

Carlin C. Coppin Elementary

**Parent and Student
Handbook**

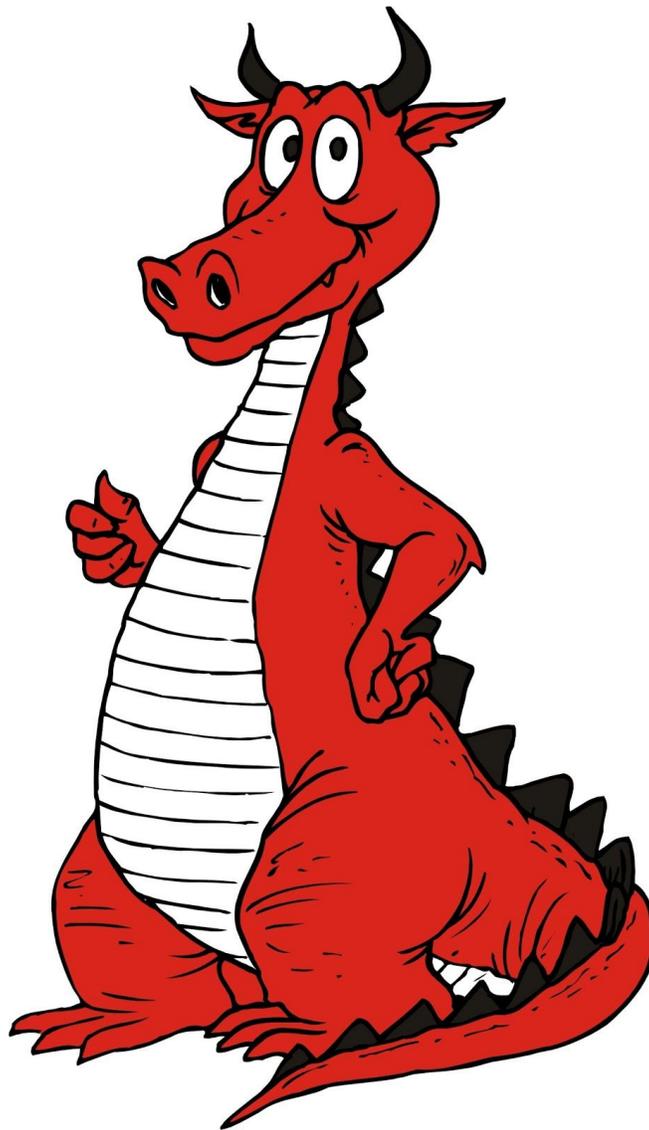


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Carlin C. Coppin Elementary School
Shamryn Coyle, Principal
150 East 12th Street, Lincoln, CA 95648
Office (916) 645-6390 Fax (916) 645-6363
<http://ccces.wpusd.k12.ca.us>

Dear Parents:

Welcome to Carlin C. Coppin School. The purpose of this handbook is to provide you with important information about our school and how you can assist in making this a rewarding and successful year for your child.

We care very much about your child and will strive to provide a well-balanced curriculum that fosters academic and social growth.

Our students, staff, parents and community have a strong tradition of working together for the benefit of our students. Let us continue to work as a team toward that goal.

If you have any questions or concerns throughout the year, please do not hesitate to contact your child's teacher or myself.

Sincerely,

Shamryn Coyle
scoyle@wpusd.k12.ca.us

Carlin C. Coppin School
150 East 12th Street
Lincoln, CA 95648
Office (916) 645-6390
Fax (916) 645-6363

Principal - Shamryn Coyle

Secretary - Cindy Hood

Clerk- Lori Deschamp

School Color - Red

Mascot - Dragon

School Office Hours - 7:30 A.M. to 4:00 P.M.

Please Note: **There is no supervision for students before 7:45 a.m., it is important that parents plan their child's day so he/she does not arrive at school before 7:45 A.M.**

Children may not remain on the school grounds after dismissal times unless specific arrangements have been made for them to participate in a school sponsored activity.

Please be sure to pick your students up from school promptly. There is no supervision for students after 2:55 p.m.

Please be sure to make your drop off and pick up arrangements ahead of time. The school phone may not be used for students to arrange playdates with friends during the school day.

Attendance Reporting - 916-434-5098
(Please call in any student absences to this number).
Or email ldeschamps@wpusd.k12.ca.us

HISTORY OF LINCOLN AREA ELEMENTARY SCHOOLS

Lincoln was founded in 1859, the elementary school system in Lincoln began with the establishing of a program in a building on the corner of Fifth and G streets in 1860. There were 54 students enrolled and Peter Singer was the first teacher, there were 29 boys and 35 girls between the ages of four and eighteen attending the school.

A school building was erected in 1868 and in 1879, the citizens of Lincoln voted a tax to build an addition to the school, completed in 1882. Lincoln now had two schools; a primary school with 40 pupils enrolled and taught by Miss Delia Manning, and a grammar school of 30 pupils taught by J. P. Ronald. There were 25 books in the district library at that time.

Five years later in 1887, a special election was held to raise \$4,000.00 by taxes for the purpose of building a new school. A vote to pay cash for the construction was also passed. The new two-story frame school building was dedicated in 1890. It was constructed on F Street between Third and Fourth Streets.

On December 31, 1912, a bond election was passed for \$4,500.00 for the purchase and improvement of the site, later used for the Lincoln Union Elementary School, but used then as a playground. Lincoln became a union district by consolidating with Mr. Pleasant and Daneville on July 14, 1919. Board members including the consolidated districts, were I. V. Isaaks, Walter V. Hayt, Robert J. Tofft, Guy C. Green and Mary Beermann, Clerk. Bids on bus service were advertised on July 30, 1919.

The need for more classrooms became apparent and in 1920, bonds were authorized in the amount of \$40,000.00, and the new school building consisting of six classrooms and the auditorium was completed in 1921 and located on the Third and F Street property. Additional classrooms were added in 1924, 1929, 1931, and 1938. The classrooms built in 1939 were the only ones built to with the Field Act of 1933.

From 1920 until 1923, Mr. John L. Kelley served as principal, then Mr. Henry Ninas served as principal until 1925. When Karol O. Bayless, became principal and served the school both as principal and teacher. In 1948 Carlin C. Coppin succeeded principal, Karl O. Bayless, as district superintendent/principal of the Lincoln Union Elementary School District.

In 1946 a war surplus barracks was erected as a "temporary" cafeteria and in 1947 the school took over the operation of the hot lunch program which was originally started by the PTA in 1943. A kindergarten class was started in 1947 and two quonsets were purchased.

District growth required planning for additional classrooms and in April of 1949 four classrooms at a new site, Third and L Streets were under construction. The cost was \$56,805.00 and dedication ceremonies were held on October 25, 1949.

