



Bullis
CHARTER SCHOOL

Family & Student Handbook

2025-2026 School Year

School Locations:

North Campus (Grades TK-8):
102 West Portola Ave.
Los Altos, CA 94022

South Campus (Grades TK-5):
1124 Covington Rd.
Los Altos, CA 94024

Phone: (650) 947-4100

www.bullischarterschool.com



Superintendent/Principal
Elementary Principal - North Campus
Elementary Principal - South Campus
Middle School Principal - North Campus

Maureen Israel
Dr. Keri Montesino Stewart
Lisa Stone
Cliff Mason II

Dear Families and Students,

We are thrilled to welcome you to the 2025-26 school year at Bullis Charter School (BCS)! Building on the momentum of our 20th anniversary celebration last year and the outstanding academic success of our students, we continue to honor our rich history while embracing opportunities for growth and innovation.

As we embark on this new academic year, we remain committed to fostering an environment where every student can learn, grow, feel safe, build community, and celebrate their unique achievements. The dedication and engagement of our families continue to be the cornerstone of our vibrant school community, and we are deeply grateful for your ongoing partnership in this shared mission.

Understanding our expectations for students and families remains crucial to the continued success of our program. This handbook provides a comprehensive overview of our school norms, guidelines, and expectations, along with important information about the services and resources available to support the diverse needs of all our students.

We encourage you to take the time to read this handbook thoroughly and familiarize yourself with all our school policies and procedures. Should you have any questions, please do not hesitate to reach out to your principal for clarification or guidance.

We are excited to begin another year of learning and growth together, continuing the tradition of excellence that has defined BCS for over two decades!

Sincerely,

Lisa, Cliff, Dr. Keri, and Maureen
Bullis Charter School

Please note that the information contained in this handbook is relevant to our operating under normal circumstances. We recognize there are differences in processes and protocols that may result in adjustments in policies or procedures, and will provide updates to families as the need arises.

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DAILY SCHEDULE

TK/Kindergarten:

8:15 am - 3:05 pm
Breakfast: 8:00 am - 8:10 am
Lunch: 12:00 pm - 12:30 pm

Grades 1-5:

8:35 am - 3:15 pm
Breakfast: 8:10 am - 8:30 am
Grs. 1-2 Lunch: 12:40 pm - 1:00 pm
Grs. 3-5 Lunch: 1:00 pm - 1:20 pm

Grades 6-8:

8:00 am - 3:30 pm
Breakfast: 7:50 am - 8:00 am
Lunch:
11:10 am - 11:30 am (M & F)
11:20 am - 11:35 am (T & Th)
11:15 am - 11:40 am (W)

Extra-Curricular Classes and Activities may occur before or after school hours. This year, Bullis is offering an After-School program for TK-6 grade students, in collaboration with WayToGo Foundation, from 4:30 pm to 5:30 pm Monday through Wednesday (for all students taking part in extracurriculars of the school) and 3:05 pm (TK/K) / 3:15 (1st-5th grade) / 3:30 (6th grade) to 5:30 pm Thursdays and Fridays. For more information, you may contact afterschool@bullischarterschool.com.

On designated early release days, dismissal is at 12:30 pm; lunch is served approximately 30 minutes prior to dismissal.

MAIN OFFICE HOURS

Monday – Friday 7:45 am – 4:00 pm

DROP OFF & PICK UP PROCEDURES

The safety of our students is a primary concern. To provide the safest environment during the drop-off and pickup of children, we ask for your cooperation in following these procedures:

1. PLEASE clarify arrangements with your child about after-school plans each morning to avoid confusion after dismissal. The office is not always able to get messages to students.
2. Students are to be **dropped off and picked up in the designated pick-up/drop-off zones ONLY** (Yellow Curb @ North Campus, Red Curb @ South Campus) and not in the middle of the parking lot/street. TK and Kindergarten parents should park in a designated space in the parking lot or surrounding areas and walk their child(ren) to and from their classroom.
3. Students must enter and exit on the curbside of the vehicle at all times unless a staff member is available to support them.
4. Students who walk or ride bikes or scooters should cross at the crosswalk. Bike and scooter riders must walk their bikes and scooters once on the school grounds.
5. The school provides two colored car signs per student containing student name, grade, and teacher for each student. These should be displayed clearly in the front window of the vehicle in which a student is going home. If you need additional signs for other adults who will be regularly picking up your child, please reach out to our office staff.

6. **After school supervision ends 15 minutes after dismissal.** All students not attending extracurricular classes / activities who have not been picked up by this time will be brought to the office and should then be picked up there. If students are not picked up by parents within 15 minutes of dismissal, the office will first contact parents followed by authorized persons* on the emergency contact list to confirm pick-up arrangements for the student.
7. If your elementary students are permitted to walk/bike home independently, guardians must email the homeroom teacher, office and your principal outlining your permissions and guidelines for dismissal.

*If parents or guardians are planning to travel, it is imperative that the student's teachers and the front office be informed in writing of any changes in plans, guardianship, carpooling, contact information, etc. Please be aware that students will only be released to adults who have been authorized.

Parking Lot Guidelines

The parking lot is very congested before and after school. Please follow these guidelines to ensure the safety and well-being of our entire community:

- **Always enter the parking lot through the entrance and leave through the exit driving slowly (no faster than 5 mph), cautiously, and courteously**
- Please make sure your student(s)' name card is visible in the passenger window (Grades 1-5 Only)
- Pull forward all the way to the end of pick-up/drop-off zones when there are no cars in front of you
- **Stay in your vehicle. Never** leave your car unattended while in the pick-up/drop-off zones or drive-through lanes
- Park your car in a designated parking space only (please **do not park** in the reserved Auction/Benefit Winner spots)
- Ensure your student is ready for drop-off as you enter the parking lot (have backpack, sunscreen on, etc).
- Stay with all students until the designated times when campus adults are present
- **Use the crosswalk at all times when crossing to/from the parking lot**
- At pick-up, please instruct your child to be ready to enter your car when they see you arrive curbside. For safety/security reasons, students are to wait in the designated pick-up zones only, and not in front of the gym (North) or Blach MPR (South).
- Please be sensitive to the concerns of the residents and avoid blocking driveways as much as possible
- Be a good role model by being courteous to fellow parents/drivers and always following the instructions of parking lot safety volunteers and staff members
- Our parking lot expectations can be found in **Appendices 1a-c**.

