

# DEBORAH BROWN COMMUNITY SCHOOL



## Parent/Student Handbook 2007-2008

## **MISSION STATEMENT**

The mission of the Deborah Brown Community School (DBCS) is to promote excellence and improve student learning by providing each student an academically enriched curriculum in a safe, secure, and nurturing environment. The school strives to meet the social, intellectual, psychological and physical needs of each child, thus teaching the total child, in a climate characterized by high academic and behavioral expectations. The school professes the belief that public education is a commonly shared, democratic experience worthy of the commitment of all involved.

## **VISION STATEMENT**

Deborah Brown Community School reflects an educational institution whereby 90% of the student population, upon graduation, performs at or above grade level in reading and math. Students also exhibit strong self-esteem and possess acceptable skills in the arts.

## **GOALS**

The Deborah Brown Community School will enroll students of parents, who are committed to the educational process, as prescribed by the school's mission statement.

The goals of the Deborah Brown Community School are:

- All students entering our kindergarten program will read at or above grade level upon graduation.
- All students will master basic mathematics (addition, subtraction, multiplication and division).
- DBCS will have clear standards of achievement and accountability for all students.
- The students will develop basic computer competency through the use of the computer lab with Internet access.
- DBCS will be secure, safe, drug-free, and disciplined.

## **ADMISSION POLICY**

It is the policy of the Deborah Brown Community School to admit students of any race, color, sex, religion, nationality, ethnic origin, or physical handicap, to all rights, privileges and programs generally accorded or made available to students at the school. The school does not discriminate based on race, color, sex,

religion, nationality, and ethnic origin in admissions, personnel policies and general practices.

### **CHANGE OF ADDRESS**

It is the parent's responsibility to inform the school of any change in home phone number, address, employment number, etc. This is necessary in case of an emergency.

### **SCHOOL HOURS**

8:00 a.m. – 2:45 p.m.	Kindergarten Classes
8:00 a.m. – 3:00 p.m	First through Fifth Grades

### **TARDIES**

The Oklahoma State Department of Education recommends that three (3) tardies equal one (1) day of an unexcused absence. Ten days of unexcused absences can result in grade retention. Students who arrive at school late must be escorted to the office by the parent or the adult bringing the student to school.

### **ABSENCES**

A written note or a phone call from the parent should explain all absences. When the school is not contacted concerning the absence of a student, it will be recorded as an unexcused absence. The maximum amount of absences allowed per school semester is 10 days. Any student, whose absences exceed this amount, may be retained in his or her current grade level due to lack of attendance.

When it is necessary for a student to leave school prior to 3:00 p.m., the parent or guardian must send a note stating the reason and time the student is being removed from school. The parent must come to the school office to pick up the student. Classes are not to be interrupted except by office staff. If a parent authorizes another individual to pick up the student, the parent must notify the school in writing of the name and the person's relationship to the student. If the student leaves before 1:00 p.m., they will be counted absent for one-half day.

### **INCLEMENT WEATHER**

In case of snow or bad weather, DBCS will not hold classes. As a rule, if Tulsa Public Schools has closed due to inclement weather, DBCS will also be closed. Announcements will be made on all major radio and television stations. School days will be made up at the end of the school year. Any other changes will be by special notice.

## **SAFETY**

Students will have regular practices in exercising safe fire, severe weather, and intruder lock-down procedures. Any student involved in an incident, which threatens the safety of any individual or group will be automatically referred to the Coordinator of School Improvement and issued long-term suspension pending a hearing.

## **MISUNDERSTANDINGS OR CLASSROOM PROBLEMS**

DBCS encourages open dialogue between the students, parents and school administration. If your child approaches you with a concern, listen to his or her side of the story and then discuss the matter with his/her teacher. Avoid taking sides openly with your child against the school.

If the matter cannot be resolved with the teacher, parents may contact the Coordinator of School Improvement. Parents, teachers and school administrators are expected to display courteous and cooperative attitudes in settling all disputes.

## **STUDENT BEHAVIOR AND DISCIPLINE**

The DBCS community, including students, parents, teachers, administrators and others, must work together to create and maintain an orderly learning environment that promotes effective teaching and learning.

DBCS encourages self-control, self-esteem, and cooperation. DBCS believes that a structured environment and specified expectations will enable each student to understand that good behavior and appropriate manners are a prerequisite to learning and living with others.

It is the duty of parents and educators to guide and instruct the students in proper and moral modes of behavior. Therefore, students are required to maintain standards in courtesy, kindness, and honesty. Viewed as the “authority” figures in the relationship, the adults must display personal integrity, expertise in the area of academics and consistency in expectation levels and consequences. Instructors must expect parental understanding of the school’s philosophies and goals, and cooperation and assistance in these areas if maximum growth in self-discipline and learning is expected.