At the beginning of the 1950-51 school year, seventh and eighth grade students from the Valley View School District started attending the Lincoln Union Elementary School. An addition was made to the office of the old school that year.

In May of 1951, a bond election was passed and the following year four additional classroom, kindergarten, nurses room, teacher's room and offices at the new school site were under construction, at a cost to the district of \$158,000.00. When completed, and with two schools in operation, John W. Woods was named vice-principal of the old elementary school and served until the spring of 1953. The district office moved to the new school on L

Street and James McCluskey became building principal of the old plant replacing John W. Woods.

At the resignation of James McCluskey, Robert Elkus, long time teacher in the district was advanced to principal of the old school in 1956. At that time the fifth through the eighth grades were taught at the old site plus one kindergarten class. The primary grades, kindergarten through fourth were all the attending the school at the new site.

To get away from the "old and new" connotations, the schools were officially named in April to 1959. The old site became the Mary Beermann Elementary School, after a pioneer member of the board of

trustees of the Lincoln district, and the new school was named Glen Edwards Elementary School, for a Lincoln High graduate, killed in a test of a Flying Wing.

In January of 1965 the electorate authorized the district to sell bonds, amounting to \$389,585.0 and to apply for a state apportionment of \$239,968.55 to build an entirely new complex on the Glen Edwards Elementary School site. In March of the same year, unification of the following area schools was approved, Lincoln Union High School, Lincoln Union Elementary School, Valley View Elementary School, and Sheridan Elementary School. The name Western Placer Unified School District was selected for the unified district, a representative board of trustees was elected and Carlin C. Coppin was named district superintendent. Serving on the board of trustees for the district were, Bill Williams, Chairman, Dorothy Bickford, Clerk Conrad Engler, Stanley Nader, Herbert Fowler. In 1966 the 7th and 8th grades from Sheridan and Valley View Elementary were transferred to Glen Edwards Elementary School, which now housed all of the sixth, seventh, and eighth grade students in the district, making this a K 2, 6-B level school. Richard Hodge, principal of Sheridan Elementary became principal of the Mary Beermann Elementary School, housing third, fourth and fifth graders.

In July 1966, the Attorney General issued an opinion of the liability of board members housing students in buildings built before the Field Act of 1933. A Citizens Committee was appointed to evaluate the condition of the buildings at Sheridan Elementary School and Mary Beermann Elementary School.

Upon Mr. Coppin's death, on June 9, 1968, many changes took place in the administration of the Western Placer Unified School District. Orrin Hoffman, principal of the Lincoln High School, was named district superintendent. Robert Elkus became the high school principal. Evan Berg was hired as principal of the Glen Edwards Elementary School, and Richard Hodge continued as principal of the Mary Beermann Elementary School. In 1970, Leonard Valasek replaced Richard Hodge as principal of Mary Beerman Elementary School and later became principal of the Carlin C. Coppin Elementary School.

A bond election and state apportionment authorization was passed in September, 1968, to bring Sheridan Elementary School up to date and replace the Mary Beermann Elementary School. The actual construction of the new complex at East Avenue and 12th Street began in 1970. The new "pod" type buildings were completed in February, 1972, when the students moved from the aging Mary Beermann Elementary School. This new unit was named Carlin C. Coppin Elementary School, in respect of the former district superintendent and educator. A dedication ceremony was held during Public Schools Week, Tuesday, April 25, 1972.

CARLIN C. COPPIN ELEMENTARY SCHOOL STAFF MEMBERS

- Transitional Kindergarten: Conni London clondon@wpusd.k12.ca.us
- Kindergarten: Jennifer Stacey jstacey@wpusd.k12.ca.us
- Kindergarten: Joanne Burke jburke@wpusd.k12.ca.us
- Kindergarten: Nikki Silva nsilva@wpusd.k12.ca.us
- K-2 SDC: Shannon Girling sgirling@wpusd.k12.ca.us
- First grade: Nick Pearce npearce@wpusd.k12.ca.us
- First grade: Rene McGrath rmcgrath@wpusd.k12.ca.us
- Second grade: Kelli Willard kwillard@wpusd.k12.ca.us
- Second grade: Nicole Bartlett nbartlett@wpusd.k12.ca.us
- Second/Third grade: Lauren Quinn lquinn@wpusd.k12.ca.us
- 2-5 SDC: Vivian Chapman vchapman@wpusd.k12.ca.us
- Third grade: Karen Newman knewman@wpusd.k12.ca.us
- Third/Fourth grade: Marlene Mareello mmareello@wpusd.k12.ca.us
- Fourth grade: Kim Luttrell kluttrell@wpusd.k12.ca.us
- Fourth grade: Brandon Lopez blopez@wpusd.k12.ca.us
- Fifth grade: Jennifer Clark jclark@wpusd.k12.ca.us
- Fifth grade: Alexis Radtke adodge@wpusd.k12.ca.us
- Resource Teacher: Pam Parker pparker@wpusd.k12.ca.us
- Science: Sheila Bane sbane@wpusd.k12.ca.us
- Music: Jenny Guemmer jguemmer@wpusd.k12.ca.us
- Music: Sarah VanHoy svanhoy@wpusd.k12.ca.us
- Speech: Corie Volmer cvolmer@wpusd.k12.ca.us
- Speech: Katelynn Myers kmyers@wpusd.k12.ca.us
- Librarian: Jennifer Bowden jbowden@wpusd.k12.ca.us
- Nurse: Jessica Rogers jerogers@wpusd.k12.ca.us
- School Psychologist: Kimber Tzikas ktzikas@wpusd.k12.ca.us
- Social Worker: ????
- Bilingual Aide/Clerk: Teresa Avelar tavelar@wpusd.k12.ca.us
- Secretary: Cindy Hood chood@wpusd.k12.ca.us
- Clerk: Lori Deschamp ldeschamp@wpusd.k12.ca.us
- Intervention Support: Tiffany McGuire tmcguire@wpusd.k12.ca.us
- Interventions Support: Vicki Croall vcroall@wpusd.k12.ca.us
- Principal: Shamryn Coyle scoyle@wpusd.k12.ca.us

GENERAL SCHOOL INFORMATION

Absences/Tardies

Children who are absent are required to bring a written excuse from home stating the cause of the absence or parents may call the Attendance Phone Line at Carlin C. Coppin, 916-434-5098, and leave a verbal absence report, or email ldeschamps@wpusd.k12.ca.us. The school maintains accurate attendance records. Carlin C. Coppin is financed by State funding that is based on daily student attendance.

Please do your best to make sure your child is at school on time. Tardy students disrupt instruction for all of their classmates in addition to creating a hardship for themselves and their teacher. Students who are tardy must report to the office for a tardy pass before going to class.

