subject outcomes. The amount of time required for homework will depend upon the work habits and planning by each student. Assignments may be short-term, long-term or a combination of these based on established goals. Consideration will be given to the availability of materials needed to complete assigned homework. However, the following schedule is representative of the amount of time which assigned homework should reasonably require. Students should not be required to spend more than twice these guidelines on daily assignments.

<u>Grade Level</u>	<u>Recommended Time Allotment for Homework</u>
Kinder/First	10-15 min. assignment four days a week
Second/Third	10-20 min. assignment four days a week
Fourth/Fifth	20-25 min. assignment four days a week
Sixth	45-60 min. assignment four days a week
Seventh/Eighth	60 min. per day (average of 15 min. per subject)

The Board of Trustees directs that, as a general rule, students shall be given the opportunity to make up schoolwork missed because of an excused absence and to receive full credit if the work is turned in according to a reasonable makeup schedule. Students who miss schoolwork because of an unexcused absence will be given the opportunity to make up missed work for full or reduced credit at the discretion of the teacher.

BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

**Volunteers**

Volunteering provides a valuable service to our students. If you are interested in volunteering as a classroom helper or attending a field trip, a few things are required. To begin you will need fill out a Volunteer Form, get a tuberculosis test and be finger printed. The TB test and finger print fees will be reimbursed by the school. In order to receive a reimbursement you will need to provide the school office with the proof of completion and receipts. Volunteer Packets are available in the school office.

**Parent Participation Opportunities**

There are varieties of events, groups and meetings that happen throughout the school year that parents are encouraged to participate in. Here is a list of participation opportunities. Please note this list is subject to change.

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| Strawberry Shortcake Social     | Buddies of Blochman Parent Group      |
| Annual Auction                  | Wellness Committee                    |
| Halloween Carnival              | School Site Council                   |
| Christmas Program               | Local Control Accountability Planning |
| Valentine’s Day Lunch           | Robotics Team                         |
| Talent Show                     | Basketball Team and Home Game Help    |
| Track and Field Day             | Track and Field Team                  |
| Student of the Month Assemblies | AR Rewards                            |
| Welcome Breakfast               | Back to School Night                  |
| Open House                      | Science Fair                          |
| AG Day                          | Teacher/Staff Appreciation Week       |

There are also various field trips and fundraisers to participate in. We ask that all participants and volunteers sign in in the office as soon as they are on campus.

**Annual Informational Notifications to Parents**

The Annual Notice to Parents, as well as a variety of other informational forms listed below, can be found on our website at [www.blochmanusd.org](http://www.blochmanusd.org) under Parents> Forms and Notices>Annual Notifications. To request a printed copy, please call the school office at 805-937-1148.

- Annual Notice to Parents
- Asbestos Letter
- Bus Conduct Policy
- Pesticide Notification
- Parent’s Guide to Student Data Privacy
- Student Handbook
- Tax Credit Information Act
- Truancy Letter from the District Attorney
- Uniform Compliant Pamphlet

# Student Dress Code

Blochman Board of Trustees believes students will dress and act responsibly. At Blochman, we believe that basic rules of sanitation, neatness and modesty must be observed. Furthermore, we believe that the integrity of the learning environment must be preserved. Therefore, students should not dress in a manner that will be disruptive to the learning process, nor should they use clothing or accessories in a disruptive manner. Clothing and accessories are to be used and worn as intended. Regular school dress standards are expected at all school functions.

Clothing that interrupts the instructional process will be deemed inappropriate by school authorities. A student whose mode of dress is deemed unsuitable or inappropriate may be asked by school personnel to make the necessary corrections in personal appearance.

- No excessively short skirts or shorts. Skirts and shorts must be below fingertips when arms are hanging naturally to the side.
- No bare midriffs, tube tops, halter-tops, or spaghetti straps.
- No clothing or any personal items that advertises alcohol, drugs, or tobacco products.
- No bandanas or doo rags.
- No hats, visors, hoods or sunglasses are to be worn inside.
- No chains, larger than ¼ inch, except for traditional items of jewelry
- No body piercing except for ears.
- All clothing must fit properly and must not be more than two sizes larger than the student's normal clothing size.
- No pajamas unless on designated day.
- Undergarments must not show.
- No excessive or unnatural make-up for middle school students and no make-up for K-5.
- No clothing with designs or lettering generally considered vulgar, obscene, suggestive, or gang-related.
- Shoes or sandals must be worn at all times for safety and health reasons. Closed toe shoes must be worn for Physical Education classes every day. No Heelys on campus.
- No clothing that is revealing or immodest in character.
- Pants must be secured at the waist. No saggy pants.

A teacher may require stricter guidelines for safety reasons. The final determination of any dress code violation is left to the discretion of the superintendent or designee. Parents will be contacted if corrections cannot be made at the school or when there are multiple violations of the Dress Code.