All students at DBCS have basic rights with responsibilities. They should expect an excellent education with clear instructions and expectation levels. They deserve clear knowledge of their responsibilities and subsequent consequences. As a realistic preparation for life in general, it is essential that students learn at their specific level of development. They alone control these consequences by

their own choices of behavior and/or efforts. Students will receive honest and helpful evaluations.

Within this basic framework, reciprocal manners and respect are required. This will result in a secure, caring, and productive environment for learning.

## **Parent Behavior**

Understanding that parents will sometimes dress inappropriately, the following represents additional rules regarding parental dress. **Female** parents or guardians should refrain from dress styles that do not require the use of a brassiere (braless). In the past, some female parents have refrained from wearing a bra, thus generating negative comments from other parents, teachers and students. Of course, we cannot overemphasize the need for **male** parents or custodians to refrain from wearing trousers that sag. It is important to note that all adults should dress in an appropriate manner thus setting a fine example for students

- Braless (no entrance into school, school programs, or field trips)
- Inappropriate language – vulgarity/cursing is not only disrespectful and offensive in front of children but to the DBCS staff and other parents and will not be tolerated at programs, field trips, or on DBCS premises. Those making the choice to engage in inappropriate language or conduct will be handled in accordance with the Criminal/Penal Code Title 21 Section 906 (Obscene Language); Title 27 Section 1402 (Disorderly Conduct); Title 27 Section 1405 (Abusive and Violent Language).
- Programs (security guards will remove those from the building who are engaging in inappropriate behavior – i.e. using cell phones, baby crying, vulgarity/cursing)

## **Expected Behaviors and Social Interactions:**

- All individuals should treat each other with respect, concern, care and fairness.
- All individuals should display good citizenship and acknowledge responsibility for their behavior.
- All students should attend classes on time and actively engage in learning.
- All students should abide by the standards set forth in the School-Wide Discipline Plan.

Within the first two weeks of school, each teacher will send home an administrator-approved copy of his/her classroom discipline plan including a statement of rules, rewards/incentives, and consequences. Each parent/guardian will be asked to read the plan, sign and return a statement indicating that it has been read and understood.

The most positive and supportive actions are to be taken to reinforce the kinds of behaviors we want our students to exhibit. In addition to classroom/teacher-initiated rewards and incentives, the Executive Director or his/her designee will provide daily/weekly/monthly and quarterly recognition for those students who strive to achieve and behave appropriately (daily announcements, recognition, assemblies, certificates, parties, educational excursions, etc.).

### **Steps to be Taken for Inappropriate Behavior**

Each teacher will maintain a Behavior Management form to include the dates and times of each individual student's inappropriate behavior, warnings, timeouts in class, recovery periods in another classroom, citations issued, parent contacts made, loss of privileges, and parent/teacher conferences. If the student receives 3 check marks for inappropriate behavior, the teacher will refer the student to the Coordinator of School Improvement.

### **Reasons for Immediate Referral to Coordinator of School Improvement and Automatic One-Day Suspension:**

- Fighting
- Insubordinate and open defiance of a teacher, staff member or administrator
- Repeated use of profanity
- Documented and repeated conduct that violates school rules and regulations and disrupts the educational process or endangers the health and safety of the student, other students or school personnel

### **Reasons for Immediate Referral to the Coordinator of School Improvement and Automatic Long Term Suspension:**

- Burglary
- Possession of a firearm/dangerous weapon or replica of a firearm/dangerous weapon
- Possession of stolen property
- Possession of any illegal substance
- Assault, battery or assault and battery on a fellow student, school official or person designated to act in that capacity
- Vandalism or malicious mischief
- Arson or attempted arson
- Sexual misconduct including rape and attempted rape
- Threatening or verbally abusing a school employee
- Extortion or blackmail
- Sale, distribution, use, possession or being under the influence of marijuana or a controlled dangerous substance including alcoholic beverages
- Set tripping, tagging, flashing, etching or displaying gang or cult signs or symbols

- Making a bomb threat
- Commission of any act, which would be a felony or crime or moral turpitude under state or federal law if committed by an adult.
- Possession of incendiary (flammable) or hazardous materials, chemicals, explosive devices; or materials to construct such devices.
- Recruitment for membership or inclusion in gang and secret societies
- Violating rules for computer use

## **Other Relevant Policies**

### **Board Policy Statement Behavioral Expectations for Staff/Students/Parents**

The Board believes the Deborah Brown Community School should exhibit an environment that is safe, orderly and conducive to learning. To this end, staff, students and parents shall refrain from behavior that is disruptive in nature. Disruptive behavior includes but is not limited to: violence, force, noise, coercion, agitation, making threats, throwing rocks, fighting, scuffling, wrestling, boxing, karate kicking, putting others in a head lock, pushing, hitting, intimidating and instilling fear in others. Staff can be terminated and students can be suspended for exhibiting such behaviors. Parents exhibiting disruptive behavior may be barred from the campus in addition to their children losing the privilege of attending the Deborah Brown Community School for the remainder of the school term. If negative behavior occurs at year-end, loss of attendance privileges could be extended to the next school term.