Only those students with **zero absences, zero tardies, and no early check-outs** for the entire school year are eligible for Perfect Attendance awards. Students who participate in the Independent Study Program **are not eligible** for perfect attendance awards.

Requests for makeup work for children who are absent must be made with office personnel prior to 10:00 A.M. to allow ample preparation time. Assignments and materials may be picked up in the office after 3:00 P.M.

Bicycles, scooters and skateboards at School

Bicycle rules are the same as those for autos. Students may ride bicycles to school provided they wear a helmet and follow safety procedures and laws. Bikes should be locked to the bike rack during the day and not left at school during the late afternoon or evening hours. The school is not responsible for damaged or stolen bicycles, scooters or skateboards. Students may park their scooters in the front of the school along side of the wooden fence. Skateboards brought to school need to be kept in their classroom.

When crossing a street, moving on sidewalks on the school site, students must WALK their bikes.

Helmets **MUST** be worn when riding to and from school since this is a California State law. Students observed not wearing helmets will be detained and a parent called.

Campus Hours

The school office is open from 7:30 A.M. to 4:00 P.M. daily while school is in session. Students may come on campus at 7:45 A.M. and must leave immediately after dismissal unless specific arrangements have been made for them to remain on campus and be supervised.

Visitors Sign-In

All visitors to school must report to the office and sign-in immediately when coming on campus. If visiting your child's classroom, arrangements should be made prior to your visit. Classrooms should not be interrupted during instruction for any reason. Visitor badges are mandatory. Visitors are to sign out when leaving.

Classroom Volunteers

Classroom volunteers are welcome and are encouraged to help in classrooms and to accompany their children on field trips. Parents who volunteer need to coordinate with classroom teacher and make childcare arrangements for siblings. Siblings are not allowed in classrooms or on field trips.

Western Placer Unified School District has outlined the following requirements for volunteers at district school sites:

- Individuals who are helping in the classroom under teacher supervision, attending field trips or helping with school and PTC activities, will be required to complete a Volunteer Information Form, Participation of District Volunteer Assumption of Risk and Medical Treatment Authorization Form, and present proof of a negative TB test to the school office.
- Individuals who are overseeing a group of students on their own (i.e. field trip, etc.) will be required to fill out a Volunteer Information Form, Participation of District Volunteer Assumption of Risk and Medical Treatment Authorization Form, show proof of a negative TB test **AND HAVE A LIVE SCAN FINGERPRINT done.**

REGULAR DAILY SCHEDULE

	K - AM	K - PM
SCHOOL BEGINS	8:00	11:20
SCHOOL DISMISSED	11:20	2:40

	1	2	3	4	5
SCHOOL BEGINS	8:15	8:15	8:15	8:15	8:15
AM RECESS	9:45 10:00	9:45 10:00	9:45 10:00	10:30 10:45	10:30 10:45
LUNCH	11:15 11:35	11:15 11:35	11:45 12:05	12:15 12:35	12:15 12:35
LUNCH RECESS	11:35 11:55	11:35 11:55	12:05 12:25	12:35 1:00	12:35 1:00
PM RECESS	1:15 1:30	1:15 1:30	1:15 1:30		
SCHOOL DISMISSED	2:40	2:40	2:40	2:40	2:40

MINIMUM DAY SCHEDULE

	K -AM	K - PM
SCHOOL BEGINS	8:00	10:20
SCHOOL DISMISSED	11:20	1:40

	1	2	3	4	5
SCHOOL BEGINS	8:15	8:15	8:15	8:15	8:15
AM RECESS	9:45 10:00	9:45 10:00	9:45 10:00	10:30 10:45	10:30 10:45
LUNCH	11:15 11:35	11:15 11:35	11:45 12:05	12:15 12:35	12:15 12:35
LUNCH RECESS	11:35 11:55	11:35 11:55	12:05 12:25	12:35 1:00	12:35 1:00
PM RECESS	1:15 1:30	1:15 1:30			
SCHOOL DISMISSED	1:40	1:40	1:40	1:40	1:40

Emergency Cards Information

Carlin C. Coppin requires one emergency card each year. New cards will be sent home at the beginning of each succeeding school year, to obtain updated information. Return this card as soon as possible and be sure to include all the requested information. If any of this information changes during the school year, please call the school to provide updated information on phone numbers, addresses, places of employment, child care arrangements, etc. Your child cannot receive adequate care in an emergency if time is lost due to out-of-date information.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to schools that receive funds from the US Department of Education.

The law also allows parents the right to inspect and review their child(ren)'s educational records and to request copies (schools can charge a copy fee) of all or parts of the record. The request to review and/or copy the records needs to be made in writing, and the review shall take place in the presence of an administrator or his/her designee.

School employees cannot provide people (other than the student's parents/guardians) information or educational records about a student that is under 18 years of age unless the parent has provided written consent that approve the release of such records.

Directory information, such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance can be disclosed by the school. If a parent chooses, to exclude their information from being shared, there is a form that must be completed and turned into our school office.

Contact Information

Office Phone Number:	(916) 645-6390
Office Fax Number:	(916) 645-6363
24 Hour Attendance Hotline:	(916) 434-5098
School Web Site:	ccces.wpusd.k12.ca.us

Emergency Evacuation Plan

Evacuation Procedures:

In the event of an emergency that requires evacuation before the regular dismissal time, we will follow these procedures:

Principal will:

- notify all classrooms
- request teachers to release students who ride the bus as soon as the buses arrive at the school.
- direct office personnel to begin notifying families of bus riders
- advise all incoming families to pick up their children directly from the classrooms

Support staff (anyone without a classroom assignment) will:

- report to the front office to assist as needed
- stand outside for bus duty as directed

Teachers will:

- keep all students in their classroom
- release bus riders when directed
- dismiss students directly to families from the classroom (refer to emergency information on each student)
- maintain a sign-out sheet so there is a written record indicating to whom students were released
- bring remaining students to the multi when directed and remain there until further notice

In an emergency evacuation situation, students will vacate the school site and be walked across the parking area to the buses which will be parked along the gravel berm on the access road. Teachers are to accompany students on the bus when students are being evacuated to Lincoln High School.

Fire Drill

Fire drills are conducted on a regular basis for all students and staff. The fire alarm bell is sounded and all students and staff are to evacuate to the back of the school. Staff members then take roll and all students are accounted for before they may return to class.

FIRE

IN THE EVENT OF A FIRE, FACULTY WILL:

1. Quickly escort all students to designated area using the routes shown on the Emergency Evacuation Map;
2. Have students line up and remain quiet;
3. Account for all students and hold/show a GREEN sign if all students are present or a RED sign if a student is missing;
4. Wait for further instructions from administration.

