

# HILLIARD COMSTOCK MIDDLE SCHOOL

## Student Informational Guide

# Believe! Achieve!



We will inspire, prepare and empower every student.  
WE WILL CULTIVATE THEIR CAPACITY TO COMMUNICATE, COLLABORATE, THINK CRITICALLY AND CREATIVELY.

[www.comstockmiddleschool.com](http://www.comstockmiddleschool.com)

# HILLIARD COMSTOCK MIDDLE SCHOOL

2750 West Steele Lane  
Santa Rosa, CA 95403

## Student Informational Guide



Believe! Achieve!

### Mission Statement

At Comstock, our mission is to inspire our students to be global thinkers who will thrive in the 21st Century. We are devoted to developing academic excellence, creating a nurturing environment and fostering an innovative approach to learning. We will cultivate in students a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind.

### SCHOOL COLORS: PURPLE & GOLD

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Grade \_\_\_\_\_

### CLASS SCHEDULE

PERIOD	SUBJECT	RM #	TEACHER
1			
2			
SNACK & RESTROOM BREAK			
3			
4			
LUNCH			
5			
6			

### IMPORTANT CONTACT INFORMATION

MAIN OFFICE	ATTENDANCE	FAX	WEBSITE
890-3885	890-3885 ext: 32110	890-3888	<a href="http://www.hcms.srca.k12.ca.us/">http://www.hcms.srca.k12.ca.us/</a> or <a href="http://www.comstockmiddleschool.com">www.comstockmiddleschool.com</a>

## HCMS Bell Schedule

2022-2023

Period	Beginning	Ending
Period 1	8:15 AM	9:02 AM
Period 2	9:07 AM	9:54 AM
Break	9:54 AM	10:09 AM
Period 3*	10:14 AM	11:04 AM
Period 4	11:09 AM	11:56 AM
Lunch	11:56 AM	12:26 PM
Period 5	12:31 PM	1:18 PM
Period 6	1:23 PM	2:10 PM

## Minimum Day Schedule (day after back to school night; finals)

Period	Beginning	Ending
Period 1	8:15 AM	8:55 AM
Period 2	9:00 AM	9:35 AM
Period 3	9:40 AM	10:15 AM
Break	10:15 AM	10:30 AM
Period 4	10:35 AM	11:10 AM
Period 5	11:15 PM	11:50 PM
Period 6	11:55 PM	12:30 PM

## PRINCIPAL'S MESSAGE

Dear Comstock Middle School Student and Families,

Welcome to Comstock Middle School! Our school is all about overcoming obstacles and achieving success—*your* success!

Your years in middle school are two brief, but very important, years. There are learning standards to master, work habits to practice, and interpersonal skills to develop. You will find high expectations and clear goals in each of your classes. Remember that, more than anything else, success requires *effort* and *never giving up*. We will do everything we can to support you in meeting these challenges—and you need to do your personal best, too.

Four important values guide us toward success at Comstock. The first is safety. We do not want anyone to be hurt physically or emotionally in our school. The second is respect. You need to respect yourself, your fellow students, all of the adults on campus, and our school rules. The third value is personal responsibility. *You* must take responsibility for completing all of your assignments, for taking care of your own property and the school's property, and for behaving appropriately. Finally, our fourth value is kindness: being kind to others and expecting kindness in return is what makes our school feel like an extended family. Let's do our best to treat each other well.

We look forward to working with you to make this year the best one you've ever had in school. Remember to ask any staff member if you ever have a question about anything at Comstock, or whenever you need help. Never feel alone at Comstock—we are here to help you!

Sincerely,

*Ms. Laura Hendrickson*

HILLIARD COMSTOCK MIDDLE SCHOOL



# **GUIDING VALUES**

***SAFETY***

***RESPONSIBILITY***

***RESPECT***

***KINDNESS***

# THE COMSTOCK COMMITMENT TO EXCELLENCE

*As a student I will:*

- Remember that success results from effort and not giving up.
- Keep myself and others safe.
- Read for at least 30 minutes, five days a week.
- Come to class on time, prepared with classroom materials, homework done and ready to learn.
- Set aside time every day to practice learning outside of school & complete my homework.
- Know and follow school and class rules.
- Regularly talk to my family and my teachers about my progress in school.
- Treat all people with respect.
- Take responsibility for my actions.

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Student Signature

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Date

*As a parent/guardian or family member I will:*

- Talk with my child about the value of education.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day on time, with homework completed.
- Support the school's discipline procedures.
- Monitor my child's progress in school.
- Make every effort to attend school events, i.e., parent/teacher conferences & Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Participate by volunteering when possible.
- Respect the school, staff, students and families.