Opportunities will be provided for staff and parents to participate in developing strategies on countering disruptive behavior. Such strategy development will be ongoing during Board/Parent Informational Meetings. It is important to note that the Board/Executive Director will make the final determination as to what strategies should be implemented for the Deborah Brown Community School.

Adopted: January 21, 2003

### **Bullying/Harassment Regulation**

The Administration of Deborah Brown Community School recognizes that aggressive behavior on the part of students poses a disruption to the educational process. Such aggressive behavior, in many instances, can be directly attributed to bullies. Students fail to seek assistance from staff, feeling that staff will fail to help them, thus aggravating the situation. As a result of this dilemma, the administration will develop a plan of intervention strategies to address this discouraging situation. The Deborah Brown Community School exhibits a philosophy strongly supporting a “no-bullying” position.

Bully Proofing Your School is a comprehensive approach for elementary schools to identify and intervene with bullies. Thus, the Deborah Brown Community School will utilize this approach to completely eradicate the bully syndrome. Staff and parent representatives will be trained on how to use the program effectively. The staff will receive training during weekly meetings. Parent training will occur during the Parent Informational Meeting. Supplemental materials include: (1) Protecting Students from Harassment and Hate Crimes, published by the U.S. Department of Education, (2) Safeguarding Our Students: An Action Guide and (3) Early Warning/Timely Response, A Guide to Safe Schools.

With effective training for teachers and strong parental support, the administration believes that the bullying concept will be eliminated from Deborah Brown Community School.

Issued: February 12, 2003

### **Out of School Suspension Policy**

Any student may be suspended out-of-school in accordance with the Deborah Brown Community School policies on student discipline for: violation of a school regulation; immorality; adjudication as a delinquent for an offense that is not a violent offense (For the purposes of this provision, "violent offense" shall include those offenses listed as the exceptions to the term "nonviolent offense" as specified in Section 571 of Title 57 of the Oklahoma Statutes. "Violent offense" shall include the offense of assault with a dangerous weapon but shall not include the offense of assault.); possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; and possession of a dangerous weapon or a controlled dangerous substance, as defined in the Uniform Controlled Dangerous Substances Act, provided that possession of a firearm shall result in out-of-school suspension as stated below. The school's regulations and standards on student discipline are stated in the Parent/Student Handbook, the School-Wide Discipline Plan, and the policies of the school's administration and Board of Directors.

Before a student is suspended out-of-school, the school's administration shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as reassignment to another classroom or in-school detention. Except for possession of a firearm, no out-of-school suspension shall extend beyond the current semester and the succeeding semester.

Any student found in possession of a firearm while on any school property or while in any school bus or other vehicle used by the school for transportation of students or teachers shall be suspended out-of-school for a period of not less



than one (1) year, to be determined by the school's Board of Directors. The term of the suspension may be modified by the Executive Director on a case-by-case basis. For purposes of this paragraph the term "firearm" shall mean and include all weapons as defined by 18 U.S.C., Section 921.

Student's suspended out-of-school for ten (10) or fewer days shall have the right to appeal the decision of the administration to a committee composed of administrators or teachers or both. The student's parent or guardian shall submit the appeal in writing to the school's Executive Director within three school days of the first effective date of the suspension. Upon full investigation of the matter, the committee shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. The decision of the committee shall be final.

Student's suspended out-of-school for more than ten (10) days may request a review of the suspension with the administration of the school. Such request shall be submitted within three school days of the first effective date of the suspension. If the Executive Director does not withdraw the suspension, the student shall have the right to appeal the decision of the Executive Director to the school's Board of Directors. The student's parent or guardian shall submit the appeal in writing to the school's Executive Director within three school days of the date notice is given of the Executive Director's decision. Upon full investigation of the matter, the Board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. The decision of the Board of Directors shall be final.