Earthquake Drill

Earthquake drills are conducted on a regular basis for all students and staff. A school staff member will make an announcement of the drill over the loudspeaker system. Students and staff should then duck and cover, holding in place until the all clear signal is given over the loudspeaker.

EARTHQUAKE

IN THE EVENT OF AN EARTHQUAKE, FACULTY WILL:

1. Direct students to duck and cover in a safe area in the classroom, school building or outside area
2. Direct students to stay in the duck and cover position until it is safe to evacuate the building
3. Once safe to evacuate, staff will quickly escort all students to designated area using the routes shown on the Emergency Evacuation Map
4. Have students line up and remain quiet, attend to those that need assistance
5. Account for all students and hold/show a GREEN sign in all students are present or a RED sign if a student is missing;
6. Wait for further instructions from administration or emergency personnel.

Lockdown/Shelter in Place Drill

Lockdown/Shelter in Place drills should be conducted approximately 2-3 times a year.

Guidelines and Procedures during Lockdown

Terminology

“Lockdown” will **only** be used when there is a major incident or threat of school violence within the school, or in relation to the school.

“Hold and Secure” will be used when we need to secure the school due to an ongoing situation outside and not related to the school (e.g., an emergency occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. We will keep students and staff indoors during these situations until the all clear signal is given.

“Shelter in Place” will be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions (not including flood near campus).

Ignore all fire drill bells that may sound during a Lockdown, STAY IN LOCKDOWN

Initiating Lockdown

All staff (especially those working in the main office) will be trained that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will *immediately* activate the school's Public Address (PA) system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing a lockdown. **The PA system is located in the MAIN office. To activate the system pick up the phone and press ALL PAGE then speak into the phone. Please announce: This is a lockdown. All staff and students please report to the nearest classroom and secure the room as quickly as possible.** Repeat the message 2-3 times then secure yourself.

Classroom/Other Secure area -Procedures During Lockdown

Recommended Procedures:

Before locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should:

- stay away from doors and windows;
- turn off lights;
- close blinds;
- beware of sight lines;
- if there is a window in the classroom door, consider covering window;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- teachers to take attendance

IGNORE ALL FIRE ALARMS THAT MAY SOUND DURING A LOCKDOWN

Bathrooms: Procedures During Lockdown

In the event of a lockdown, students and staff need to evacuate bathrooms if at all possible and get to the nearest classroom. Staff who have classrooms near a bathroom should gather any students in the immediate vicinity of their classroom door and secure the classroom as quickly as possible. If students or staff are locked out of a classroom, they should return to the bathroom, enter a stall, lock the door then climb on top of the toilet and wait silently. Do not attempt to leave the bathroom until the lockdown has been lifted or until a safe person has directed you to do so. A safe person would be emergency personnel or school staff such as administration, campus supervisor, teacher or custodian.

Once it is safe to do so, a staff member has been assigned to check the restrooms for people and secure them. It may be safer to lock the students in the restroom at this time and that may happen. We will not have a staff member moving children around the campus in the case of an actual emergency unless it is safe to do so.

Open Areas – Procedures During Lockdown

In the event of a lockdown, all staff members should gather all students in the immediate vicinity of their classrooms or any area of the school where staff members may be (i.e. staff room, library, office, cafeteria). The doors of the cafeteria should also be opened and staff members should assist in getting all children inside as quickly as possible. Once inside, secure the room and begin to write down the names of all the students and staff members in the room as soon as it is safe to do so.

Health Services & Medication

Office personnel is available on site each day to handle first aid. It is vital current emergency card information is available in case of an emergency. More than two names need to appear for emergency situations.

Students may not have medication of any kind (including over-the-counter medicines) in their possession on school grounds or during any school-sponsored event. District Policy requires that all medications be stored in the locked medicine cabinet and that both parent and physicians sign a form specifying dosage and administration time. The LVN administers medicine.

Insurance Information

Western Placer Unified School District takes appropriate steps to protect students from injury. Even so, accidents can and do happen while participating in activities that take place on campus, on school trips and during extracurricular activities.

Since the district does not provide accident medical insurance for school related injuries, it makes available affordable insurance plans to help in the event of an accident and urges you to purchase the plan(s) that best fits your needs. Information on school insurance plans is sent home during the first week of school. Additional insurance forms are available from front office staff.

Items Brought to School

To eliminate disruption of instruction, lunches, clothes, books or other items brought to school for your child should be brought to the front office. Students will be notified of the item's arrival and be responsible to pick it up in the front office.

Library

Our library provides excellent service. Classrooms may use it on an as-needed basis and students may check out books, but are responsible for loss/damage. If this occurs, report cards, yearbooks or awards are held until these charges are cleared.

Lost and Found

Please make sure that jackets, sweaters, lunch boxes, etc., are clearly marked with your child's name. We accumulate a vast assortment of misplaced property during the school year. The Lost and Found is located in the multi-purpose room. You are welcome to check it during school office hours. Items left in the Lost and Found will be donated to charitable organizations. Please check often.

Releasing Students from School

Students will be released from school to their parent/guardian or to an adult specifically designated by the parent on the child's emergency card only. These precautions are taken to insure the safety and well being of our students. During school hours all students must be checked out through the school office before leaving the campus.

Please schedule appointments with doctors, dentists, etc., after school hours so that children do not miss instruction.

Requests to release students early from class disrupt instruction and will be addressed should this become a frequent occurrence. The California Education Code mandates that students must attend school for a full day. Chronic tardiness, absenteeism or early release is in violation of this law. All students who are chronically tardy, absent or released early may be reported to the School Attendance Review Board (SARB).

Report Cards

Report cards are issued at the end of each trimester and will be distributed either to the parent/guardian at a parent/teacher conference or sent home with each student.

Textbooks

Each student is responsible for maintaining the condition of any textbooks and/or classroom materials assigned to him/her and for returning all assigned textbooks to the teacher at the end of the school year or when the child leaves the school. Report cards may be held until all books and materials are returned or debts otherwise cleared.

Tobacco, Alcohol, and Drug-Free School Site

All schools and district facilities are tobacco, alcohol and drug-free sites. The use of tobacco, alcohol or drug products is prohibited within any district property (including our parking lot), facility or vehicle. This prohibition also applies to all individuals attending events on school campuses or representing the district at school-sponsored activities (such as field trips) that are held at locations other than district property.

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin and physical or mental disability.

Intimidation or harassment of any student by any employee, student or other person in the district is inhibited. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee.

