

# **JLS MIDDLE SCHOOL STUDENT/PARENT HANDBOOK**

## **2016-17**



JANE LATHROP STANFORD MIDDLE SCHOOL  
480 East Meadow Drive  
Palo Alto, CA 94306  
(650) 856-5188 FAX: (650) 856-3248  
[jls.pausd.org](http://jls.pausd.org)

**PALO ALTO UNIFIED SCHOOL DISTRICT**

# **WELCOME**

J.L. Stanford Middle School welcomes you to the 2016-17 academic school year. The entire staff, parent leadership groups, and all of our students look forward to a great year of academic growth, intellectual challenge, and many successes.

At JLS, we serve a diverse group of over 1200 students in grades 6-8. Our outstanding and experienced faculty consists of more than 85 teachers and 45 support staff, which includes paraprofessionals, custodians, administrative assistants, and food service workers. We strive to offer our students a balanced instructional program of academic skills and enriching elective offerings.

In order to succeed, students, families, and staff must work together. We are committed to innovation, creative thinking, thoughtful change, community service, and academic excellence. We value honesty, hard work, a positive attitude, diversity, intellectual rigor, reflective communication, flexibility, and a focus on our greatest asset: your children. Most importantly, we value your children and appreciate your support. With your active participation, we will jointly move JLS to its next level of success.

The purpose of this handbook is to provide students and families with important information about our school. It is *not* an all-encompassing document and may not cover every possible situation or unusual circumstance. All Board Policies and Administrative Regulations are available online via the district's website. If you have a question and cannot find the answer in this document, please feel free to call our main office at 856-5188.

We are glad you are a member of the JLS community and look forward to a wonderful year.

## **VISION STATEMENT**

*At JLS we support all students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential.*

## **MISSION STATEMENT**

*JLS is a public middle school that promotes an intellectually rigorous academic experience within a supportive community that values the social, emotional and physical well being of all students. We provide a rich and engaging environment that is dedicated to preparing our students to understand, contribute to, and succeed in a changing world.*

# GENERAL INFORMATION

## (In Alphabetical Order)

Academic Honesty Policy .....	8
Academic Teams .....	9
Address or Phone Number Change .....	9
After-School Athletics .....	10
Announcements - KJLS .....	10
Attendance Policies and Procedures .....	10
Bicycles (see Transportation) .....	37
Books .....	13
Brunch .....	13
Cell Phones .....	14
Cheating (see Academic Honesty Policy).....	8
Class Transfer Process .....	14
Counseling/Guidance Services .....	15
Dances and Other School Events.....	15
Discipline Policies and Procedures .....	16
Dress Code .....	21
Driving to JLS (see Transportation) .....	36
Emergency Information .....	22
Emergency Procedures .....	22
eNews (JLS online) .....	23
Grade Reports .....	23
Guidance (see Counseling/Guidance) .....	15
Health and Safety .....	23
Homework .....	24
Homework Habitat .....	26
Illness/Injury (see Health and Safety) .....	23
Insurance .....	26
JLS Facts.....	7
KJLS (see Announcements) .....	10
Letters of Recommendation .....	26
Library .....	27
Lockers .....	27
Lost and Found .....	28
Lunch .....	29
Medication (see Health and Safety) .....	24
Online Resources.....	29
Parent Teacher Association (PTA) .....	30
PTA Executive Board and Chairs .....	30
Partners in Education (PIE) .....	31
Personal Property .....	31
Physical Education .....	31
Physical Education Lockers (see Lockers) .....	28
Prohibited and Restricted Items (see Discipline) .....	18
Promotion Dress Code .....	22
Saturday School .....	32
Scholarship Assistance .....	32
Schoolology (see Online Resources).....	29

Site Council .....	32
Student Activities .....	32
Student Expectations (see Discipline) .....	16
Student Recognition .....	32
Supervision .....	34
Suspension/Expulsion (see Discipline) .....	19
T.E.A.M. Time .....	33
Teaming (see Academic Teams).....	9
Technology Use and Rules .....	33
Technology User Contract .....	34
Telephone .....	35
Transcripts .....	35
Transportation .....	35
Visitors .....	38
Volunteers .....	39
Withdrawals .....	39
Yearbooks .....	39
<i>Appendix A - PAUSD Board Policies (BP) and Administrative Regulations (AR)</i> .....	40-58