Leaving School Premises During the School Day

Students are not permitted to leave the school premises unless they are signed out and in the company of a parent/guardian. The office should be notified in writing by a parent/guardian when a student will be picked up during the school day and who will pick up the child. The authorized adult picking up the child must come to the school office to sign the student out, and the student will be called from class by office staff. The adult will also need to be prepared to present government-issued identification for staff to verify that the student can be released. These precautions are for the safety of all students.

If you know that your student will be regularly signed out by someone other than a parent or authorized guardian (including drivers from an after-school program), this person's information should be added as an authorized school pick-up for the student in PowerSchool.

ATTENDANCE POLICIES

Absences

Please inform the school **before 9 am each day** that your child is going to be absent or tardy by emailing attendance@bullischarterschool.com or leaving a message on the Attendance Line (650-947-4100, ext. 2) with the following information:

- Child's first and last name
- Teacher's name
- Your relationship with the child
- Reason for absence or tardy

If your child is marked absent and you have not contacted us with all of the information above, the office will contact you for verification and the reason for the absence. Illnesses, medical appointments, religious holidays/celebrations will be considered excused absences/tardies. For medical appointments, a doctor's note confirming the appointment should also be provided upon your child's return to school. All absences considered illnesses or medical reasons of 3 days or more must have a doctor's note. **All other absences - even if the school is notified in advance - are considered unexcused absences.** A written note or email confirming the reason should be provided to the office for each of your child's absence or tardy.

Tardies

Please help us support each child's learning by making sure your child(ren) arrives on time to school. Students who arrive at school after their designated start time **MUST** come to the office, sign in, and take a tardy slip to their teacher. A student who arrives late to campus after an appointment must still come to the front office and get a tardy slip; this allows the school to update attendance records appropriately.

Sequence of Consequences for Absenteeism

Though all absences and tardies will show up on a student's report card, unexcused absences and unexcused tardies may have additional consequences:

1. 3rd unexcused tardy or absence within a trimester – Parents will receive a first notice letter from the school highlighting the importance of regular attendance and providing practical tips.
2. 6th unexcused tardy or absence within a trimester – Parents will receive a second letter from the school reiterating the importance of regular school attendance. Additional outreach from administrators and/or other school support staff could occur for the purpose of developing a plan

to help improve attendance.

3. If a continued pattern of absenteeism continues following the receipt of a second letter, School administrators will reach out to parents/guardians requesting a meeting to discuss attendance and create a plan to help support the student/family in reaching attendance goals.

We recognize that some tardiness and absences are unavoidable due to some circumstances, but we also know that when students miss too much school – regardless of the reason – it can cause them to fall behind academically. **Per state law, excessive unexcused absences or chronic tardies is considered habitual truancy and could put the student at risk for retention.** We understand some families may face a lack of resources; we are here to help. Please contact Veronica Blajine at vblajine@bullischarterschool.com for more information or support.

Assignments

If your child will be out more than two days, please contact your child's teacher to request any missing work. Teachers provide assignments and materials for students who are out ill for more than two days. Students have two days to complete and turn in work to their teachers upon their return from the absence. In some scenarios your student may be eligible for short-term independent study (more information in section below).

Vacation and Extended School Leaves

Vacation time is provided within the school calendar. **BCS requests that families refrain from removing their children from school for vacations.** If there are extenuating circumstances and it is necessary to miss school for a non-medical situation, the parent/guardian must contact the school a minimum of 10 days in advance of the intended absence to allow time for the school to explore the option for an Independent Study Agreement. Independent study options will not be granted as a means of extended, scheduled school breaks, unless in extreme circumstances. (All extended medical leaves will qualify for a version of independent study - please contact your principal if a situation arises). More information about the independent study process, including the request process, can be [found here](#) as part of our independent study policy on the BCS Website. Please reach out to independentstudy@bullischarterschool.com with any additional questions regarding the independent study process.

STUDENT POLICIES

TK-5 Student Dress Code

Students are expected to come to school in neat, clean, appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not revealing or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist. Hats, hoods, and sunglasses may not be worn inside classrooms or school buildings.

Middle School Dress Code

Purpose: To create an environment conducive to learning in which everyone feels safe.

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waistband without a belt
- Shirts must come down to at least the waistband of skirts, shorts, or pants
- Underwear must never show, whether standing, sitting, bending down, or bending forward
- Shoes must be comfortable enough that you should be able to walk anywhere on campus at any time

Clothing Must Be Appropriate for School Setting

- There must be no sexual or racist remarks on any article of clothing
- No sunglasses may be worn inside the classroom
- No images of or related to drugs, weapons, alcohol, or tobacco may be on any article of clothing

Homework Policy

At BCS, we believe homework should support your child's learning while still allowing time for family activities, play, and rest. Research shows that well-designed homework helps children practice what they've learned in class, develop problem-solving skills, and learn to manage their time. We also know how important it is for kids to have time for other activities that help them grow as well-rounded individuals. Here's what homework looks like at BCS:

Reading for K-5 Students

Your child will have independent reading as part of their regular homework routine. Independent reading offers wonderful benefits – it helps children think more deeply, ask questions about the world around them, and become more aware of different cultures and perspectives. Research consistently shows that students who read independently perform better in school and develop stronger lifelong learning skills. For students in grades 3-5, your child will also respond to their reading in a special notebook called a reader's notebook. Each week, your child will choose from several questions about their reading to answer by the end of the week.

Math for K-5 Students

This year, your child may bring home a math workbook called the "Apply" textbook from our Eureka 2.0 program. Your child's teacher may send this book home at least twice a week for additional math practice that reinforces what they're learning in class.

Grading Policy

In Grades TK-5, teachers monitor and evaluate progress towards mastery of the California Common Core State Standards in Language Arts and Mathematics for each grade level. These, as well as the standards for Social Studies and Science, are measured using a rubric, 1-5, at the end of each trimester:

5: Advanced 4: Proficient 3: Approaching 2: Below 1: Far Below

These numbers do not correspond to 'A', 'B', and 'C' letter grades (nor should they be translated into them). Rather, they reflect a child's current level of mastery in relation to end-of-year expectations for each standard as measured through on-going formal and informal assessments.