Bullying and Harassment

BULLYING/HARASSMENT

All students have the right to an educational atmosphere that is free from verbal and/or physical abuse. Bullying is defined as physical or verbal mistreatment of a person where an imbalance of physical or psychological power is created with the bully being stronger (or perceived to be stronger) than the victim and which causes a disruption to the learning environment. Aggressive behavior or bullying is any behavior that may subject a student to insults, taunts, or challenges whether verbal or physical in nature (either isolated or repeated behavior), which are likely to intimidate and/or provoke a violent or disorderly response from the student being treated in this matter. This also includes the encouragement or prodding of other students to engage in these types of aggressive behaviors. *It is important to note that bullying behavior takes place repeatedly over a period of time and should not be confused with one-time incidents.* We take student safety very seriously and will take the time to investigate and resolve all incidents that are brought to our attention. If you feel your child may be being bullied, please contact their teacher or the principal directly to share your concerns so that they may be addressed as soon as possible.

These behaviors are, but are not limited to:

Physical: hitting, kicking, grabbing, spitting, pushing

Verbal: name calling, racist remarks, put-downs, extortion

Indirect: spreading rumors, wearing or possessing items depicting or implying hatred or prejudice, exclusion from peer group, taking and hiding or destroying another's papers or other possessions

Written: threatening e-mail, texts, notes, and/or graffiti

Coercion: forcing other students into acts against their wishes

Harassment/Bullying/Hazing – No student should accept being harassed/bullied by other student(s). Students should report any type of harassment/bullying by other student(s) to a teacher, counselor, nurse, or principal. Harassment/bullying includes threats, name-calling, intimidation, hazing and inappropriate touching, gestures, symbol display or verbal/non-verbal/written communication that makes a student feel uncomfortable or unsafe even if the person engaging in such behavior does not feel he/she is harassing/bullying. This includes harassment/bullying of a racial, sexual, or non-sexual nature.

Student Dress Code

Carlin C. Coppin Elementary students must wear clothing that is comfortable, clean, and weather appropriate. If a student's appearance disrupts the school program, a parent will be called to assist in correction of the problem.

Dress and Grooming

Students may wear hats outside buildings only.

Students must always wear footwear. This footwear must be safe and appropriate for PE and outside activities. (closed toes shoes with rubber soles) No flip flops or sandals without a back.

Clothing that exposes the midsection or underclothing is not allowed (spaghetti straps, low cut tops).

Tights/shorts are recommended to be worn under dresses for outside activities.

Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol. (Western Placer Unified Board Policy AR5132)

Students must wear pants at or above the hip point and stay up without a belt. The pant length must be above the ground (sagging not allowed).

Skirts and shorts must be no shorter than mid thigh.

Not Allowed

Students shall not wear accessories which, in the opinion of the administration, could pose a threat to the physical well-being and safety of the students or others.

Body piercing - except for ears
Tattoos/Ink Markings
Chains, choker with studs
Perfume, cologne, or scented lotion

Hair shall be clean and neatly groomed. Style and/or color shall not be disruptive to the learning environment.

Personal Items

IPODS, radios, video games, water pistols (or any imitation weapon), permanent markers or other non-school related items are not permitted on school grounds and will be confiscated. Parents may be requested to pick these items up after school and referrals may be issued to student. Cell phones are for emergency purposes only and will be confiscated if used during the school day.

Suspension and Expulsion

Education code 48900 identifies the student actions that are grounds for suspension and/or expulsion. Students may be suspended or recommended for expulsion depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts or threats or actions that cause physical injury to another.
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material).
- Use, sale or possession of prohibited substance (i.e., alcohol, drug or nicotine product).
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property.
- Causes or attempts to cause damage to school or private property.
- Disrupts school activity or willfully defies school personnel.
- Commits or attempts sexual assault.
- Engages in act of bullying, including electronic bullying.
- Aided and/or abetted the infliction of physical injury on another person
- Harassment, intimidation of other students.
- Terrorist or hate threats against school officials or pupils.

Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law Education 48914, the parent is then obligated to meet with school staff without delay.

A suspension from school shall not be for more than five days unless the student is recommended for an expulsion.

Positive Incentive Programs

All of our staff support students and encourage academic excellence and appropriate behavior. In addition to individual classroom positive incentive programs offered by teachers, we recognize appropriate student behavior and reward students with these school-wide positive activities such as:

Character Education Award
Perfect Attendance Award
Accelerated Reader Award
Positive Behavior Acknowledgements
Spelling Bee

Academic Awards Criteria

We have established the following criteria for academic awards at Coppin for grades 1-5. The criteria are specific to each grade level and students are recognized for both academic accomplishments as well as demonstrating good citizenship, being safe, respectful, responsible, caring for others and having perfect attendance throughout the year. The academic criteria are specific and students have the opportunity to earn these awards each trimester. The citizenship awards are based on demonstrating important character traits or improvement and can be earned throughout the year as well. It is our goal to have each and every student publicly recognized at least once a year at an awards assembly for either academic or their citizenship accomplishments (hopefully both!). Students will also receive their awards for meeting their personal goals with Accelerated Reader at our trimester awards assemblies for grades 2-5 (1st grade *may* participate in Accelerated Reader when appropriate as well, usually beginning in the second trimester).

Academic Awards Criteria by grade level:

First Grade: Earning all 3s for English Language Arts and Mathematics on Report Card

Second Grade: Earning all 3s for English Language Arts and Mathematics on Report Card

Third Grade: Earning all 3s for English Language Arts and Mathematics on Report Card

Fourth Grade: Earning all A's on Report Card in all Academic Areas = Principal's Honor Roll
Earning all A's and B's on Report card in All Academic Areas = Honor Roll

Fifth Grade: Earning all A's on Report Card in all Academic Areas = Principal's Honor Roll
Earning all A's and B's on Report card in All Academic Areas = Honor Roll

Perfect Attendance will be awarded each trimester for those that have been at school each and every day and have not arrived tardy or checked out early.

Our trimester awards assemblies are just one piece of our efforts to recognize and reward students for their accomplishments. We hope this information is helpful for both you and your students and provides some goals for our Dragons to shoot for. As always, please feel to contact us with any questions or concerns you may have.