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Parent Signature

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Date

*As a school staff we will:*

- Work as a team in a Professional Learning Community.
- Communicate regularly with families about their child's progress in school.
- Communicate high expectations for every student.
- Endeavor to motivate our students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment.
- Provide assistance to families on what they can do to support their child's learning.
- Relentlessly help every student to succeed.

*~ Hilliard Comstock Middle School Staff*



*in lak'ech*

I AM YOU OR YOU ARE ME

*tú eres mi otro yo.*  
YOU ARE MY OTHER ME.

*si te hago daño a ti,*  
IF I DO HARM TO YOU,

*me hago daño a mi mismo.*  
I DO HARM TO MYSELF.

*si te amo y respeto,*  
IF I LOVE AND RESPECT YOU,

*me amo y respeto yo.*  
I LOVE AND RESPECT MYSELF



-LUIS VALDEZ (1971)  
"PENSAMIENTO SERPENTINO"  
MAYAN INSPIRED POEM

### Mindfulness Skills

#### Stress Management

The stress response is our body's way of warning us when there is danger and getting us to safety. Once you learn the signs of stress in your body, you can be aware of stress as it starts to rise. Many situations can cause stress. These are called "stressors".

Sometimes the way we are breathing can tell us how we are feeling. You can use your breath to help you stay level-headed and even change your mood.

#### Try this: Seated Robin - repeat 3 times

- From a seated position, inhale and draw your shoulders back.
- Exhale, bring shoulders forward and chin down.

Check in question:

*Do you notice any changes in your body when you feel stress? What are they?*

### Self - Awareness

*Self-awareness is the ability to notice your own body, thoughts, feelings and actions. Thought patterns are habits of thinking in a certain way. We tell ourselves a lot of stories about ourselves and about the world around us. "It is always my fault, I'm not good enough, If I was just..., Nobody likes me"! We forget we even tell ourselves these stories, we are so used to them. And deep down inside we believe them, even though they are not true. If we do not recognize this, they can affect our behavior, without us realizing it.*

#### Try this: My Safe Space:

- Find/Create a Safe Space that can be a shelter or retreat. This is a place where you feel safe and secure.
- This place does not have to be a real place, it can be a place that you go to in your mind.
- Your Safe Place allows you to hear yourself, to hear the things that you tell yourself and to understand how you feel.
- Use your breathing to calm yourself.

Check in question:

Can you think of any beliefs you have about yourself? Do you think these beliefs are helpful or harmful to you?

### Emotional Regulation

*Emotional Regulation, closely related to self-control or self regulation, is the ability to experience emotions as they come up without them negatively altering your behavior and health. It's about noticing your thoughts and feelings when they come up. It allows you to choose your actions rather than follow impulses. Low self-control is a significant risk factor for a large range of personal and interpersonal problems.*

#### Try this: Centering

- Go to your Safe Place, use your breathing to calm yourself.
- Try to focus your mind on yourself rather than everything that is going on around you.
- Try to focus your mind on what is happening right now, not in the past or future.
- In your breathing and focus, feel your feet on the floor, notice your thoughts and feelings without feeling like they are taking over you.

Check in question:

How are you feeling? Can you use the idea of being "centered" in your daily life?

### Understanding Your Habits

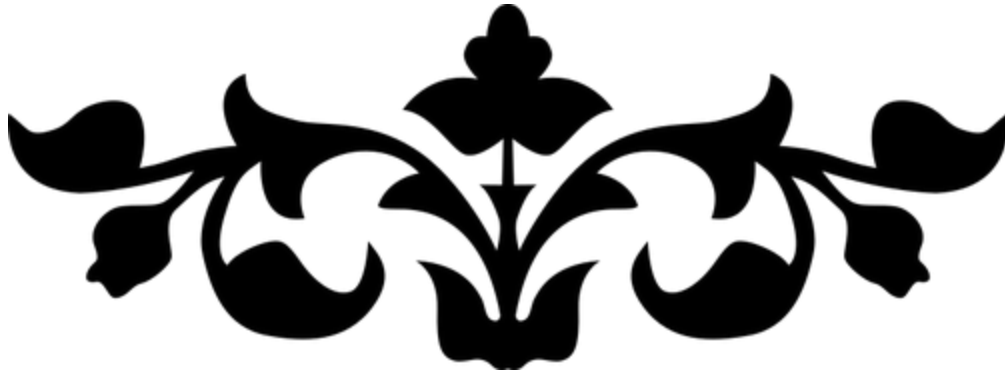
*We don't always understand why we behave the way we do. Taking a closer look at the thoughts we have can give us clues about our beliefs, fears, and hopes that influence our behavior. Getting to the root of why we behave a certain way is the first step in realizing that we have a choice of whether to continue with that behavior. This is especially true with habits, which tend to be hard to break if you don't understand the thoughts behind them.*