# 2016-17 TEACHING STAFF

## **AVID**

Renee Johnson, Coordinator  
Mary Melnick

## **Connections**

Francisco Lacayo  
Kim Lohse  
Diane Luu  
Mikaela McKenna  
Kari Nygaard  
Tyler Parsons  
Arianne Piedrahita  
Katie Schramm

## **English**

Gerri Bibat  
Misty Breen  
Jennifer Coluzzi, I.S.  
Sarah Coyle  
Sophia Husain  
Renee Johnson  
Kim Lohse  
Kari Nygaard

## **Electives**

### ***Art***

Erik Bowman

### ***Design Studio***

Fred Wiener

### ***Computer/Keyboarding***

Maureen Willis

### ***Drama***

Chris Mahle

### ***Home Economics***

Susie O'Neill

### ***Industrial Technology***

Brad Booth

### ***Leadership/Student Activities***

Michael Harris

### ***Music***

Margaret Billin  
Angelina Fitzhugh  
Esther Hollander  
Rachel McGuire  
***Public Speaking***  
Elizabeth Darby

## **English Language Development**

Sarah Coyle  
Erin Harrigan, Coordinator

## **Exploratory Wheel (6th grade)**

Brad Booth  
Erik Bowman  
Elizabeth Darby  
Andrea Gruner  
Chris Mahle  
Susie O'Neill  
Maureen Willis

## **Library**

Michael Ambrose

## **Mathematics**

Sue Duffek  
Elizabeth Fee, I.S.  
Marissa Ferrante  
Molly Flanagan  
Kate Franklin  
Stephanie Ling  
Steven Shirley  
James Sperry  
Amy Stock

## **Physical Education**

Ericka Berkson  
Natalie Costa  
Dave DeAmicis  
Mike Ferolino  
Michael Harris  
Amanda Holmquist, I.S.  
Zak Ibsen

## **Science**

Fred Berghout  
Ann Lorey, I.S.  
Linda Luo  
Kevin Lynch  
Mary Melnick  
Ron Qian  
Greg Rice  
Robin Young Ames

## **Sixth Grade**

Leonel Argumedo  
Noel Berghout  
LeeAnn Constant  
Laura Easton  
Kerri Jung  
Elizabeth Lewis  
Ashley Lucey  
Diane Luu  
Christina MacMillan  
James Meininger  
Mikaela McKenna  
Jenifer Nevels  
Arianne Piedrahita  
Alex Salzmann  
Katie Schramm  
R. Joe Yribarren

## **Social Studies**

Greg Clifton  
Francisco Lacayo  
Tyler Parsons  
Charlene Ronne  
Megan Shelby, I.S.  
Daniel Tinelli  
Dave Tomatis

## **Special Education**

Jessie Chen, Speech/Lang  
Jenny Chin  
Kim Cowell  
Michelle Junod  
Michelle Matejka  
Darren Torre

## **World Languages**

### ***French***

Jacqui Kandell

### ***Spanish***

Tracy Devers  
Andrea Gruner

### ***Japanese***

Saki Matayoshi

## **Video Production/Yearbook**

Julia Choi

# FREQUENTLY USED TELEPHONE NUMBERS

## **Administration**

Main Office.....	856-5188
Karen Christenson	
Principal.....	856-5188
Lisa Hickey	
Assistant Principal.....	856-5180
Adam Nelson	
Assistant Principal.....	856-5181
Iris Wong	
Dean of Students.....	856-5186
Liz Tucker	
Principal's Secretary.....	856-5155
Judy Lukensmeyer	

## **Guidance**

Guidance Secretary.....	856-5182
Joan Scherer	
6th Grade Counselor.....	856-5175
Ko Vue	
7th Grade Counselor.....	856-5129
Arvind Arya	
8th Grade Counselor.....	856-5174
Sonia Gomez	
Adolescent Counseling Service.....	856-5164
Psychologist.....	856-5166
Stephanie Sheridan	

## **Support**

Attendance Office.....	856-5179
Jamey Boccio	
Budget Office.....	856-5187
Marianne Wilson	
Cafeteria.....	856-5112
Denise Boggs	
Data Processing.....	856-5177
Melissa Kaiser	
Health Office.....	856-5178
Mary McCarthy	
Library.....	856-5132
Glorianne Wong	

## **Other Communication Links**

FAX.....	856-3248
JLS website.....	jls.pausd.org
JLS PTA website	
jlswp.paloaltopta.org	
E-MAIL.....	
To contact a staff member via e-mail, the address is usually formatted without spaces, using the first initial and last name as: "first initial last name@pausd.org".	