Carlin C. Coppin School Supply List

Transitional Kindergarten

- 3 Large glue sticks
- 1 Box Big Crayons (24 count)
- 1 Box washable Fat water color markers
- 1 Pair of kid rounded tip scissors
- 1 Container disinfecting wipes
- 1 Bottle of hand sanitizer

Kindergarten

- 2 dozen Ticonderoga #2 pencils with erasers
- 12 Elmers or Staples brand glue sticks
- 1 box of handi-wipes
- 2 boxes of Puffs Kleenex tissue

- 1 ream of white copy paper

First Grade

- 1 box of Crayola crayons (24)
- 1 package of cap erasers
- 2 pink erasers
- 3 Large glue sticks
- 12 #2 pencils (Ticonderoga)
- 1 package Crayola colored pencils (12)
- 2 containers of disinfectant wipes
- 3 boxes of Kleenex
- 2 dry erase markers and eraser

Second Grade

- 2 dozen Ticonderoga #2 pencils
- 1 box of Crayola Crayons (24)
- 2 dry erase markers and eraser
- 1 large package Crayola colored pencils (12)
- 6 large pink erasers
- 6 large glue sticks (1oz)
- 2 boxes of "soft" tissue (for runny noses)
- 2 containers of disinfectant wipes
- 2 reams of white copy paper
- 1 pair of scissors
- 1 pencil box
- 2 spiral notebook (single subject)

Third Grade

- 12 red pens
- Crayola Crayons box of 24
- Crayola colored pencils box of 12
- 2 dozen Ticonderoga #2 pencils
- 3 large pink erasers
- 2 small glue sticks
- 1 marker set – 8 color fine point
- 2 dry eraser markers
- 1 pair of Fiskars scissors
- 1 box multiplication flash cards 0-12
- 1 Clorox disinfecting wipes
- 2 boxes Kleenex "soft for runny noses"
- 2 reams of white copy paper
- 2 reams of wide ruled binder paper
- Post-its
- 1 highlighter
- Ruler –cm & 12 inches
- Black ultra-fine point Sharpie
- 2 pencil sharpeners
- Small pencil box or case
- Index cards

Fourth Grade

- 2 glue sticks
- 2 highlighters
- 8-12 piece set colored pencils
- 2 sets EXPO dry erase markers (with small tips)
- Sock (to use as an eraser for whiteboards)
- 1 set washable colored markers
- Ruler with metric and conventional measurements

Scissors

Pencil box

- Crayons 24 count maximum
- Small pencil sharpener with self-catch for shavings
- Pencil cap erasers
- 4 spiral notebooks
- 1 pack 3 ring binder paper

Fifth Grade

- 1 box of pencil cap erasers
- 2 large glue sticks
- 1 box #2 pencils

Felt tip markers – 8 colors, washable

- Colored pencils
- 3 spiral notebooks (8 ½ x 11)
- Whiteboard markers - EXPO
- Desk pencil sharpener
- 2 reams of white copy paper
- 3 folders
- USB flash drive

Scissors

- 1 composition book
- 3 different color highlighters
- Sock (to use as an eraser for whiteboards)
- 3 boxes of Kleenex

**

**Please have your child bring a backpack every day.

ALL STUDENTS

REMEMBER TO WRITE YOUR CHILD'S NAME IN ALL OUTERWEAR

Student Study Team/Intervention

Carlin C. Coppin recognizes that various academic/social needs of students. In an attempt to maximize learning outcomes, while teaching students to be responsible, Student Study Teams (SST) are formed. When necessary, these teams plan for alternative social and instructional strategies for students. The SST consists of an administrator, one or more staff members, support members, and parent.

Recommendations might include one or more of the following:

- Referral to outside agency
- Recommendation for parenting class
- Referral for testing or counseling
- Development of a behavior contract
- Referral to Lighthouse Resource Center
- Specialized Academic instruction
- Additional instruction in specific areas
- Modified assignments
- Increased time for assignments
- Alternate assignments
- Cooperative learning or partner work
- Preferential seating
- Additional assistance from parent/guardian at home or in the classroom
- Frequent breaks
- Alternate Learning Environment
- More frequent home/school communication
- Improve Attendance
- Recess Alternatives
- Small Group instruction

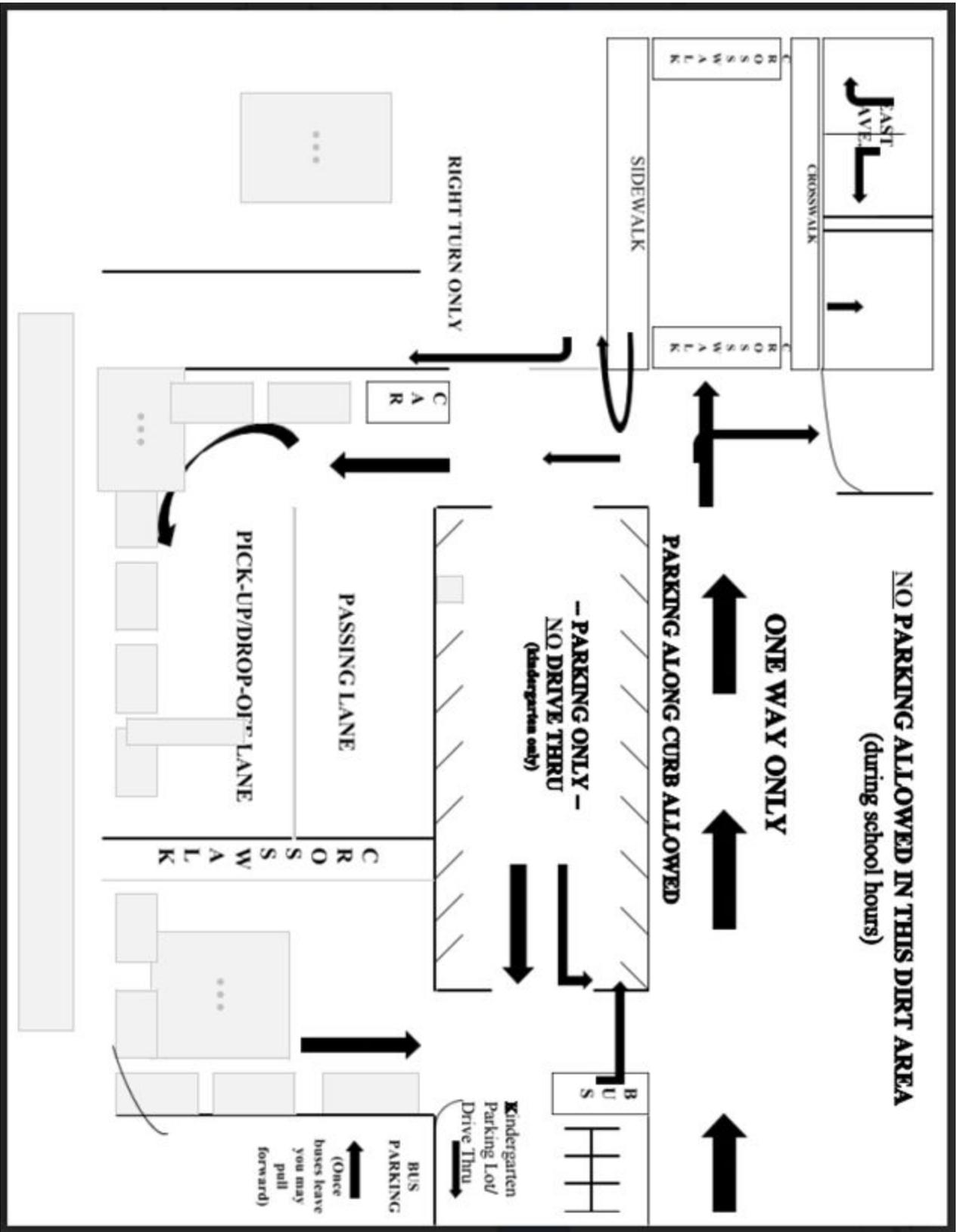
Carlin C. Coppin
Parking/Drop Off/ Pick-up Procedures
Grades 1-5