#### Try this: Connecting with yourself.

- Go to your Safe Place, breath and center yourself.
- Try to acknowledge some habits that you have that are not working for you.
- Have patience with yourself and others as you work through exploring your habits.
- There is power in forgiveness. To hold onto previous hurts and habits, can negatively affect current and potential relationships.

Check in question:

How is what you are doing, working for you?



- I know I have value and worth because of *who* I am and not because of my failures or accomplishments.
- I am the expert on my own life.
- I have strengths, abilities, and interests.



## Comstock “Chill” Skills

	<p><b>I Calm Myself - aka - “Chillin” Just Breathe</b></p>
	<p><b>I Visit My Personal Haven - Retreat, Relax, Recharge</b></p>
	<p><b>I Tune-In</b></p>
	<p><b>I Use My Words</b></p>
	<p><b>I Have Patience</b></p>
	<p><b>I Let-It-Go</b></p>

# Comstock “Chill” Skills

In life, successful people rely on tools to get things done right. Imagine a mechanic without the right tools trying to work on a car, or a surgeon trying to take out someone’s appendix without any instruments. We see people using the tools of their trade everyday. Successful people also use special tools when working with friends, family and other people they come into contact with daily. We often don’t notice these tools because they are thoughts, words and actions. These tools are just as important in life as the tools used by mechanics, carpenters, and surgeons to get things done right. To know which tools work best for the job, these people practice and practice. Over time, it becomes easier to use these tools only if we practice every day using the tools that help us get along with others and feel good about ourselves. We are going to learn about several tools that we can use daily that help us be more successful. We call these tools “chill skills”. However, just knowing about them is not enough. We must practice and practice so we become good at using them.

Through adopting Comstock Chill Skills, we hope to fulfill our commitment of creating a nurturing environment where all of our students have the capacity for tolerance. We hope to do this by bringing our students skills that they can begin to use here on our campus and continue to use forever in life.

*Together we believe! Together we achieve!*

## Our Skills

### • **I Calm Myself - aka - “Chillin” – Just Breath**

*I take three deep breaths to help calm myself when I am feeling upset or anxious. Purposeful breathing helps to calm the mind and body by bringing in oxygen and turning our focus away from our source of anger or anxiety. Our body and mind become quite and we are able to calm ourselves.*

“Breathing in, I calm body and mind. Breathing out, I smile.” ~ Thich Nhat Hanh

“Feelings come and go like clouds in a windy sky. Conscious breathing is my anchor.” ~ Thich Nhat Hanh

### 🏠 **I Visit My Personal Haven - Retreat, Relax, Recharge**

*My Personal Haven is a shelter, a refuge, a retreat. This is a place where I am safe and secure. My Personal Haven can be a real place or a place that I see only in my mind. My place of safety allows me to hear myself and to understand how I feel. In my Haven I feel secure in myself.*

## I Tune-In

*I make a conscious effort to hear your words and to understand your meaning. I pay attention by looking directly at your eyes, setting aside my distracting thoughts. I show that I am listening by using appropriate body language such as nodding occasionally and making small comments such as “Yes” and “Uh huh”. I reflect on what is being said and ask questions (after you have made your point). I respond with honesty but always assert my opinions with respect.*

## I Use My Words

*I am able to speak my mind in a kind and careful way. I am able to choose my words carefully to encourage others, and to help us feel connected to each other. I do not need to use my words to divide us or to offend you. I can use my words to share how I feel and to help resolve conflicts.*

## I Have Patience

*I am secure enough with who I am to give up control and allow events to unfold. I am able to smile through my boredom and do not become disrespectful. I find peace in knowing that my perseverance and patience will turn into future reward.*

“If you don't get everything you want, think of the things you don't get that you don't want.” ~Oscar Wilde

## I Let-It-Go

*I let the little things go. I don't let unkind words and actions affect me. I am able to ignore the small issues and let them go without turning them into big issues. I am in control of myself and of my actions. I take responsibility for how I feel.*

## Activities

### Skill 1: I Calm Myself

#### Activity

- Let's practice breathing and checking in with ourselves. Take 5 deep breaths and check in with yourself.
- Write for one minute about what you are feeling and thinking right now. You can keep this confidential or can share with the class if you would like.
- Next, write how taking a few deep breaths can help you deal with others: your family, friends, teachers, etc.
- Practice using your breathing tool in the next two days and be prepared to reflect on how it helped you.