For Grades TK-5, Physical Education, Art, Drama, Music, Mandarin, and Technology programs as well as Lifelong Learning Skills are assessed and reported out each trimester using the following evaluations:

O: Outstanding

S: Satisfactory

N: Needs Improvement

In Grades 6-8, English Language Arts, History, Math, Science, Physical Education, Visual and Performing Arts, and World Language are measured using a letter grade, A-F:

A+/A/A- (90-100%)

B+/B/B- (80-89%)

C+/C/C- (70-79%)

D+/D/D- (60-69%)

F (0-59%)

Grades reflect a child's proficiency level in relation to mastery of school and state standards for each of the subject areas as measured through on-going formal and informal assessments. Grades are updated at least every other week in PowerSchool throughout the trimester and are shared on the report card at the end of each trimester.

Technology

The use of computers, the internet, and other technology tools is a privilege for all BCS students, and unacceptable use will result in revocation of those privileges and/or disciplinary action. To use any technology at BCS, students, their guardians, and their homeroom teachers must sign an Acceptable Use Policy (AUP). As outlined in the AUP, students are responsible for the following:

- Students are responsible for their computers, digital devices, and email accounts
- Students are responsible for using appropriate language in email messages, online postings, and other digital communications with others
- Students are responsible for treating others appropriately and will not engage in online bullying, harassment, or other such behaviors while in school or out of school
- Students are responsible for their use of the internet and the BCS server and will not engage in inappropriate behavior
- Students are responsible for their conduct on ALL online sites and understand that what they do on social networking websites should not negatively impact the school learning environment and/or their fellow students, teachers, and administrators
- Students are responsible for being honest while online
- Students are responsible for protecting the security of BCS' network and will not attempt to bypass security settings
- Students are responsible for protecting school property and understand that this includes, but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology device
- Students are responsible for following school rules, including copyright laws, whenever they publish anything online
- Students are responsible for all electronic devices they bring to school and school-sponsored events and will follow all school rules and expectations for any devices
- Students are responsible for all their actions and understand that they will be held accountable for any violations

The main scope of BCS' oversight of students' acceptable use is during the school day. However, violations of acceptable use outside of school hours can negatively affect BCS and members of its community. **Violations of the AUP outside of school that come to the attention of the BCS staff may be treated in a disciplinary manner.**

In addition, at school and school-sponsored events, students may not use any personal electronic devices during the school day without the permission of a BCS teacher. Approved devices must be kept out of sight and turned off during the school day and at school-sponsored events, except when otherwise directed by a BCS teacher or staff member. Electronic devices include, but are not limited to, laptop computers, mp3 or audio/video players, iPads, Kindles or other electronic book readers, and cameras.

Cell Phones and Smartwatches

Cell phones must be turned off and out of sight during the school day, before and after school extra-curricular classes, and during school-sponsored events. During the school day and at school-sponsored events, students who need to call their parents must ask permission from a supervising teacher. Middle School students may have the opportunity to use their phones during the school day, at designated times, and in designated locations. Students who need to call for a ride home at the end of the day may use their cell phones in the pickup area ONLY. The school is NOT responsible for any damage to or loss of a cell phone. Students are responsible for their personal property.

If a phone is taken away from the student, it will be turned in to the office and the student's homeroom teacher will be notified. The first time a student misuses a cell phone, the phone will be taken away, the teacher will call home, and a parent will need to come to the office to retrieve the phone after school. After multiple offenses, a student may be unable to have a cell phone at school.

While smartwatches are allowed at school, teachers will require students to remove smartwatches for any assessments. Additionally, if the watch is a distraction during class time, teachers may require the student to remove the watch. Any continued distractions may result in a call home and the inability for a student to wear their smartwatch.

Lost and Found

Many valuable articles of clothing and other items are turned into the "Lost and Found." Several times during the year, all unclaimed articles are donated to charity. Please reach out to the front office if your student has lost an item, and they can direct you to the lost and found.

Wheels on Campus

Skateboards, roller blades, scooters, bicycles, and similar wheeled devices may not be ridden while on campus, although they may be ridden to school. These items must be kept in the bike rack or the classroom during school hours. Bikes should be walked on campus and locked in the bike rack upon arrival.

BEHAVIORAL EXPECTATIONS / CHARACTER PILLARS

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value school/home partnerships. We see this partnership as an essential component in the social, emotional, and behavioral development of our students. We encourage you to model these expectations with your children and use them in your daily lives as well.

To keep our school community safe, students should never bring the following items to school:

- Dangerous objects (such as pocket knives, laser pointers, etc.) or models of dangerous objects
- Alcohol, drugs, drug paraphernalia, or controlled substances (any student medications should be brought immediately to the school health office and not carried on the student)
- Objects which may be a distraction to the child or disruptive to the class

Behavior expectations are reinforced with fair and consistent consequences. Behavior concerns are handled by the classroom teacher through whole group, small group, and individual support and/or consequences.

To uphold these specific expectations as well as more general ones contained within the Six Pillars, consequences for not meeting them may include a restorative conversation; warning; time out; parent contact; referral to the principal; restitution for defaced, damaged, lost, or stolen property; confiscation of an object; loss of privileges; suspension and/or expulsion. The principal has the final discretion for all consequences. Students are expected to responsibly and respectfully accept consequences for inappropriate behavior. When a violation(s) of the school expectations occurs, parents/guardians will be contacted and may be asked to attend a one-on-one conference. Parents can find here our [Code of Conduct / Expulsion Policy](#).

Students are expected to abide by the BEARS expectations:

Be Empathetic
Encourage Others
Act Safely
Ready to Learn
Solve Problems

Below are the BEARS classroom expectations for all students in all academic settings

Be Empathetic

- Use kind words and actions
- Wait your turn to speak
- Follow directions
- Take care of materials and technology

Encourage others

- Listen to the ideas of others
- Help classmates
- Celebrate the effort of others

Ready to Learn

- Get materials out right away
- Participate in discussions/classwork
- Give your best effort
- Stay on task

Solve Problems

- Take risks
- Try it on your own first
- Ask for help, when needed

- Collaborate
- Ask for a brain or body break

Act Safely

- Keep hands, feet, and objects to yourself
- Be responsible for actions
- Move calmly; be aware of others
- Own and fix mistakes

Classroom Expectations

The teacher and the class will discuss and apply the BEARS expectations as they establish expectations for behavior and consequences for inappropriate behavior within the class. These will be shared and discussed at Back-to-School Night, during regular class meetings, as well as in small group and individual conferencing for the purpose of clarifying expectations and resolving conflicts/problems.