At its discretion the school may provide an education plan for student's suspended out-of-school for five (5) or fewer days pursuant to the provisions of this paragraph. The following provisions shall apply to students who are suspended out-of-school for more than five (5) days, only as authorized by law and who are guilty of acts other than possession of a dangerous weapon or a controlled dangerous substance. Upon the out-of-school suspension, the parent or guardian of a student suspended out-of-school pursuant to the provisions of this paragraph shall be responsible for the provision of a supervised, structured environment in which the parent or guardian shall place the student and bear responsibility for monitoring the student's educational progress until the student is readmitted into school. The school's administration shall provide the student with an education plan designed for the eventual reintegration of the student into school which provides only for the core units in which the student is enrolled. A copy of the education plan shall also be provided to the student's parent or guardian. For the purposes of this paragraph, the core units shall consist of the minimum English, mathematics, science, social studies and art units required by the State Board of Education for grade completion in grades kindergarten through five. The plan shall set out the procedure for education and shall address academic credit for work satisfactorily completed.

Student's suspended out-of-school who are on an Individualized Education Plan pursuant to the Individuals with Disabilities Education Act, P.L.

No. 101-476, or as otherwise required by law, shall be provided the education and related services in accordance with the student's Individualized Education Plan.

Adopted December 9, 2005

## **CERTAIN MATERIALS not ALLOWED in SCHOOL**

Parents are asked to discourage their child from bringing radios, games, toys, gum and candy to school. These items can cause unnecessary distractions.

## **DAMAGES**

Parents will be responsible for any willful damage to the school property by their child. Parents will be billed accordingly.

## **CURRICULUM**

The curriculum at DBCS includes the following subjects:

**Reading & Language Arts:** DBCS' Reading and Writing program builds a strong foundation for a lifetime of learning. This foundation is made up of skills and strategies that lead to early independence in decoding, comprehension, writing and thinking.

**Mathematics:** DBCS' Mathematics program is an age appropriate introduction to such concepts such as addition, subtraction, multiplication, division, fractions and geometry. Operations, thinking skills, problem-solving, mental math, estimation, data organization, probability and statistics are emphasized at every grade level.

**Cultural Studies & Geography:** The DBCS' African American and Social Studies programs are bursting with real-life fabric of our heritage, homes, communities, country and world.

**Science:** Developing scientific thinking among our students is an important part of the DBCS' Science program. This program provides frequent opportunities to develop science process skills that support scientific inquiry. Students develop critical thinking skills and scientific reasoning skills as they respond to thought-provoking questions.

**Character Building:** DBCS Social and Living Skills program educates students on appropriate classroom behavior, manners and how to handle their emotions and conflicts.

## **HOMEWORK**

Anyone, who hopes to achieve academic excellence, must understand homework is a vital part of academic growth. DBCS is committed to providing all

students with the tools for academic success. Slacking off in any skill building process is very costly, if not disastrous. On the other hand, the student who practices diligence in the lifelong process of problem solving and memorization reaps unlimited benefits.

Homework is an extremely important part of any skill-building subject. On a daily basis, instructors will ask students to complete homework assignments. Parents are asked to provide their child with a quiet place to study. Parents should check their child's work to ensure for completeness and accuracy. The homework should be signed by a parent and returned to school on a daily basis.

### **GRADING SYSTEM (third - fifth grade)**

DBCS grading policy will be as followed:

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 – 0

### **GRADING SYSTEM (kindergarten - second grade)**

O	Outstanding
E	Excellent
S	Satisfactory
N	Needs to Improve
I	Improved

An Asterisk (\*) indicates that the student is working below grade level.

### **PROGRESS REPORTS**

Teachers will send home frequent updates on your child's progress in school on an as-needed basis.

### **REPORT CARDS**

Report cards will be sent home at the end of each quarter.

### **TESTING**

The students are tested (three times annually) using Riverside's Integrated Assessment System (IOWA). The test is designed to provide a broad range of related measures of achievement, performance and ability.

### **PARENT/TEACHER CONFERENCE and PARENT MEETINGS**

Attendance of parents at Parent/Teacher Conferences and School Parent meetings is mandatory. This is the time to inform the parents of what students

are learning and instruct them in ways they can better assist their child(s) in the learning process. While we feel that both parents should attend the conferences, we understand scheduling problems with working parents. We ask that at least one parent attend all conferences.

### **COMMUNICATION WITH PARENTS**

The school desires to communicate freely with the parents. Every effort will be made to ensue that parents are informed of their child's progress and upcoming events. Please exercise your right and responsibility as a parent to show interest in your child by taking the time to ask for our newsletter, which includes important information about upcoming events and request for your help at the school.

### **MESSAGES**

Given the number of students in school, it is not possible to deliver phone messages to students. Each time a message is delivered to a classroom it interrupts the educational process. The DBCS Administration asks that parents not request office staff to give phone messages to their children. Prior planning before leaving home is greatly encouraged.