Drop Off/ Pick up Procedures

- **Drop off times:** Between 7:45-8:10. There is no supervision until 7:45. Tardy bell rings at 8:15.
- **Pick up time:** Please do not arrive any earlier than 2:30. If you have students at other schools, pick them up first. We have supervision here until 3:00.
- Buses arrive around 2:30 and **MUST** be able to get through the passing lane so the fewer the cars, the better.
- Carlin Coppin pick up/drop off is similar to airport parking. *The lane along the curb is ONLY* for pick up/drop off. Parents should not get out of cars or leave cars unattended. Please make sure all school business is complete before entering drop off lane so child can exit/enter car immediately. This keeps the traffic flowing!
- *The passing lane, next to the lane along the curb,* is for passing at any time, just like at the airport. If the car in front of you is still letting a child out, feel free to use the passing lane to go around or exit.
- When entering pick up/drop off lane, **pull all the way forward to sign that says, "Drive-thru line starts here"**. Keep inching up as car in front of you enters passing lane to exit. Again, this keeps the traffic moving.
- Please obey all traffic laws. Do not stop in the crosswalks. Drive with extreme caution as children are EVERYWHERE.

Parking Procedures

- Parking is NOT allowed in the dirt lot directly adjacent to the school, and is not recommended in the dirt lot facing East Street. There is a walking path there used by many families and big cars and small children is a very dangerous combination. If you must park there, please use extreme caution.
- Parking IS allowed:
 - ★ In the main parking lot
 - ★ In the dirt area next to the library (you can only turn right from this parking area)
 - ★ In the neighborhood
- Let's all be role models for our children and as Sparky says,
 - ★ Be Safe
 - ★ Be Responsible
 - ★ Be Respectful



Carlin C. Coppin Elementary School

Title I School-Level Parent Involvement Policy

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Carlin. C. Coppin is fortunate to receive Title I funding. As such a School Level Parent Involvement Policy has been developed.

Carlin C. Coppin Elementary School has developed a written Title I parent involvement policy with input from Title I parents. This was done during meetings with Title I parents and school staff. Additionally, Carlin C. Coppin has distributed this policy to parents of Title I student through mailings. Carlin C. Coppin's policy describes the means for carrying out the following Title I parental involvement requirements [*Title I Parental Involvement, 20 USC 6318 (a)-(f)*]

Involvement of Parents in the Title I Program

Carlin C. Coppin Elementary School Encourages the participation of Title I parents by:

1. Convening an annual meeting to inform parents of Title I students of Title I requirements and their right to be involved in the Title I program. The first meeting will be held at Back to School Night each school year.
2. Offering a flexible number of meetings: meetings are scheduled at the end of each grading period as needed.
3. Involving parents of Title I students in an organized, on-going, and timely way in the planning, review and improvements of its Title I programs and Title I parental involvement policy. Documentation is reviewed at each meeting.
4. Providing parents of Title I students with timely information about Title I programs through newsletter and mailings, any change in program is immediately communicated to parents.
5. Providing parents of Title I students with an explanation of the curriculum, assessments and proficiency levels for state and sanctioned assessments.
6. Providing parents of Title I student, if requested, opportunities for regular meetings to participate in decisions relating to the education of their child. Parents or staff may request meeting with parents and students allowing at least 24 hours of advanced notice.

School-Parent Compact

Carlin C. Coppin Elementary School has jointly developed and distributed to parents of Title I students a school-parent compact outlining how parents, staff and students will share responsibility for improved student academic achievement. It describes how the school and parents will develop a partnership to help their child reach proficiency on the Common Core Standards. The school-parent compact describes the following:

1. The school's responsibility to provide high quality curriculum and instruction.
2. The parent's responsibility to support the child's learning.

3. The importance of on-going communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
4. Additional items may be added by parents of Title I students.

The school-parent compact is jointly developed as part of the initial enrollment process between the student, their parent and the teaching staff. The compact is monitored throughout the school year and is revised as needed.

Building Capacity for Involvement

Carlin C. Coppin Elementary School engages the Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents and the community to improve student academic achievement. To help achieve these goals, the school does the following:

1. Assists Title I parents in understanding the Common Core academic content standards, assessments and how to monitor and improve the achievement of their child through individual school-parent meetings, conferences and during scheduled Title I meetings.
2. Provides materials and training to help Title I parents work with their child to improve their child's achievements. At individual conferences, materials may be provided to meet the specific needs of the child.
3. Educates staff, with the assistance of Title I parents, in the value of parental contributions and how to work with parents as partners to achieve student academic goals through enrollment in conferences, workshops, etc...
4. Coordinates and integrates the Title I parental involvement policy with school programs and support systems, such as resources centers, that encourage and support parents in more fully participating in the education of their child such as the School-to-Home Literacy Program.
5. Distributes information to parents related to school and parent programs, meetings and other activities in a form and language that the parents understand. All information is mailed directly to student's home, translated into the parents' home language. Interpreters are used when working with parents who do not speak English.
6. Provides support for parental involvement activities requested by Title I parents. All requests by parents are acted upon in a timely manner by all staff members.

Accessibility

Carlin C. Coppin Elementary School provide opportunities for all Title I parents to participate, including parents that may speak a language other than English, parents with disabilities and parents of migratory students. This includes providing information and school reports in a form and language that parents understand.

1. Students with limited English Proficiency are enrolled in a structured English immersion program and/or receive English Language Development instruction daily.
2. Parents with limited English Proficiency are encouraged to enroll in the district's Adult Education English as a Second Language program.

Carlin C. Coppin Elementary School

Playground Rules and Procedures

Four-Square Rules

Play: One player starts the game standing inside the server's square (1) by bouncing the ball once and hitting it into any square. The ball must be hit with both hands at the same time, fingers down and palms up (underhand). The ball must bounce only once in a square before it is returned. A player, who misses the ball or fouls, must move to the end of the waiting line and allow another student to take their place. All other players move up in rotation—CLOCKWISE. If there are no students waiting, the person may stay in play. The object of the game is to get another player out and move up to server's square.