### Skill 2: My Personal Haven

#### Activity

- Think about a place that you feel safe and secure. This can be a real place or one you make up.
- Draw your real or imagined quiet place.
- Write five sentences explaining how can you use going to this place to help you in life?

### Skill 3: I Calm Myself, and My Personal Haven - Reflection

#### Activity

- Write a reflection on how using the I Calm Myself and My Personal Haven Skills have helped you this week. If you did not use the skills this week write about a time that you should have used one or both of these skills. Class can discuss.

## Skill 4: I Tune In

### Additional Information:

- The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.
- In order to do this you must pay attention to the other person very carefully.
- You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

### Tip:

*If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.*

### Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

- 1) Pay Attention: Give the speaker your undivided attention, and acknowledge the message.  
Recognize that non-verbal communication also "speaks" loudly.
  - Look at the speaker directly.
  - Put aside distracting thoughts.
  - Don't mentally prepare a rebuttal!
  - Avoid being distracted by environmental factors. For example, side conversations.
  - "Listen" to the speaker's body language.
- 2) Show That You're Listening
  - Use your own body language and gestures to convey your attention.
  - Nod occasionally.
  - Smile and use other facial expressions.
  - Note your posture and make sure it is open and inviting.
  - Encourage the speaker to continue with small verbal comments like yes, and uh huh.
- 3. Provide Feedback
  - Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and ask questions.
  - Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
  - Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
  - Summarize the speaker's comments periodically.

### Tip:

*If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"*

- 4. Defer Judgment
  - Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
  - Allow the speaker to finish each point before asking questions.
  - Don't interrupt with counter arguments.

- 5. Respond Appropriately
  - Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.
  - Be candid, open, and honest in your response.
  - Assert your opinions respectfully.
  - Treat the other person in a way that you think he or she would want to be treated.

### **Activity**

- Take turns telling your partner about a fun activity or trip you recently took.
- While your partner is talking practice being an active listener.
- After your partner has finished repeat what you heard to your partner.

## **Skill 5: I Use My Words**

### **Additional Information:**

#### **●Steps to Getting What You Want:**

If you have difficulty in knowing what you want and communicating it, try these steps:

1. Get clear about what you want: You can't express what you want effectively if you're not clear what it is, so before approaching your partner, your boss or your child with a request, think about it and make sure you can write it down in one clear sentence.
2. Create a good atmosphere: If asking for what you want is difficult for you, don't do it without preparation. Make sure you and the person you're asking both have time, and invite the other person to sit down and talk with you.
3. Simply state what you want: Don't preface your statement with a lot of disclaimers – they make the other person feel accused of something. Just ask, politely, for what you want.
4. Be prepared to accept a “no.”: Remember, if you can't accept a no answer, then you're making a demand, not a request, so have a backup solution. Find a way to get what you want for yourself, even if the other person isn't cooperating. For example, if you don't get that raise you deserve, maybe it's time to begin a job search.
5. Listen politely to the other person's answer: Whether the other person says yes, no, or something in between, listen carefully to what he or she says. Don't get all caught up in a lot of worry and noise inside your head – pay attention. You need to know what the answer is.

### **Activity**

- Work with a partner to create a scenario where you have to ask someone for something, or express a feeling in both a positive and a negative way.
- Present your scenario to the class

## **DUTIES OF PUPILS (5 CCR §300):**

Pupils **must** conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/ others in authority, and refrain from profane/vulgar language. The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Please refer to BP 5131 Conduct for further information.

## **MTSS - Multi-tier Systems of Support**

Over the past few years, the district has been rolling out a program called **Multi-tier Systems of Support** in every school. We utilize progressive discipline and Restorative Practices to evaluate consequences for student behavior. While the school has rules and regulations that we are asking everyone to follow to maintain safety and respect, consequences may be unique to the student and the situation. Overall the restorative approach means that students learn from their mistakes and repair relationships. We have a full-time Restorative Specialist on-site to facilitate this process.

For more information on our district's efforts to build Multi-Tier Systems of Support and restore relationships, see the [Restorative Practices](#) web page.