### **PARENT INVOLVEMENT**

We realize that positive and frequent communication between the school and the student's parents is vital to educational success. DBCS seeks to foster this important relationship by encouraging you to be involved in your child's education. We offer you several ways to become involved in the DBCS community and in the education of your child.

1. You are welcome to visit your child's classroom. However, if your visits cause disruption, visits will be discouraged. As a courtesy, please contact the teacher before planning your visit and check in with the administrative office before going to the classroom.
2. You are encouraged to sign up and put your talents to use for DBCS. There is a requirement of (9) nine hours of volunteer time per year. There are frequent opportunities throughout the school year where your support is greatly needed and appreciated.

### **DRESS CODE**

Our philosophy and program aspires to raise the level of academic excellence through respect for learning. The students, therefore, dress in a uniform to encourage respect and seriousness of school. Students attending DBCS are required to wear black or brown shoes and the appropriate uniform as designated by the Executive Director. **BLACK OR BROWN TENNIS SHOES ARE NOT ACCEPTABLE.** It is suggested that each child have a minimum of four complete sets of uniforms. Any student not wearing the proper uniform Monday through Friday will be sent home for non-compliance to the school dress code. Hairstyles such as dreadlocks, afros and other faddish styles are

unacceptable. For safety reasons, girls weaved hair should be no longer than shoulder length. Boy's hair is to be short and neatly trimmed. Boys are not allowed to wear earrings.

If it is necessary to wear non-uniform clothing not only for emergency reasons, but Free Dress Day, students will not be allowed to wear letters, numbers or pictures on their garments. This rule applies to all students. Student dress should be conservative and modest. **Free Dress Day will always be announced in writing.**

### **MEALS**

We encourage all students to eat a nutritious breakfast prior to coming to school. Proper nutrition is important for proper thinking. The school provides breakfast and lunch at a nominal fee for those students who do not qualify for free and reduced priced-lunch. Weekly or monthly payments for the lunches are made directly to the school.

### **CAFETERIA RULES**

During mealtime, students are to enter the cafeteria quietly and in an orderly fashion. Students are expected to sit in their assigned seats. Lunch is to be eaten silently. If students need assistance, they are expected to raise their hand. When lunchtime has ended, the students are to line up and exit the cafeteria quietly. Upon returning to the classroom or playground, the students will be instructed to go to the restroom in an orderly fashion.

### **PARKING**

Parking spaces are provided for drop off and pick up of students and visitors. If you are going to be on the premises for 30 minutes or longer, you will need to obtain a visitor's parking pass from the front office. Please follow the directional arrows for entering and exiting the parking area. The speed limit is 15 MPH. **Refrain from leaving vehicles unattended and do not block driveways or park in restricted zones.**

## **FIELD TRIPS**

Field trips are an intricate part of the curriculum. The field trips provide opportunities for exploratory learning and opportunities for demonstrating socialization skills. The cost for each field trip is minimal and offset by the parents. Parents will be asked to sign a field trip permit to show their permission for each trip. A signed "Authorization for Medical Care" must be on file to be carried with the classroom teacher on all trips outside the school.

Teachers will accompany classes on trips outside the school and often request the help of parents. **Due to liability concerns, parents shall not ride with their children on the school bus when it is used to transport students on various field trips.**

## **STUDENT PARTIES SPONSORED by INDIVIDUAL PARENTS**

The Deborah Brown Community School does not allow parties sponsored by an individual parent to occur on school premises during the regular school day. Such parties include **birthday** and various other celebrations as well. Allowing such parties creates a liability that is unacceptable for our school. It is important to note that individual parties would create a tremendous loss of instruction time for children as well. Parents should not ask us to schedule individual parties for children. For your information, we do provide opportunities for children to participate in fun activities; however, such activities are built into the existing schedule and do not take away from instruction time and create liability issues.

## **MONEY**

Parents, for legitimate reasons, send money to school in an envelope. It is important to write the student's name and purpose for the money on the outside of the envelope.

## **HEALTH and IMMUNIZATION**

New students are required to present current records of immunization. The state law requires all children to receive no less than (3) DPT/DT, (1) Measles, (1) **Rubella**, and (4) Oral Polio immunizations. All students must turn in **health certificates** by the first day of school.

Students becoming afflicted with a contagious disease or head lice will be prohibited from attending school until he/she is free from such disease. Upon their return to school, they must have a signed doctor's letter stating such.

Students inflicted with ring worms must be removed from school and treated. They may return to school once released by a physician.

Students who are ill must be kept home from school. If a student experienced a fever, most doctors recommend that they be kept out of school for twenty-four hours after a temperature has returned to normal.