# Procedures Around Campus

## 1. Bus

The District voluntarily provides transportation to assist parents in sending their student to school. Bus rules are designed to comply with state law and to ensure safe travel to and from school and while waiting at a bus stop. Violation of these rules is a serious infraction and may result in loss of riding privileges.

The following actions are violations of bus safety regulations:

- Abusive, unwanted body contact (including but not limited to slapping, hitting, poking, shoving, hair pulling, etc.).
- Fighting (physical and verbal).
- Using a stop other than the student's regularly designated bus stop **unless 24 hour prior arrangement with the school Principal.**
- Using unauthorized exits (emergency doors, windows).
- Putting any part of the body out of the bus window at any time.
- Using profane language or obscene gestures.
- Any movement out of the seat while the bus is in motion.
- Attempting to ride the bus while riding privilege is suspended.
- Legs, feet, and/or object obstructing the aisle.
- Facing to the rear in the seat instead of forward.
- Creating excessive noise.
- Improper bus stop activities (including but not limited to not lining up, throwing rocks or other objects, playing in streets, property damage, etc.).
- Unauthorized opening, closing, or tampering of any kind with bus doors, windows, or emergency exits.
- Damaging or defacing the bus.
- Lighting matches.
- Smoking.
- Throwing any object in, out of, or at the bus.
- Littering.
- Transporting live animals, reptiles, or insects without the driver's permission.
- Eating or drinking.
- Disrespect to the driver.
- Giving improper identification.
- Tampering with radio or bus controls.
- Failure to obey the driver.
- Endangering other people.
- Standing.
- Any unsafe action.



BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

- No use of cell phones or electronic devices including but not limited to iPod, iPad, camera, earbuds, etc. (without the driver permission)

It is important to be at the bus stop on time. Wait at least six feet back from the bus until it has completely stopped and the front door has opened. Sit down and back in the seat (bottom to bottom and back to back).

Student walking to and from their bus stop should be instructed to use the safest, most direct route. In the afternoon, they should be told to go directly home and NEVER talk with a stranger. Whenever possible, we encourage parents to escort their young student.

Consequences for violations of bus rules are as follows:

- 1<sup>st</sup> Citation- Warning; possible suspension of riding privilege depending on seriousness of offense.
- 2<sup>nd</sup> Citation- 3 day suspension of riding privilege.
- 3<sup>rd</sup> Citation- 2-week suspension of riding privilege.
- 4<sup>th</sup> Citation- Suspension of riding privilege for balance of school year.

Threatened or actual bodily harm will result in IMMEDIATE suspension of riding privileges.

## 2. Assemblies

- Always enter and leave assemblies in an orderly manner.
- Stand or sit where and when the teacher directs.
- Become silent when the program begins.
- Be courteous to all speakers/presenters (no whistling, catcalling, etc.)
- Stay seated until directed by the teacher to leave.

## 3. Cafeteria

For the safety of everyone, the following actions are prohibited:

- Running on the sidewalk, pushing, shoving, fighting, kicking or hitting.
- Leaning on tables while in line.
- Bothering students already seated.
- Changing tables (students are to sit where they are assigned).
- Touching or otherwise bothering any other student's food or lunch bag in any way.
- Food fights.
- Throwing food.
- Walking around without permission of an adult supervisor.
- Yelling or calling out (student are to raise their hands to ask permission).
- Sitting on tables.
- Standing on seats.
- Creating/leaving a mess on the table and/or floor.
- Leaving before dismissed by an adult supervisor.
- Disrespect to an adult supervisor.

Failure to obey an adult supervisor.

Students who violate the above rules are subject to discipline imposed by the adult supervisor. This may include detention and/or clean up in the cafeteria and other consequences appropriate for their actions.

#### 4. Playground

Students are to remain in their assigned areas before school, during recesses, and during lunch. Play in and around restrooms, classrooms, and doorways is not allowed. All ball games are to be played on ball fields or the blacktop area that is lined for that purpose. Sports equipment is only to be used in these areas. Games that may result in student injury are not allowed (including but not limited to tackle football, keep-away, riding on another student's back, etc.).

To ensure student safety, the following actions are never allowed:

- Pushing, pulling, jumping, or shoving.
- Leaving the playground without permission from an adult supervisor.
- Balls in the sand area.
- Continuing to play after the whistle.
- Throwing sand, rocks, or other dangerous objects.
- Improper use of the slide (on the stomach, backwards, sideways, running up the slide, hanging of the slide, climbing onto the slide from underneath, more than one child on the slide at a time, etc.).
- Grabbing another child on the swing while the swing is in motion.
- Using jump ropes to tie or trip others.
- Climbing on or hanging from hoops, poles or nets.
- Pushing or pulling anyone on the balance beam.
- Standing on the monkey bars.
- Baseballs and golf balls on the playground.
- Fighting.
- Disrespect to an adult supervisor.
- Failure to obey an adult supervisor.
- Use of cell phone (without permission)

A violation of any of the playground rules will result in the following:

1<sup>st</sup> Infraction – Warning

2<sup>nd</sup> Infraction – 5-minute time out

Serious offenses will result in a behavior referral and possible suspension from school as outlined in the discipline program.