Fouls:

1. Hitting the ball more than once prior to its return.
2. Failing to hit the ball with both hands at the same time.
3. Failing to hit the ball with open hands, fingers pointed down, with palms up (underhand).
4. Catching or blocking the ball.
5. Bouncing the ball on a line or out of the court.
6. Failing to return the ball to another square.
7. Being hit by the ball.

Penalty:

A player who commits any foul, moves out of the square to the end of the waiting line.

Other Rules:

The first person waiting is the judge and decides on close plays, active play.

Maximum - - 2 games in a row; no exceptions.

Tetherball Rules

Play: One player, who serves first, is selected. After the first game, the winner serves first. One player stands in each side of the court. The server starts the game by hitting the ball out of his hand. His/her opponent may strike the ball at any time it passes they must try to hit the ball. As the ball travels, each player tries to hit it in an effort to wind the ball around the pole. The player who first winds the ball completely around the pole wins the game. During the game each player must remain in his/her own playing zone, one person on each side of the pole.

The following are “fouls” and play is stopped and the next person waiting takes their turn:

1. Hitting the ball with any part of the body other than the hands or forearms.
2. Touching the pole with any part of the ball or the body.
3. Interfering with progress of the game by hitting the rope with hand or arm. If you touch the rope, you are out.
4. Playing the ball while standing outside of the playing zone.
5. Throwing the ball.

Scoring - The game is won by the player who first winds the rope completely around the pole or by forfeit because of a foul committed by his/her opponent.

Penalty - A player who commits any of the fouls listed above forfeits the game to his/her opponent.

Play stops immediately after a foul has been committed.

Other rules – The next person waiting is the “judge” and decides all close plays. Maximum – 2 games in a row; no exceptions.

Wall Ball Rules

The goal of the game is to strike (hit or sock) the ball in a downward motion so it bounces on the ground then hits the wall.

Basic Rules:

- * 2 people on the court
- * The remaining players gets to serve (winner from previous game)
- * The received must return the ball (no outs on a serve)
- * The ball must bounce before the player hits it.
- * After the player hits the ball it must bounce before it hits the wall
- * The first person in line is the judge if there is a question about a call.
- * A player is out if.....
- * Ball doesn't bounce before hitting the wall
- * Ball doesn't bounce before the player hits the ball
- * The ball bounces more than once
- * The ball hits the very corner of the wall and ground
- * The ball does bounce inside the lines after it hits the wall

- * The ball is stopped or caught

Kickball Rules

Kickball is played with a rubber ball on a field with 4 bases arranged on the corners of a diamond shaped "infield". The rules and player positions for kickball are closely related to those of baseball/softball. There is an "infield" and an "outfield". The infield contains the positions that involve the bases, while the outfield is mainly designated for catching or retrieving the ball when it is kicked out of the infield. Actual playing positions vary depending on the number of children that are playing. If there are only a few children playing, the positions are usually spread out. If there are a good number of players, ideally children position themselves to cover the infield and the remaining students play the outfield.

The pitcher rolls a kickable ball (maximum of four times including foul balls) *(foul ball is kicked outside of the line through home plate and either first or third base)* towards their catcher, the "kicker" kicks the ball with their foot, then runs to first base, becoming a runner. A runner is out if any of the following conditions are met:

- * The ball is caught on the fly from the kick, without hitting the ground first, the kicker is out (a fly out).
- * In the case of a fly out, any runner already on base who attempts to advance before the ball is caught may themselves be counted out if the ball is returned to the base they were on before the ball was kicked.
- * A fielding player with the ball touches the base ahead of a runner who is forced to go to that base, because of an advancing runner behind him (a force out).
- * A fielding player touches the runner directly with the ball while holding it (a tag out). "NO THROWING BALL AT RUNNER".

Basketball Rules

Everyone playing basket ball should be considerate of others. There will be no foul language, pushing, or shoving. It is to be a friendly, non-competitive game. No Score is kept.

Half-court: Only 12 students, divided evenly, can play at one time. If at anytime more than 12 students wish to play basketball the teams will need to divide and play half court. If 12 or less are playing, then you may play full court.

You can't say, "You can't play." If you don't wish to play ball with a person who chooses to play, then go find something else to do. Even if you were there first. It's not a private court.

Man to Man Defense ONLY

3 second shot 5 second throw in

NO:

- * Double teaming
- * Zone defense
- * Jewelry or open toe shoes on court

You will be off the court for no less than a week for the following offenses:

- * Unsportsmanlike conduct
- * Taunting
- * Throwing elbows
- * Fighting, throwing a punch will result in suspension from school

- * Swearing
- * Arguing with the duty teacher
- * Pushing

When the whistle blows, the game ENDS.

Play Structure

Play with SAFETY in mind at all times.

Include others

Swings:

- * Students sit on swings facing the blacktop area
- * Students can swing to a count of 50
(1 swing consists of a forward and backward motion)
- * Students wait in front of the swings to take turns on the swing
- * Students should never jump over the swing seats, twist swings, or stand on swings
- * Students must swing independently. No pushing from a friend!

Monkey Bars:

- * Students begin on the platform and can go through the bars one time
- * They may not hang upside down or swing and jump from the rings
- * Students may not climb on top of the bars

Parallel Bars:

- * Only one student can swing across the center bar at a time
- * Students may not sit on top of the bars
- * Students need to always have their hands on the bar while they are sitting on the side bars. If they choose to hang upside-down they need to continue holding on with both hands!

Slides:

- * Students may only go down the slides seated on their bottom and facing forward
- * They may not climb up the slides nor climb on top of the tube covering one of the slides and may use the slides one at a time only.

Safety Precautions:

- * For safety reasons students should not run in the play apparatus area.
- * No balls, jump ropes, etc. are allowed in the play apparatus area.
- * Tag and other chasing games are not allowed in the play apparatus area.
- * If a ball goes over the fence or on the roof, the student must tell a yard supervisor. Our students are not to go over the fence without permission.
- * Students may not jump off any equipment.
- * Balls are not to be thrown against school walls, only in designated wall ball areas.
- * Coppin students are respectful and include other students in team play. Games may not be closed or locked.
- * Be Safe, Be Respectful, Be Responsible at all times and include others in play.
- * When the whistle blows, recess and all games are over. Students on the blacktop should sit/squat down on the ground, students on the play apparatus should walk to the wall to sit and wait to be dismissed to their lines.
- * All jackets, balls, jump ropes and play equipment should be gathered up and brought in from the playground.
- * Students should not bring toys, balls and other equipment from home for use on the playground.