If a student arrives at school sick or becomes ill at school, the parent will be called to pick him/her up. If the parents cannot be reached, alternative emergency numbers must be on file in the school office. DBCS staff will continue calling the parent until the child is picked up from school.

If a student requires medication during the school day, the following procedures will apply.

1. **Prescription medication** must be in the original container labeled with the student's name, date, directions and the physician's name.
2. **Non-Prescription medication** must be labeled with the student's name and the date the medication was brought to school. It must also be in the original container.
3. Parents and their child's physician must sign a **medicine slip** before the school representative can administer medication (See Asthma Policy).



# Asthma Policy

## **GUIDELINES for TEACHING AND NON-TEACHING STAFF WITH REGARD to THOSE STUDENTS WITH ASTHMA**

We at the Deborah Brown Community School (DBCS) are conscious of the increasing number of students suffering from asthma and through this policy hope to support and encourage the uninterrupted education of these students.

### **Symptoms of Asthma**

- Coughing during which wheezing or whistling noises can be heard
- Periods of breathlessness

### **Causes of an Asthma Attack in School**

- Viral infections (especially colds)
- Allergies
- Vigorous exercise
- Cold weather or strong winds
- Excitement of prolonged laughter

### **A Student With Asthma in Your Class**

When a student with asthma joins DBCS, the parents will be asked to complete an Asthma form giving information regarding regular medication, what can trigger an attack and advice for DBCS as to what action to take if their child has an asthma attack. If an asthmatic student does not have their inhaler easily accessible to hand them then the chances of a medical emergency developing are greatly increased.

Therefore:

All inhalers and nebulizers will be kept by the administration and kept in the medicine cabinet in the school. Students will report to the staff person in the administrative office at the appropriate time and will be supervised when they use the inhaler. Students will be reminded on a regular basis how to access their inhalers so that in an emergency situation, they know the procedures. Classroom teachers will keep a list of those students who may need to use an inhaler.

If a student with asthma is wheezy, they should not be sent outside in very cold weather. The student should therefore remain in the school either with another

teacher or in the administrative office. Staff on indoor duty should be informed and also instructed in how to use inhalers and nebulizers.

### **Self-Administration of Inhaled Asthma Medication**

Self-Administration of inhaled asthma medication is permitted for those students whose parent/guardian has provided DBCS the following:

- Written authorization by a parent or guardian for the student to self-administer the medication
- Written statement provided by a parent or guardian, from the physician treating the student that the student has asthma and is capable of self-administration of medication
- Parent or guardian of the student provides the school with an emergency supply of the student's medication
- Parent or guardian of the student signs as statement acknowledging that Deborah Brown Community School shall incur no liability as a result of any injury arising from the self-administration of medication by the student.

Parents or guardians are advised that DBCS and its employees shall incur no liability as a result of any injury arising from the self-administration of medication by the student.

### **School Visits**

Students with asthma involved in school visits should have immediate access at all times to the appropriate medication i.e. kept on their person. Teachers on such visits should be fully conversant with the child's condition and the type of treatment necessary.

### **P.E.**

Whenever possible the student should take a normal part in P.E. activities. Where appropriate the student should be allowed to take the medication before the activity.

Warm up activities are helpful to the student.

### **What to do if a Student Suffers an Asthma Attack**

Action needed to deal with an asthma attack does not require specific medical training and the following guidelines will be of assistance:

- Ensure medication is taken promptly and properly
- Stay calm and reassure the child
- Encourage the student to breathe slowly and deeply

Following consultation with the Executive Director or Coordinator of School Improvement, parents should be contacted urgently if:

- The medication has had no effect after 10-15 minutes.
- The student becomes distressed and unable to talk.
- The student becomes exhausted.
- The student's lips turn blue.
- The student's pulse is faster than 120 beats per minute.
- There are any doubts about the student's condition.

**ADOPTED:** August 9, 2003

# Deborah Brown Community School

Dear Executive Director,

## ASTHMA

I am writing to inform you that \_\_\_\_\_  
(full name of student) has asthma. I understand that you require information on my child's asthma to help you to identify the areas and the activities in the school that may give rise to an asthmatic attack and details of my child's medication.

The information that you require is as follows:

1. The trigger for an asthmatic attack are:

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2. I confirm that: (Place an "X" in appropriate box)

- The asthma medication that has been prescribed by my child's doctor will be administered by me before and after the school day and the medication is not required to be given to my child during the school day.
- My child is able to take responsibility for the self-administration of his/her asthma medication and is able to carry his/her asthma inhaler during the school day. I have attached a written statement from the physician treating the student that the student has asthma and is capable of self-administration of medication.
- My child is not able to self-administer the contents of the reliever inhaler whilst he/she is at school which has been prescribed by his/her doctor. I am writing to ask if staff of the school will assist my child when he/she request to use the asthma inhaler and medication. Details of the inhaler and medication are as follows:

_____	Name of Inhaler and Medication Dosage
_____	Method of Administering the Medication
_____	Times of the school day when the medication is to be administered.