In the event of a serious behavior problem, the student will be sent directly to the office to meet with the principal or designee. The parent will be contacted and procedures will be followed as stated in the [BCS discipline procedures](#), in conjunction with the State of California Education Code.

Lunch Expectations

During lunchtime, students will sit with their grade level at designated tables. TK-5 students are expected to stay seated until they are excused by a lunch duty staff member/volunteer. When students finish eating, they must discard their own trash and walk safely to the play area or back to their classroom. Students are expected to behave in a courteous and responsible manner to their peers and all adults.

Students that wish to participate in the hot lunch program line up at the server window with their lunch order label (distributed daily to students who pre-order) in an orderly fashion and wait for their turn at the window to receive their entree. Once they have their entree, they should take *at least* one (1) fruit or vegetable and milk, if desired. They should then proceed to the meal team staff to drop their lunch ticket containing their student barcode so that it can be scanned/counted. Students who do not have pre-ordered lunches can also proceed through the “emergency lunch line” as indicated above, choosing their entree at the window, upon availability, taking their sides/milk, and dropping their lunch ticket with staff.

NOTE: Please make sure that your child is aware if they have a pre-ordered lunch on any given day so that they know to go through the line to get their food. The School has to cover the cost of any unclaimed food as it is considered non-reimbursable per state and USDA guidelines.

Playground Procedures

1. Balls are only to be thrown as part of a game. They are not to be thrown, kicked, or batted toward others or buildings. No pegging or dodgeball types games are allowed unless organized by a teacher or as part of an organized event.
 - a. Kicking stray balls or running through games is not permitted
 - b. Hard balls, tennis balls, or balls smaller than a tennis ball may not be used
 - c. Bats may only be used during P.E. periods, under the supervision of an adult
2. Sticks, rocks, and tanbark may not be thrown.
3. Tackling other students is not permitted.
4. Students should stay in the designated playground area during lunch and recess.
5. When the recess warning bell rings, students are to stop playing and walk directly and quietly to

their classroom or where they have been instructed to meet their teacher.

6. Food is to be eaten only at designated eating areas, not in the play area. Students are to put the trash into the cans provided.
7. Students should never climb or hang on the fences.
8. To ensure the safety and enjoyment of all students, we ask that children do not bring any personal sports equipment to use during recess. This includes, but is not limited to, items such as balls, jump ropes, and other playground equipment.

Slide

- 1 person goes down at a time
- No jumping off of the slide
- Students must go down the slide feet first
- Get off of the slide at the bottom and move 5 steps away from it
- Wait for the person ahead of you to move away before sliding
- Do not walk up or down the slide

Dome Rules

- One person per hammock
- No pushing/ rough play
- No hanging upside down
- Only 15 people on the outside at a time
- Only 15 people climbing inside at a time
- 5-minute limit if there is a line
- No standing on the hammock
- No eating on or inside the dome
- No jumping on or off the dome
- One line for hammock, and one for dome

Monkey Bars

- You must travel in only one direction
- One person may travel on the bars at a time
- You may not engage in any activity on top of the bars
- No hanging for long periods of time
- No running underneath bars when in use
- Hang only by hands on the bars

Poles

- Slide down only
- Slide feet first

FAMILY POLICIES & PROGRAMS

Family Responsibilities

Educating children is a complex and difficult task requiring close cooperation and understanding between home, school, and child. As parents, you can help the school do its job by:

- Providing a quiet place and time for homework to be completed
- Making certain your child has sufficient sleep and complete, nutritious meals
- Making certain your child arrives at school on time
- Supporting the school's expectation that students uphold the BEARS Expectations.

Change of Address and Telephone Number

It is essential that we have your most current address and phone number for our records. Please ensure that your most current residential address is on file for your child(ren) with our main office and in the PowerSchool system. If you need to make a change, please email powerschool@bullischarterschool.com so that our team can follow up with any additional information needed, including supporting residency proofs.

Student Information Update

Please ensure that the School is kept up to date with essential information for your child at all times. This includes parent contact information, emergency contact names and numbers, health conditions/situations, custody changes, and/or temporary guardianship. This can be done either by emailing office@bullischarterschool.com or inputting directly into the appropriate form (i.e. Emergency Contact) in the PowerSchool Parent Portal. It is important that our faculty and staff have the most updated information for your child at all times in the case of an emergency.

Registration of Visitors/Guests

While all BCS parents are welcome to visit and/or volunteer at the school, for the safety of the students, BCS is a closed campus. All visitors must receive prior permission from the school administration and must sign in at the front office before coming on campus or entering classrooms. We respectfully request that all approved visitors and volunteers follow the policies and procedures outlined in the [Board Registration of Visitors/Guests policy](#):

1. **REGISTER AT THE CAMPUS MAIN OFFICE**, providing their name, age (if under 21 years old), the reason for visiting, and proof of identification (government-issued ID).
2. **OBTAIN SCHOOL-ISSUED IDENTIFICATION** in the form of a printed name badge to be worn at all times while on School premises. This identification should be visible.
3. **REFRAIN FROM DISTURBING** student safety, instruction, and/or property. The Principal/site administrator has the authority to revoke a visitor's registration if disruptions occur.
4. **BE ON THE LOOKOUT** for strangers and those exhibiting suspicious behaviors. If you see something, including a visitor without the school-issued identification, please say something!
5. **FOLLOW THE LAW** and respect school leadership. Any visitor found in possession of unauthorized dangerous instruments, weapons, or devices on school grounds will be reported immediately to the Principal/site administrator and, possibly, to the appropriate local law enforcement agencies. The same is true with any visitors refusing to register or leave upon staff member request.

Forgotten Items

Forgotten lunches, books, homework, etc. may be dropped off in the school office. Please be certain your child's full name and classroom teacher are written on the item. **Please do not go to your child's classroom to drop off items**; the front office will reach out to the teacher. Please refrain from bringing outside lunch to your student each day; only home lunches that have been forgotten should be brought to the office.

Meals at School

BCS participates in California's Universal Meal Program and provides free breakfast and lunch to any student that requests a meal at school. Participation in this Program is voluntary, but free for any student who is on campus during designated meal times. Breakfast is available for students beginning at least 10 minutes before the morning bell (see specific grade level times on page 4 of this Handbook). Students wishing to receive breakfast should plan to arrive at the serverly no later than 5 minutes before their morning bell. Lunch is distributed to students from the serverly at their designated lunch time by meal team staff and parent volunteers.