# **Choose the Behavior, Choose the Consequence**

## **COMMUNITY SERVICE**

Community Service is served after school for 30 minutes. Community Service is generally Campus Beautification, but can also include helping teachers in their classrooms. Parents are notified by phone regarding the date/time of the Community Service.

Community Service can be a consequence for tardies or behavior.

## **CLASS SUSPENSION**

Should a student become a severe discipline problem in class, the teacher has the right to suspend the student from that class for up to 2 days. There will be a teacher conference with the parent/guardian/admin to formulate a plan for the future. This is in accordance with the current Teachers Contract.

## **SCHOOL SUSPENSION**

A student, when suspended, must remain at home or be in the presence of a guardian. In addition, the student must remain away from the school grounds of any school. For suspensions of 3 days or more class work will be requested by Student Advisor/Administration. The parent/guardian is responsible for picking it up and the student is required to return completed assignments to teachers upon returning to school.

## **IN SCHOOL PLACEMENT**

In lieu of suspension from school the student may be removed from his/her regular instruction program due to violation of school discipline policies or violation of the Education Code. The student is placed in the Main Office or the library for the remainder of the day assigned. Classroom assignments are provided by the teacher for the student to complete during ISP. A meeting with the parent/student/teacher/admin will be held as soon as possible in accordance with the Education Code.

## **LOSS OF PRIVILEGE LIST**

The Loss Of Privilege List (L.O.P. List) is for those students who are ineligible to attend school activities or after-school activities due to their inability to behave appropriately and follow school rules, This applies to 8th grade Fun Day and Promotion Activities.

## **GROUND FORS SUSPENSION AND/OR EXPULSION**

A student may be suspended or expelled for acts which are enumerated if the act is related to school activity or attendance which occur at any time including but not limited to any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the brunch/lunch period, whether on or off campus.
4. During, or while going to or coming from, a school sponsored activity.

Subject to the limitations contained in Board Policy 5114.1, a student may be suspended or recommended for expulsion if the Superintendent or the Principal of the school in which the student is enrolled determines that the student has committed one of the following violations:

48900(a)	Caused, attempted to cause, or threatened to cause physical injury to another person.
48915(a) (1)	Calls for mandatory expulsion recommendation if the injury is serious and not in self defense.
48900(b)	Possessed, sold, or furnished any firearm, knife, explosive or other dangerous object.
48915(a) (2)	Calls for mandatory expulsion recommendation for possession of a knife, explosive, or other dangerous object.
48915(c) (1)	Calls for mandatory expulsion recommendation for possession, sale or furnishing of a firearm.
48915(c) (2)	Calls for mandatory expulsion recommendation for brandishing a knife.
48900(c)	Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant.
48900(d)	Offered, arranged or negotiated to sell any controlled substance, an alcoholic beverage, an intoxicant of any kind, and then sold, delivered or furnished another liquid, substance or material and represented it as a controlled substance, alcoholic beverage or intoxicant of any kind.
48915(a) (3)	Calls for mandatory expulsion recommendation for sale of controlled substances.
48900(e)	Committed or attempted to commit robbery or extortion.
48915(a) (4)	Calls for mandatory expulsion recommendation for robbery or extortion.
48915(a) (5)	Calls for mandatory expulsion recommendation for assault or battery upon a school employee.
48900(f)	Caused or attempted to cause damage to school or private property.
48900(g)	Stole or attempted to steal school or private property.
48900(h)	Possessed or used any tobacco containing product.
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity.
48900(j)	Possessed, offered, arranged or negotiated to sell drug paraphernalia.
48900(k)	Disrupted school activities or willfully defied the rightful authority of school personnel.
48900(l)	Knowingly received stolen school or private property.
48900(m)	Possession of an imitation firearm.
48900(n)	Committed or attempted to commit a sexual assault or sexual battery.
48915(c) (4)	Calls for a mandatory expulsion request for committing or attempting to commit sexual assault or sexual battery.
48900(o)	Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness or retaliating against that pupil for being a witness.
48900(q)	A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person, may suffer suspension, but not expulsion, pursuant to the provisions of this section.
48900 (r)	Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
48900.2	Committed sexual harassment.
48900.3	Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
48900.4	Intentionally engaged in harassment, threats or intimidation that is sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating or hostile educational environment.
48901.5	Possessed or used any electronic signaling device, including but not limited to paging and signaling equipment, while on campus or while attending any school sponsored activity.
32051	Engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm or personal degradation or disgrace.
32261 (f)	As used in this chapter, "bullying" means one or more acts by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4.
32261 (g)	As used in this chapter, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to , a telephone, wireless telephone or other wireless communication device, computer, or pager.
35183 (b)	The Governing Board prohibits district students from wearing gang-related apparel, based on its determination that this policy is necessary for the health and safety of the school environment. To further discourage the influence of gangs, the Superintendent or designee shall ensure the school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, including wearing, carrying or displaying gang regalia or making gang-related gestures, staff shall so inform the parent/guardian, and the student may be subject to disciplinary action.