I acknowledge that the Deborah Brown Community School (DBCS) shall incur no liability as a result of any injury arising from the self-administration of medication by my child.

Signed \_\_\_\_\_ Parent/Guardian    Date: \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

Phone# \_\_\_\_\_                      Cell# \_\_\_\_\_

Place of Employment Phone # \_\_\_\_\_

Emergency Contact Phone # \_\_\_\_\_

Emergency Contact Name \_\_\_\_\_

## **EDUCATION RECORDS DISCLOSURE POLICY**

The Deborah Brown Community School endorses the guidelines established by the Family Educational Rights and Privacy Act (The Buckley Amendment) which pertain to the rights and protection of privacy of parents and students. Information having to do with performance and evaluation of students obtained in the course of professional service shall remain confidential and shall not be disclosed outside the school system without written parental consent unless required by law, as in cases of potential harm to self, potential harm to others, or suspected child abuse. Educational records will be furnished to schools to which students are transferring or other designated individuals with parental permission. Parents have the right to request and obtain information contained in their child's academic records.

## **DRUG FREE SCHOOL POLICY**

Any teacher, officer or employee who has reasonable cause to suspect that a student may be under the influence of, or that a student has in his or her possession, alcoholic beverages, non-intoxicating alcoholic beverages (e.g. low point beer), or a controlled dangerous substance as defined by law shall immediately notify the Executive Director of such suspicions. The Director shall immediately notify the parent or legal guardian of the situation. The student is subject to a long-term suspension.

### **Student Drug Abuse Policy**

The Administration recognizes that there may be problems associated with student drug abuse. Primary concern is for the best interest of the students. To this end, teachers and administrators, in reporting students who appear to be under the influence of drugs, will use the following procedure. Such drugs include, but are not limited to: (1) non-intoxicating beverages, (2) alcoholic beverages or (3) other controlled dangerous substances.

#### **Procedure**

When it appears to a teacher from personal observation that a student may be under the influence of dangerous substances identified, he/she should attempt to obtain a corroborative observation from another employee of Deborah Brown Community School and report the matter to the Coordinator of School Improvement.

The teacher's report will state the date, time and place of the observation. He/she will also describe the actions of the student or other circumstances that lead the teacher to believe the student is under the influence of non-intoxicating beverages, alcoholic beverages or controlled dangerous substances.

The Coordinator of School Improvement will immediately notify the Executive Director of the report. The Coordinator of School Improvement will also immediately notify the student's parent or legal guardian of the report. The notification of the student's parent or legal guardian may be verbal; however, the notification shall be promptly confirmed in writing.

A copy of this administrative procedure will be delivered to each employee of Deborah Brown Community School.

Issued: February 12, 2003

### **DANGEROUS WEAPONS POLICY**

Federal law prohibits the possession and/or carrying of dangerous weapons or replicas by students, employees, or others while on school property, at a school-sponsored activity, or on a school bus. Dangerous weapons include but are not limited to: an automatic or semi automatic weapon, rifle, shotgun, any pistol, revolver, live ammunition, bullets, B.B. gun, pellet gun or any imitation firearm; dagger, bowie knife, dirk knife, switch blade knife, spring type knife, sword and knife having a blade which opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife; manually operated pocket knife, utility scouting knife or box knife, exacto knife, or knives of any kind or any object with a blade; blackjack, multi-fingered rings, loaded cane, billy hand chain, metal knuckles, pipes or any weapon, item or object capable of or used to inflict bodily harm; knowingly participating in the concealment of a weapon on school grounds, bus or at a school-sponsored activity. Students will be held responsible if they are found in possession of such objects or weapons regardless of the circumstances.

### **GUN FREE SCHOOLS ACT**

A state law requires educational agencies to suspend from school for a period of not less than one year, a student who is determined to have brought a firearm to school. This policy requires that any student who brings a firearm to school be referred to the criminal justice or juvenile justice system.

### **NON-SMOKING ENVIRONMENT**

The Deborah Brown Community School is a smoke-free and tobacco-free environment. No smoking is allowed on school grounds, inside or outside, by students, staff, parents or visitors.

The Deborah Brown Community School  
Parent / Teacher Commitment Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

The Deborah Brown Community School believes in the success of every student. To facilitate excellence in the school environment, we understand that parents and teachers must work together toward the benefit of each student. We ask that this commitment be stated through the completion of this form.