Students are expected to bring their own lunches or participate in the free-lunch program offered by BCS. The purpose of the lunch program is to provide nutritious, USDA-compliant lunches for students, at no cost to families. Families are requested to [register their child with our lunch vendor](#) and select meals in advance, in order to ensure all dietary needs and choices are met. *NOTE: This needs to be done at least a week in advance.* Additional information on the school lunch program can be found on our website at bullischarterschool.com/schoolmeals.

For safety and USDA compliance reasons, **we cannot allow families to utilize alternative lunch vendors (including DoorDash, UberEats, etc).** In the event your student has forgotten a lunch, please utilize the school procedures around Forgotten Items (see above).

Celebrating Birthdays

Teachers and grade-level teams may have structures in place in their classrooms to celebrate students on their birthdays. We ask all parents/guardians to refrain from bringing food or outside items from the home to distribute on their student's birthday. This helps ensure alignment with campus safety policies and recognizes that all families may not celebrate student birthdays and/or may not be able to afford to purchase items for all classmates.

Procedures for Family Concerns

It is in the interest of both families and staff to address concerns as quickly as possible. To facilitate this process, the following procedures have been established:

1. Parents/Guardians are expected to bring their concerns directly to the school employee for discussion and resolution.
2. When a written or oral concern is received by an administrator, the administrator shall first inform the parent/guardian of this policy and encourage them to speak directly to the employee.
3. If the concern is not resolved at this level, the parent shall bring the concern to the employee's supervisor.
4. All written communications to an administrator regarding a particular staff member will be shared with the staff member unless anonymity is requested. If a parent/guardian expresses a concern in writing and also requests anonymity, the administrator will use their discretion to honor the request while sharing the general content of the letter with the staff member.
5. Additionally, see the [Uniform Complaints Procedure Policy](#) for more information on the process of filing a formal complaint with the BCS Board of Directors.

Bullis Boosters Club (BBC)

There are many opportunities for parents to be involved at BCS! Our volunteers are essential to the enriched program that is offered. The volunteer program operates under the direction of the BBC, and opportunities to serve are available in a multitude of areas including the lunch program, Fall Family Dinner, the Walkathon, and many more! We encourage all BCS parents to be involved in some manner at the school. We hope you will attend BBC Coffees and sign-up as a volunteer for your choice of activity. Visit the BBC website at www.bullisboostersclub.org for information on programs, volunteering, and much more.

SCHOOL HEALTH AND SAFETY

Illness

If your child has been absent due to any illness, they must be free of fever (under 100 degrees Fahrenheit) without fever-reducing medication and episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours before returning to school. If your child has a rash, please do not send them to school until your health care provider has provided documentation confirming that your child is not contagious.

*NOTE: If your child is absent from regular school day activities due to illness, they **may not** participate in after-school extracurricular activities such as rehearsals or practices on absent days.*

Student Medication

All student medication and medical needs should be on file with the front office. No student should carry any medication on their person at any time. Children requiring administration of any medication during the regular school day, both prescribed by a doctor and not, must have a current and complete Authorization to Administer Medication form on file with the school office. Medications may be administered by the school health assistant and other designated school personnel or self-administered by the student if the school has the appropriate supplemental form on file.

Head Lice

If you discover head lice on your child, it is important that you notify the school. If school personnel observe live lice or nits on your child's head, you will be notified immediately and your student will need to be picked up from school. Your child may return to school after initial treatment AND the removal of ALL nits from the hair. Our health staff also checks any students with confirmed cases before returning to class to ensure they are no longer infested. In cases where there appears to be significant spread throughout a particular classroom/cohort, families are notified and strongly encouraged to perform self checks at home. These policies are consistent with current CDPH recommendations on lice school exposures.

Please don't hesitate to reach out if you have questions or concerns regarding your child's health. Our health team can be reached by calling the main offices during school hours or by emailing health@bullischarterschool.com.

SCHOOL POLICIES & PROGRAMS

Harassment, Discrimination, Intimidation, and Bullying Prevention

Discrimination, harassment, intimidation, or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military, and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and will not be tolerated. This applies to anyone on campus or those attending School sponsored activities. Additionally, any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation, or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that they have been the victim of discrimination, harassment, intimidation, bullying, or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying, or retaliation, should immediately report the circumstances following the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor, or other school personnel
- The principal of the school

Complaints may be also be submitted to the school counseling team by any of the following methods:

- Electronically via the “No Bully” online Solution Team Referral forms - [Grs. K-5](#) | [Grs. 6-8](#)
- By phone at (650) 947-4100
- By email at principal@bullischarterschool.com
- By mail at 102 West Portola Avenue, Los Altos, CA 94022

Any teacher, school counselor, or other school employee that receives any complaints of misconduct or personally observes, learns about it from others, or reasonably suspects it has occurred is expected to report it to the Principal so that the School may attempt to resolve the claim internally. Any School personnel who witness an act of discrimination, harassment, intimidation, bullying, or retaliation shall take immediate steps to intervene when it is safe to do so.

For details on what defines discrimination, harassment, intimidation, or bullying as well as more information about the investigation and disposition of related complaints, please read [our board policy](#).

Assemblies

To foster school spirit and a sense of community, all TK-5 learners come together every other week on Friday mornings at 8:40am for assemblies at both the North and South campuses. During these assemblies, classes present the weekly Word of the Week and Words of Wisdom (WOWs). Families will be invited to watch their students' classes make these presentations. Six times across the year on Friday mornings, there are BEARS Awards assemblies, during which children from each class are recognized for emulating one of the BEARS expectations. Families will be informed if their students are receiving a BEARS Award, and they will be invited to attend the BEARS Awards assembly during which they'll be recognized.

Each month, our middle school will gather for a BEARS awards assembly. This event celebrates students who exemplify the values that define the Bullis community. Families of award recipients are invited to join in the celebration. These six assemblies offer an opportunity to strengthen our community bonds and inspire all students to embody the virtues that we cherish.

Field Trips

Program vs. Non-Program

Individual classes may take trips several times during the year in support of the school's educational program. These trips, known as Program Field Trips, are provided free of charge to all students by the school. Students may also choose to participate in additional optional field trips, known as Non-Program Field Trips, offered by the school that are not part of the curriculum. These trips are not mandatory, are not part of the school's curriculum, and do not count toward course credit. Additionally, participation in such trips often requires a fee. For more information on student fees, please reference the [BCS Board policy](#) here.