# Discipline Program

**Time to Teach** - Blochman Union School District has adopted a discipline program utilizing the principles of Time to Teach. There are five non-negotiable procedures established school-wide including Respect for Peers, Respect for Adults, Hallway Behavior, Smooth Transitions, and Personal Space. Teachers will establish guidelines for behavior in their classrooms.

The Blochman Union School District uses an Assertive Discipline model. All school rules are clearly explained, violations are dealt with immediately, and consequences are fair and consistent. Consequences become increasingly severe with each violation. Below are the most common consequences in approximate order of severity.

1. **Reflection Walking** – students who violate any playground rule will temporarily lose playground privileges and be required to “Reflection Walk”.
2. **Classroom Detention** – assigned as part of a classroom teacher’s discipline plan. Detentions may be assigned at recess, during lunch, or after school.
3. **Behavior Referral** – assigned to students for a major rule infraction or for persistently poor behavior. Referrals require a parent signature. Referrals are tabulated by trimester and require increased consequences as received. Consequences include:
  - 1<sup>st</sup> Referral – warning, parent contact
  - 2<sup>nd</sup> Referral – school detention, loss of privileges
  - 3<sup>rd</sup> Referral – in-school suspension
  - 4<sup>th</sup> Referral – out of school suspension
4. **Classroom Suspension** – California Ed Code affords teachers the authority to suspend any student from his or her classroom for up to two days. In such a case, parent contact will be made immediately by the teacher and a conference requested. Suspended students are permitted to attend other campus activities or classrooms during the suspension.
5. **In-School Suspension** – assigned to students who receive their third referral in a trimester or for other infractions that may not warrant out-of-school suspension. Students who are serving an in school suspension lose all privileges from the time of the suspension and are isolated from the rest of the student body.
6. **Suspension** in very serious situations, students will be suspended from school for 1-5 days. There are 16 infractions that are grounds for immediate suspension (Ed Code 48900)
  - \_\_\_ (a) Caused, attempted or threatened to cause physical injury to another person.
  - \_\_\_ (b) Possessed, sold, or furnished a firearm, knife, explosive or other dangerous object.
  - \_\_\_ (c) Possessed, used, sold or furnished or was under the influence of a controlled substance or alcohol or other intoxicant.
  - \_\_\_ (d) Offered, arranged or negotiated to sell a controlled substance, alcohol or other intoxicant.
  - \_\_\_ (e) Committed robbery or extortion.

BLOCHMAN UNION SCHOOL DISTRICT  
2024-2025

- \_\_\_ (f) Caused or attempted to cause damage to school or private property.
- \_\_\_ (g) Stole or attempted to steal school or private property.
- \_\_\_ (h) Possessed or used tobacco.
- \_\_\_ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- \_\_\_ (j) Possessed or offered, arranged or negotiated to sell drug paraphernalia.
- \_\_\_ (k) Disrupted school activities or defied the authority of school personnel.
- \_\_\_ (l) Knowingly received stolen school or private property.
- \_\_\_ (m) Possess an imitation firearm.
- \_\_\_ (n) Sexual harassment or committed or attempted a sexual assault.
- \_\_\_ (q) Engaged in or attempted to engaged in hazing
- \_\_\_ (r) Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act

**7. Expulsion** –in the most severe disciplinary situations, such as items a-e, a student may be permanently removed from the school district for up to one year. This action requires a hearing in which the final decision is made by the district’s Governing Board.

**Violations of Ed Code 48900 could result in suspension or expulsion without previous discipline.**



## Blochman Union School District

BENJAMIN FOXEN ELEMENTARY SCHOOL

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### School Wide Rules

#### Hallway Behavior

- No Running
- Low Voices
- Always walk forward
- No cutting across the grass –USE the Walkways

#### Personal Space

- 16” Bubble
- Appropriate Voices
- Hands and feet to yourself

#### Respecting Peers

- Positive and polite language
- Hands and feet to yourself
- Encourage others –NO put downs
- Take turns
- Respect other’s property

#### Respecting Adults

- Address the adult as Mr. Mrs., or Ms.
- Politely discuss any concerns with your teacher or staff member
- Look at the person to whom you are speaking
- Speak clearly
- Do not interrupt

#### Smooth Transitions

- Stop playing when whistle is blown and walk to assigned meeting place
- Stand quietly in line
- Focus on staff and listen for directions
- Respectfully move from one room to another
- Clean up work/play space, put away materials, gather personal belongings, wait to be dismissed

When student body is addressed as “class” they should know to stop what they are doing and respond with “Yes Mr./Mrs./Ms. \_\_\_\_”. This is our school wide attention grabber.