For detailed descriptions of the California Education Code please reference the *Desktop Edition of the California Education Code*.

## **DRESS GUIDELINES**

We want all students to focus on academic success. State law prohibits any form of attire that is obscene, offensive, dangerous or disruptive to the instructional program. Proper attire is the responsibility of the student and his/her parent/guardian. Wearing clothing that is safe will also be enforced. Comstock Middle School has adopted a dress code that is aimed at creating a professional and positive learning environment by reducing inequities and unnecessary disciplinary incidents.

### **General Student Dress applies to all students and will be enforced**

1. Shoes must be affixed/fastened to the feet. Shoes must be appropriate for PE. Shoes cannot have wheels.
2. Undergarment/underwear must be covered. Shirts must include some kind of shoulder strap.
3. Clothing must not be see-through and must cover chest, torso and undergarments to mid-thigh.
4. Articles of clothing which display profanity, hate speech, gang related symbols and numbers, pornography, images or language that creates a hostile or intimidating environment are not permitted. No blankets of any kind.
5. Articles of clothing with images or language depicting drugs or alcohol (or any illegal item or activity) are not permitted
6. Jackets/Sweaters: Have SPIRIT! Wear Comstock Middle School apparel whenever you can!! No blankets are allowed.

### Consequences

1st Violation = Warning/Parent Contact - Student will given a school clothing to wear

2nd Violation = Restorative Reflection Form/Parent Contact - Student will given a school clothing to wear

3rd Violation = Notice of Concern/Detention. Parent/Admin Conference - Student will given a school clothing to wear

*NOTE: Other guidelines may be added as school officials deem necessary after obtaining information from community agencies and/or other resources. As styles continually change, the school reserves the right to add/delete items to the dress code and/or list of inappropriate and unacceptable.*

## **GUM**

Please do not chew gum on campus.

## **MARKERS**

Markers used for class projects/assignments should be non-toxic and washable. Permanent markers (Sharpie) or Paint marker Pens (POSCA) need to stay at home.

## **CELL PHONES & OFFICE PHONES**

All cell phones need to be turned off and in your backpack for the entire day. Starting from when you arrive at school, to the time that you leave. If you have your cell phone out, for any reason (just checking the time) the following progressive consequences will happen:

1st warning - keep your phone

2nd warning -

- In class - teacher keeps it until the end of the period
- Outside - Lunch, brunch passing office keeps it until the end of the period

3rd warning -

- Inside - Teacher brings phone to office for parent pick up
- Outside - the office keeps the phone for parent pick up.

4th warning

- Inside/Outside - teacher/office brings phone to the office for parent pick up



- referral to Restorative

Any further incidents, there will be a meeting between the parents and the Assistant Principal. This could lead to detentions, loss of privileges, or turning your phone in at the beginning of each day to the office for pick up at the end of the day.

Any refusals to hand over the phone, will result in an immediate phone call home and meeting with parent and Assistant principal.

**CELL PHONES AND OTHER PERSONAL PROPERTY ARE YOUR RESPONSIBILITY. THE SCHOOL IS NOT LIABLE FOR LOSS, DAMAGE OR THEFT.**

### **FOOD DELIVERIES**

No food deliveries are allowed..

### **HARASSMENT/SEXUAL HARASSMENT**

You have a right to be free from harassment/sexual harassment at Comstock Middle School and it is expected that you will not harass or sexually harass anyone. Significant discipline consequences will result for anyone engaging in harassment or sexual harassment. Sexual Harassment Codes for discipline are within SRCS Board Policy, SRCS Administrative Regulations, California Education Code and California Penal Code.

Harassment is defined as any behavior that invades the rights of a pupil or group of pupils by creating an intimidating or hostile educational environment.

Sexual harassment is deliberate and/or repeated sexual or sex-based behavior that is not welcome, and not asked for. Sexual harassment is a form of sexual discrimination in education or employment which may be:

1. Physical, such as unwelcome touching or interference with movement,
2. Verbal, such as epithets, derogatory comments or slurs,
3. Visual, such as the display of derogatory cartoons, drawings, or posters.

If you are feeling harassed by anyone at school, remember there are a number of ways to let us help you.