Parental Permission

Before each trip, the teacher will notify parents/guardians and distribute a permission slip that must be completed by a parent/guardian and submitted to the school. If you do not want your child to go on a particular trip, your child may remain at school where supervision and classroom activities will be provided

Testing

CAASPP

Each spring, all BCS students in grades 3 through 8 take part in the state-mandated Common Core State Standards-aligned California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics. Additionally, students in grade 5 and grade 8 will take the California Science Test (CAST) in science. The results of these tests compare our students' performance with other students in the state.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). The ELPAC is the required state test for English language proficiency (ELP) and must be given to students whose primary language is a language other than English.

State and Federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with [California's 2012 English Language Development Standards](#), and is comprised of two separate ELP assessments:

1. Initial Assessment (IA)—an initial identification of students as English learners
2. Summative Assessment (SA)—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

For more information about ELPAC, visit:

- [California Department of Education ELPAC Resource Page](#) for state questions and answers
- [California Department of Education's Page](#) for a Parent Guide to Understanding the ELPAC

mClass Assessments

Three times each year, students in Kindergarten through second grade participate in mClass DIBELS 8 to measure their literacy skills. In addition, students in Kindergarten through fifth grade take the mClass Math Screener. These assessments are standards-based screeners, not standardized tests, and are designed to track a student's academic growth over time. The information gathered from mClass is used by classroom teachers, school staff, and administrators to design curriculum and create learning experiences that support the individual needs of each learner. Teachers may draw on this data to set personalized learning goals, form small groups for targeted instruction, and identify any additional areas where support may be needed. Importantly, the use of mClass DIBELS 8 also fulfills California's requirement to screen students for risk of reading difficulties, including dyslexia. Families will be notified if their learner is identified as being at risk so that early support and intervention can be provided. If you have questions about your child's testing performance, please reach out to their classroom teacher first. If further clarification is needed, the next point of contact is the Principal.

STUDENT SUPPORT AND SERVICES

Multi-Tiered Systems of Support (MTSS)

MTSS is a comprehensive framework of evidence-based, systemic practices developed to support all students' strengths and needs. A MTSS team composed of school personnel meets regularly to review data and classroom instruction and to provide support and assistance to classroom teachers and parents/guardians. This may include supporting students who are experiencing behavioral, emotional, or academic needs. Regular members of our staff who may serve on the MTSS team include the Principal, School Counselor, Managing Director of Special Education, Chief of Academics and Educational Services and classroom teachers(s). Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration and dialogue, a specific plan is developed for meeting the student's particular needs, in collaboration with the parent/guardian. This plan may include data-driven interventions for use in the classroom, allowing the teacher to track and monitor student progress.

English Learner (EL) Program

The goal of the English Learner (EL) program at BCS is to support English language acquisition so that students still learning English can perform comparably with their English-only peers, fully access the core curriculum and other school programs, and maintain their self-esteem and cultural identity. EL students' needs are addressed through differentiated instruction in the general education classroom by highly qualified homeroom teachers.

In addition, learners receive both integrated English Language Development (ELD), where academic language is embedded across all subject areas, and designated ELD, which provides explicit instruction targeted to their proficiency levels. Each year, EL students participate in the English Language Proficiency Assessments for California (ELPAC) to measure their progress in listening, speaking, reading, and writing English. Families of English learners are also invited to participate in the English Learner Advisory Committee (ELAC), which provides an opportunity to learn more about programs and services, share feedback, and collaborate with the school to support multilingual learners.

Special Education Program

When testing indicates that a student qualifies for Special Education services, an IEP team including the parents/guardians, Managing Director of Special Education, teacher(s), Resource Specialist, Psychologist, and Principal convenes. The student's areas of need are determined and the special education staff develops an Individual Education Plan (IEP), working with the classroom teachers to adapt instruction and assignments, and coordinate support programs as necessary. Reviews of the progress of IEP goals occur each trimester, new goals are developed yearly, and formal assessment occurs every three years. Parents, classroom teachers, or other staff may request a review of the IEP at any time to update and modify the plan before the annual review.

All students with special needs are taught through a collaboration of staff efforts. Students may be seen on a pullout basis, addressing the issues in their IEP and/or on a collaborative basis in the classroom working on assignments within the classes.

The BCS Special Education team includes a Managing Director of Special Education, Resource Specialists, a Speech and Language Pathologist, an Occupational Therapist, and a Psychologist. Parent authorization is required before the testing of a child.

School Counselors

BCS employs counselors to provide mental health and behavior support services for students. The services may consist of: consultation with teachers concerning student support issues, proactive school programming, direct therapeutic intervention with children, small group support, and referral to outside agencies, if appropriate. Our Counselors' expertise and guidance are also utilized on the school's MTSS Team, Individual Education Plans, and Crisis Team. School counseling services are not meant to address student needs for long periods of time. In the event a school counselor determines that extensive counseling services outside of the school setting are recommended for a student's progress, the counseling team will meet with the family to discuss access to outside agencies.

SCHOOL COMMUNICATION

The following outline opportunities for the school to connect with families both in person and at a regular cadence throughout the school year. The list below is not exhaustive.

Summer Socials and Back-to-School Night

These annual events are held before the start of school and in the fall and are an opportunity for parents to meet their child's teacher(s), meet the entire school faculty, and hear about our programs and expectations. It is not a conference time, but rather a time to receive general school and classroom

information.

Classroom Communication

Each teacher will send a newsletter home regularly (typically twice a month) to inform parents of classroom accomplishments and scheduled events. TK-5 students will also bring information home in blue folders. These folders may contain documents to be signed and returned and should be checked regularly.

Focused Learning Goals (FLGs)

FLGs are an essential tool by which teachers, parents, and students use to communicate and focus their work to ensure the needs of every student are being met. The goals for FLGs are aligned to the BCS Strategic Objectives and are developed at the October Parent Conferences (see below). FLGs are developed using data from our school assessments as well as input from our learners and their families. Learners will participate in the process in developmentally appropriate ways. The FLG document will also delineate the parties responsible for implementing, monitoring, and evaluating each goal. FLGs increase in responsibility and rigor throughout a learner's journey at BCS. FLGs for TK/K include one personal goal, 1st and 2nd include one central academic goal (Reading, Writing, Speaking, or Math/Mathematical Practice) and one personal goal. In grades 3-8, the FLGs are developed for academic goals (Reading, Writing, Speaking, or Math/Mathematical Practice), lifelong learning and personal.