**Parent / Guardian Commitment:**

I understand that I have made the choice for my child to attend the Deborah Brown Community School and to be a vital part of my child's education. I will do my best to:

- Be a positive role model for my child.
- Read aloud with my child at least 10 to 20 minutes each day.
- Assure that my child arrives at school each day on time and is dressed appropriately.
- Monitor my child's study habits and completion of homework and special projects.  
\*All homework assignments **must** be signed by the parent or guardian.
- Communicate regularly with my child's teacher, especially when my child expresses comments about school that indicates positive interest, skill, or special needs.
- Require that my child be responsible for his/her behavior, attitude, and effort at school and at home.
- Support classroom rules set by teachers.
- Make sure I meet parental/guardian requirements of nine (9) volunteer hours per year as mentioned on Page 15 (Parent Involvement) of DBCS Student Handbook.
- Make sure my child is in compliance with the dress code of appearance as mentioned on Page 15 (Dress Code) of DBCS Student Handbook. Any student NOT wearing the proper uniform Monday through Friday will be sent home for NON-compliance to the DBCS rules.
- Attend all mandatory meetings.
- Attend as many school functions, assemblies, and Parent Information Meetings as possible.

Parent/Significant Adult's Signature \_\_\_\_\_ Date \_\_\_\_\_



**Teacher Commitment:**

I believe I can make a difference in the lives of my students. I will do my best to:

- Provide a safe and caring learning environment.
- Establish high expectations for all students.
- Make sure all students are aware of classroom rules for behavior.
- Keep you informed of your child’s progress on a regular basis.
- Provide structure and guidance so students can learn to accept responsibility for behavior, choices, and attitude at school.
- Assign homework daily and record the return of homework.
- Provide ideas that can be used at home to help your child be a success at school.
- Take into account individual strengths of each student.

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Effective: July 17, 2003**

# Deborah Brown Community School Promotion Standards

Deborah Brown Community School Promotion Standards policy requires students to demonstrate that they have learned what is required to become life-long learners. DBCS requires its students to demonstrate competency in the core curriculum areas of reading, language arts, math, science and social studies before they are promoted to the next grade.

DBCS has set guidelines for measuring each student's level of achievement. Assistance will be provided to the student to improve his or her performance, as needed.

Our goal is to help all students move forward with the skills and knowledge needed to be successful at the next grade level. Students and parents will work together with the school to achieve this goal.

During the first week of training, all teachers shall submit a copy of classroom rules to the office.

Authorization of medical care must be on file for each student and carried by the teacher on all field trips.

## Grades 1 - 5 Requirements

DBCS will use the policy at the end of the school year to decide whether students in grades 1-5 will be promoted using the following guidelines:

- A student must achieve a 70% (C) overall average of all course grades in reading, language arts, mathematics, science and social studies.
- All students must score no lower than one grade level below grade-level placement in reading. (Example: A third grade child taking the test in April would need to score at least 2.6 because the child's actual grade-level placement is third)

## Grades 1 - 5 Procedures

DBCS will use the policy at the end of the school year to decide whether students in grades 1 - 5 will be promoted using the following guidelines:

- Students who fail to meet DBCS requirements will be retained. Any student who fails to meet the requirement must successfully complete Summer school. After his or her successful completion of Summer School DBCS will review achievement to determine the student's status for the fall.

## School Assistance

As soon as a student's performance indicates the student might fail, the classroom teacher will take steps to help the student improve. Teachers will communicate with parents regarding student progress and improvement plans as soon as they see problems in student achievement. Parents must work with their children and the school to help the student meet promotion standards.

## Special Education

The director, special education teacher, a school administrator and the child's teacher will make promotion decisions for students in special education.

## Student Role

To meet promotion standards, students should:

- Complete homework assignments and return them to the teacher.
- Attend school regularly and be on time.
- Bring supplies to class.
- Write down assignments.
- Set aside homework time each day.
- Create a special place at home to put school materials for the next day.
- Ask a question when they don't understand what is being taught.
- Respect themselves, other students, and school authorities.
- Attend after-school tutorials.
- Ask teacher for extra help when needed.

## Family Role

To help your child meet promotion standards:

- Ask your child daily about what he or she did at school.
- Ask about and complete homework assignments.
- Plan family learning activities that will reinforce your child's learning.
- Make and use oral or written contracts with your child and his/her teachers.
- Participate in school events so that your child knows you think school is important.
- Attend teacher/parent conferences regularly.
- Be sure that children are in school every day for the full day.
- Make doctor and dentist appointments during non-school hours.
- Read with your child for at least 10-20 minutes every night.