1. Tell a friend so they can help you
2. Tell an adult on campus so they can help you.
3. Download and use the STOPit App. Remember, your tips are anonymous and every tip is acted on.

### **SEARCHES**

The school administration has the right to search a student and their possessions if there is a belief that inappropriate items such as drugs, alcohol, weapons or stolen property have been brought on campus.

Lockers are the property of the school and may be searched at any time.

## **SCHOOL PROCEDURES**

### **ATTENDANCE**

#### **ARRIVING OR LEAVING CAMPUS**

HCMS is a closed campus. Once you arrive on campus, you may not leave without permission. Students must check out with the Attendance Office when leaving and/or returning to school. A dated note signed by your parent/guardian stating the time and reason for leaving is required.

All phone calls to parents for your pick-up, need to be made in the office.

A child may not be released to anyone other than a parent, guardian, or a person listed on the student's Emergency Card. Identification will be required when picking up the student.

If someone other than those listed on the card arrives at the school to pick up a child, the child will not be released.

Adults must report to the office, not the classroom. Children will be picked up in the office.

Every effort should be made to have Medical/Dental appointments scheduled outside of the school day.

### **ABSENCES**

The Attendance Office should be called with the reason you are absent. If a reason for the absence is not communicated to the school, an automated message will notify your parent/guardian that you were absent. All absences must be verified by the parent/guardian with either a phone call or a written note. The note should contain the date(s) of absence, reason for absence and a parent/guardian signature. Consequences for frequent absences could result in a School Attendance Review Team (SART) meeting/contract or referral School Attendance Review Board (SARB) at the district.

You MUST be present for FOUR periods to be eligible to participate in any school related function scheduled for that day. This includes but is not limited to athletic events, dances, clubs, etc.

### **VISITORS**

Anyone wishing to come on campus must check in at the office to receive a Visitor's Pass. Comstock is a closed campus and student visitors are not permitted on or near the school campus during regular school hours. Parents and other adults are always welcome and are encouraged to visit at any time.

### **CHANGE OF NAME, ADDRESS, PHONE OR TRANSFERRING**

Please remember we need to have your most current address and phone numbers. There are many reasons that we need to get in touch with parents. Most important is your safety. Remember that any changes need to get to the office so we can update our system.

### **MEDICATION**

The school must receive a completed Permission for School Personnel to Give Medication form which includes a written statement from the child's physician detailing the method, amount and time schedules by which such medication shall be taken. The form must be signed by the parent and by a doctor and brought to the office to be kept on file.

Any medication to be administered to a child during school must be brought to the school office in its original container with the prescribed dosage.

### **BICYCLES/SCOOTERS**

Helmets are required by California State law for students who ride their bicycles to school. We have safe places to put your bikes when you are at school. Students must provide a lock for their bicycle/scooter. The school is not responsible for loss, theft or damage to your personal items.

### **SKATEBOARDS, ROLLERBLADES (manual or motorized)**

Skateboards can be stored in the Main Office.

### **CAFETERIA/LUNCH**

The cafeteria offers students a nutritious breakfast and lunch program. For families who qualify, free or reduced breakfast and lunches are available. Contact the Main Office or the cafeteria for an application or

more information. Links are available on our website: [www.comstockmiddle.com](http://www.comstockmiddle.com), or <https://mealapp.srcs.k12.ca.us/fma/>

### **LOCKERS for PE**

A locker will be issued to you in P.E. class to store your P.E. clothes. You will be issued an HCMS combination lock from your P.E. teacher, to use. If the lock is not returned, you will be charged \$12.00.

**Remember:** Only locks provided by the school may be used on your locker. Locks are provided free of charge; however all locks must be returned to the school at the end of the year.

### **LIBRARY**

Library hours are posted on the library door. These hours are flexible and can be changed at any time. Use of the library is a privilege. Expectations in the library are that you will work quietly and be respectful. The library may be closed if these expectations are not followed. You are responsible for anything you check out. If you lose/damage it, you will have to pay for its replacement.

### **TEXTBOOKS**

You are responsible for all textbooks and library books issued to you. You will be charged for all lost and damaged books. All textbooks are required to be covered.

### **CHROMEBOOKS**

- Incoming 7th graders will be issued a chromebook from HCMS. They will keep this chromebook until the end of 8th grade. At the end of 8th grade, it will be returned to the high school you will be attending.
- Students are responsible for the safekeeping of their chromebook. You will be given a case to carry your chromebook in.
- You will be charged for loss, theft or any damage to the chromebook.