Progress on FLGs will be monitored throughout the year:

- Teachers and students will regularly review FLGs
- Updates on the progress of the FLGs will be provided by the end of the 2nd trimester
- Parents/Guardians may meet with teacher(s) during the March FLG conferences / meetings
- All FLGs will be given a rubric score at the end of the year and a year-end Summative Report
- All goals receiving a score of 3 or less will be revisited next year as part of the goal setting process

October and March Parent/Guardian Conferences

We strongly encourage every parent to come to Bullis' scheduled conferences in the fall and in the spring. It is during the fall conference that your child's Focused Learning Goals (FLGs) will be developed for the year, and during the spring conference, progress made towards reaching those FLGs will be discussed. The conference dates are available on the [BCS school calendar](#). Additional conferences can be arranged by contacting your child's teacher(s). Please note, your child may be present during any conference.

Report Cards

Parents/Guardians will receive report cards after or at the end of each trimester (three times throughout the year). These allow parents/guardians to understand how their child(ren) is(are) progressing as measured against the California Common Core State Standards or other relevant standards. Parents/Guardians of children who are not making adequate progress will be contacted during the trimester. If you have any questions about your child's grades, please contact your child's teacher(s).

Email Communications

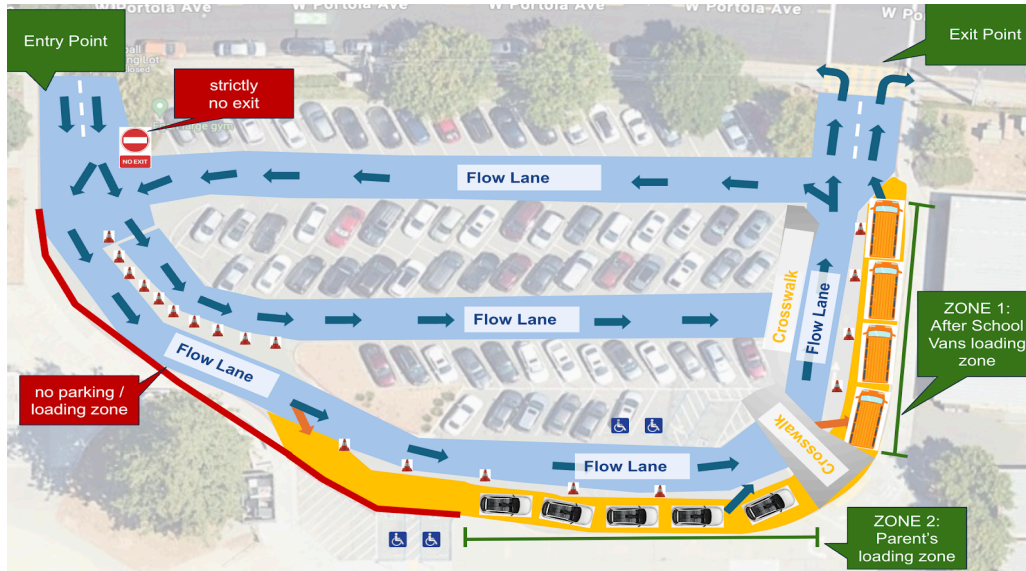
Schoolwide emails will be sent regularly via the “Bear Essentials”, our electronic school newsletter, as well as periodically from leadership/administrators. To receive these communications, parents/guardians must have a current email address in PowerSchool. Parent emails can be updated in the PowerSchool parent portal.

Below is a list of notable BCS email addresses and description of who can be reached at each:

- communications@bullischarterschool.com - Bear Essentials sent weekly from here
- principals@bullischarterschool.com - TK-8 principals
- attendance@bullischarterschool.com - Student Attendance Line
- enrollment@bullischarterschool.com - Enrollment and Re-enrollment Team
- health@bullischarterschool.com - Health Team
- powerschool@bullischarterschool.com - PowerSchool/Teacher Admin Team
- cocurriculars@bullischarterschool.com - Co-Curricular Team
- extracurriculars@bullischarterschool.com - Extra-Curriculars Team
- meals@bullischarterschool.com - Meal Team
- afterschool@bullischarterschool.com - After School Program
- info@bullischarterschool.com - for any other general inquiries

Appendix 1a: North Campus TK-5: Drop-Off & Pick-Up Expectations

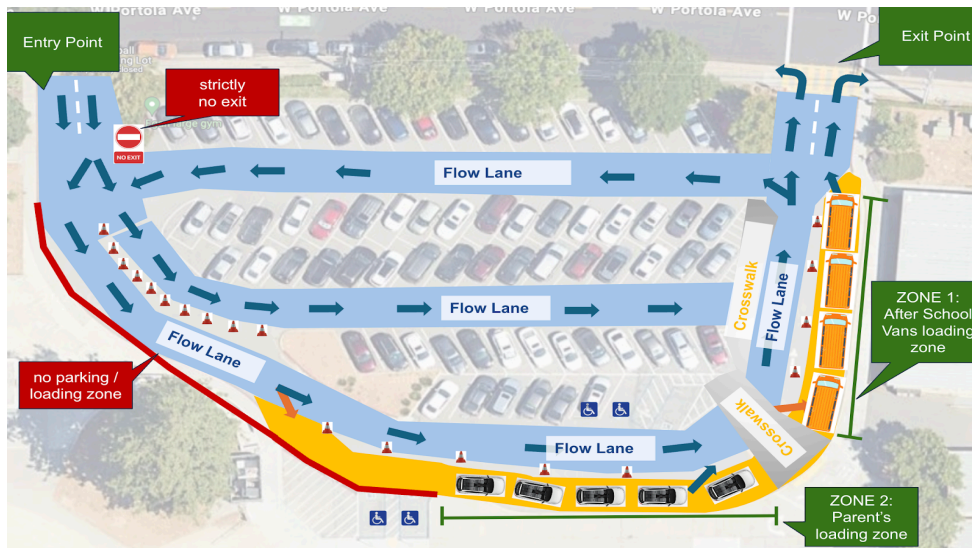
The high density and volume of traffic during student drop-off and pick-up create a challenging situation for everyone involved - and the safety and security of our students are of the utmost importance. A safe parking lot concept requires a one-way system of flowing traffic and dedicated safe loading zones. Please find here a few expectations in regard to guardians' and students' behavior:



- **The Street** is directly linked to our neighborhood. **Please be a respectful and good neighbor:** don't speed, don't block driveways, don't stop or park in front of red curbs and don't make U-turns.
- **The Entry Point** is located on the west side of the parking lot on W Portola Ave. Please **enter extra slowly**, extra carefully and use both lanes. Please **do not stop on the crosswalk** and never attempt to exit from this point.
- **Flow Lanes** are designed to keep traffic moving without interruption. Please do not stop, stay in your vehicle at all times and never attempt to load students. The **speed limit is 5mp/h** across the entire parking lot. **Never stop on crosswalks.**
- **No Parking / No Loading zone** is alongside the red curb. Please wait patiently to pull into the loading zone and **do not load students from here.**
- **Loading Zones** are deemed safe spaces where students can be dropped off or picked up. **Stay in your vehicle at all times and have your student's name card visible** in the windshield. Load your children on the curb side, if possible.
 - **Loading Zone 1** is a dedicated waiting and loading zone for our numerous **after school program vans only**. We kindly ask all families to not load here.
 - **Loading Zone 2** is our dedicated families' loading zone. Please pull all the way forward, remain in your car and ensure a speedy (un-)loading process.
- **The Exit** has two lanes, which require special attention: the right lane only exits to the right lane on Portola Ave. The **left lane only exits to the left** on Portola Ave. Please follow the directions of the crossing guard at all times.

Appendix 1b: North Campus Middle School: Drop-Off & Pick-Up Expectations

The high density and volume of traffic during student drop-off and pick-up create a challenging situation for everyone involved - and the safety and security of our students are of the utmost importance. A safe parking lot concept requires a one-way system of flowing traffic and dedicated safe loading zones. Please find here a few expectations in regard to guardians' and students' behavior:

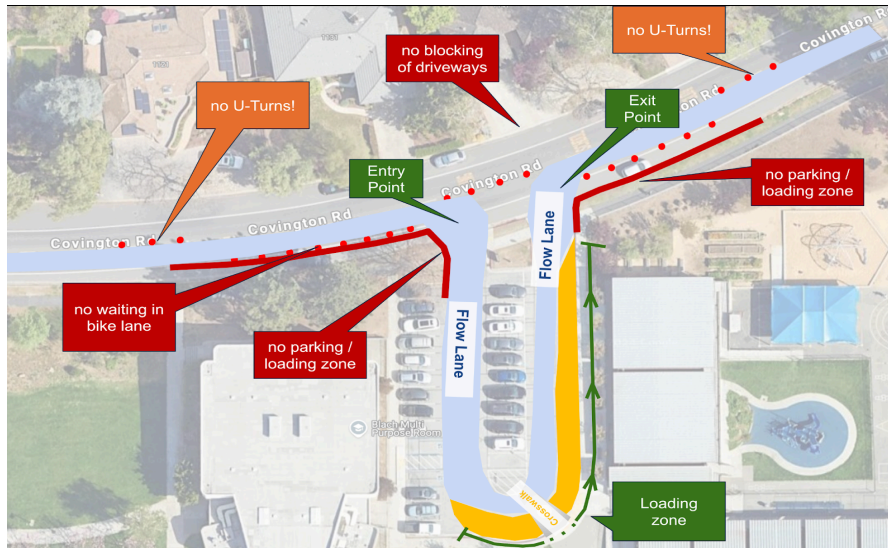


- **The Street** is directly linked to our neighborhood. **Please be a respectful and good neighbor:** don't speed, don't block driveways, don't stop or park in front of red curbs and don't make U-turns.
- **The Entry Point** is located on the west side of the parking lot on W Portola Ave. Please **enter extra slowly**, extra carefully and use both lanes. Please **do not stop on the crosswalk** and never attempt to exit from this point.
- **Flow Lanes** are designed to keep traffic moving without interruption. Please do not stop, stay in your vehicle at all times and never attempt to load students. The **speed limit is 5mp/h** across the entire parking lot. **Never stop on crosswalks.**
- **No Parking / No Loading zone** is alongside the red curb. Please wait patiently to pull into the loading zone and **do not load students from here.**
- **Loading Zones** are deemed safe spaces where students can be dropped off or picked up. **Stay in your vehicle at all times.** Load your children on the curb side, if possible.
 - **Loading Zone 1** is a priority loading zone for our **after school program vans**. We kindly ask all families to give those vans priority - otherwise this zone is safe to use for loading.
 - **Loading Zone 2** is our dedicated families' loading zone. Please pull all the way forward, remain in your car and ensure a speedy (un-)loading process.

The Exit has two lanes, which require special attention: the right lane only exits to the right lane on Portola Ave. The **left lane only exits to the left** on Portola Ave. Please follow the directions of the crossing guard at all times.

Appendix 1c: South Campus TK-5: Drop-Off & Pick-Up Expectations

The high density and volume of traffic during student drop-off and pick-up create a challenging situation for everyone involved - and the safety and security of our students are of the utmost importance. A safe parking lot concept requires a one-way system of flowing traffic and dedicated safe loading zones. Please find here a few expectations in regard to guardians' and students' behavior:



- **The Street** is directly linked to our neighborhood. Please **be a respectful and good neighbor**: don't speed, don't block driveways, don't stop or park in front of red curbs, and don't make U-turns.
- **The Entry Point** is located on the west side of Covington Ave. Please **enter extra slowly** and extra carefully, specifically minding the bike lane. Please **do not wait in the bike lane to pull in or stop on the crosswalk**. Coming from Grant Road, we are encouraged to not take a left into the parking lot as it could jam traffic.
- **Flow Lanes** are designed to keep traffic moving without interruption. Please do not stop, stay in your vehicle at all times, and never attempt to load students in this area. The **speed limit is 5mp/h** across the entire parking lot. **Never stop on the crosswalk**.
- **No Parking / No Loading zone** is alongside the red curbs. Please wait patiently to pull into the loading zone and **do not attempt to (un-) load students from here**.
- **The Loading Zones** are deemed safe spaces where students can be dropped off or picked up.
 - Please **pull all the way forward**, remain in your car and ensure a speedy (un-)loading process.
 - **Stay in your vehicle at all times and have your student's name card visible** in the windshield. (Un) load your children only on the curbside.
 - Please **stay in the waiting line** and do not circle out and back into the parking lot as this is not safe behavior.
- **The Exit** has two lanes, which require special attention: the left lane only exits to the left and the right lane only exits to the right on Covington Rd.