### **RENAISSANCE PROGRAM**

The mission of the Renaissance Program at Comstock is to create a "Renaissance" or "rebirth" in education. The program promotes and recognizes academic achievement, improvement and attendance.

- **Gold:** Students who receive a 4.0 GPA for the semester will receive a Renaissance Gold Card.
- **Silver:** Students who maintain between a 3.0 and 3.9 GPA with no F's for the semester will receive a Renaissance Silver Card.
- **Purple:** Students who maintain between a 2.5 and 2.99 GPA with no F's for the semester will receive a Renaissance Purple Card.
- **White:** Students who have perfect attendance for a semester or have improved by .50 GPA, will receive a Renaissance White Card.

### **REPORT CARDS**

Grades are reported every Quarter (9 weeks). Semester grades (official transcript grades) will be mailed home at the end of each Semester.

A = Outstanding B = Above Average C = Average D = Barely Passing/Unsatisfactory F = Not Passing

### **PROGRESS REPORTS**

Informal progress reports can be requested directly from the classroom teacher. Students with a grade lower than a C in any subject area may request the Weekly Progress Report through the Counseling Office.

### **ATHLETICS & STUDENT ACTIVITIES ELIGIBILITY**



In order to participate in athletics, Leadership, class office, or similar activities, a student must:

- Have a "C" average (2.0) in the grading period prior to participation.
- Maintain a "C" average (2.0) during the time the student participates in the activity.
- Meet all other eligibility requirements established by the athletic director. Students must have had a physical.
- Maintain appropriate behavior, conducive to a positive school environment.



### **PHYSICAL EDUCATION**

PE Clothing: For hygiene, safety, and student identification/recognition purposes, students enrolled in Physical Education (PE) will be required to dress for PE.

PE clothing includes:

- shorts, t-shirts (clothes with school logo are available for purchase at school; or you can bring your own)
- Sweatpants and sweatshirts are optional
- appropriate footwear is required
- No student will be denied participation in PE nor will any students' grades be adversely affected due to the fact that the student does not have the school PE clothing due to circumstances beyond the student's control.

### **PARTICIPATION EXCUSE**

To be excused from physical education a note needs to be sent by your parent or guardian to the P.E. teacher. Notes from parents to excuse you from P.E. are valid for a maximum of 3 days. Students who are excused by a parent are still required to dress for P.E. Anything after 3 days will be excused only by a physician's note. Physician's note should be given to the Main Office, Health Technician.

### **AFTER SCHOOL PROGRAMS, EXTRA CURRICULAR ACTIVITIES AND CLUBS**

The Boy's and Girl's Club invites you to be part of Comstock's FREE After School Program! All students are eligible to enroll!

The After School Program begins on the first day of school!

#### **THE BOYS & GIRLS CLUB PROGRAM PROVIDES:**

- Homework help
- Language arts and math activities
- Exciting enrichment classes
- Fun Fridays to celebrate a week of excellence
- Supervision in an academic and recreational setting

#### **STUDENT EXPECTATIONS FOR AFTER SCHOOL PROGRAM**

The After School Program is an extension of the regular school day. This means if you break a school expectation, consequences will occur. All participants are required to demonstrate Comstock's Guiding Values of Responsibility, Safety, Respect and Kindness.

#### **REGISTRATION**

Forms are available for you in the Main Office or through the Boys & Girls Club office. Enrollment is on a first-come first-serve basis and is open to all students. Return your completed form with your parent/guardian signature to the Main Office.

#### **PROGRAM HOURS**

Monday through Friday from 2:15 – 6:00 p.m.

### **ATTENDANCE**

On the registration form it should be specified what days you will attend. Attendance will be taken by staff every day. Students that are not absent from school and are designated to participate in the After School Program should report to the After School Program area and check in with a supervisor. If you have a special circumstance or activity that requires you to leave early, an Early Release Authorization Form must be filled out, signed by a parent/guardian and submitted to the After School Program office. ID may be required before student is released.

### **SNACK**

A daily snack is provided. You are permitted to bring food from home, but you are not permitted to leave school grounds to purchase snacks from off campus vendors.

### **RELEASE**

Students must be picked up promptly by 6:00 p.m. The student is to be picked up and signed out by a parent/guardian with a teacher or Site Coordinator.

- Students that walk home are dismissed at 6:00 p.m. and must have parent/guardian permission.
- Any changes in pick-up procedure must be submitted in writing to Site Coordinator.

If you have any questions about the after school program, please contact our office and we would be happy to help you.