# JLS FACTS

## **OUR HISTORY**

JLS opened in 1953 as Ray Lyman Wilbur Jr. High School. Dr. Wilbur (1875-1949) was a physician and Stanford University's third president. He also served as Secretary of the Interior. Wilbur Jr. High was home to the Wilbur Warriors and their colors were scarlet and gray. In 1976 Wilbur became a middle school, along with Terman and Jordan.

Because of declining enrollment, the Palo Alto Unified School District first closed Terman in June of 1978 and then closed Jordan in June of 1985. That left Wilbur as the only middle school in Palo Alto. The district decided to rename the remaining school to help it establish a new identity.

The suggestion to honor Jane Lathrop Stanford was made by a school district committee appointed to pick a new name. Initially there was concern at Stanford University that using the same last name might cause some confusion, however, the committee wanted to name the school after "a very special person". The school board voted to approve the name change beginning in the fall of 1985.

Jane Lathrop Stanford (1828-1905) and her husband, Leland, founded the Leland Stanford Junior University in 1885 in memory of their only child, Leland Stanford Jr., who had died the previous year at the age of 15. She was a generous supporter of orphanages and hospitals, as well as supporting early childhood education and music instruction throughout the Bay Area.

She is credited with keeping the University open during serious financial hardships that followed the death of her husband in 1893. She is also recognized as a woman who contributed to the advancement of women's rights and played a large role in civic decision-making.

## **OUR COLORS**

Our school colors are royal blue and white. Students wear our colors for many occasions, including Spirit Days.

## **OUR MASCOT**

JLS is Panther territory and our Panther mascot is fondly called "animal." JLS students are expected to interact respectfully with our mascot, giving "high-fives" or gentle hugs to greet "animal."

# ACADEMIC HONESTY POLICY

## Philosophy

The primary goals of any educational institution should be to enhance the learning environment and to promote the pursuit of intellectual excellence. The Palo Alto Board of Education believes that the public schools should reinforce the values of our democratic society, teach citizenship, and provide an environment conducive to ethical behavior. The Palo Alto Unified School District community believes that the schools should maintain a climate in which honesty, courtesy, consideration, integrity, and a concern for others are highly valued.

Cheating is an obstacle to achieving these goals. Factors that contribute to cheating include pressure for grades, students not managing their time well in order to complete assignments and unrealistic parent expectations. None of these reasons make cheating acceptable. In any of its forms, for whatever reason, cheating denies the value of education. Our teaching staff strives to put the importance of learning above the importance of grades, and to convince students that their best efforts are all that anyone should expect.

## Definition

Cheating/Plagiarism is taking (*or lending*) at inappropriate times a person's work, information, ideas, research, and documentation, without properly identifying the originator. It includes using unauthorized materials when testing or other acts specified in advance by the teacher. Students need to cite outside sources appropriately. Students shall not copy and use as their own any information taken directly from outside resources (i.e. internet, textbooks, magazines, newspapers, and/or other students, etc.)

The teacher's professional judgment will determine whether cheating has occurred. Students are reminded not to give the instructor cause to consider their actions a violation.

To avoid inadvertent dishonesty, the following list, which is not intended to be all-inclusive, delineates a variety of methods of cheating:

- Looking at someone else's paper during an examination, test, or quiz.
- Talking with another student during an examination, test, or quiz.
- Using any kind of "cheat" notes.
- Letting someone else see one's own or another's paper during an examination, test, or quiz.
- Copying work assigned to be done independently, or allowing someone else to copy one's own or another's work, including computer generated information and programs.
- Forging a signature
- Using a cell phone or electronic device to capture or share information.
- Copying or closely paraphrasing sentences, phrases, or passages from an uncited source while writing a paper or doing research.
- Giving test information to other students in other periods of the same teacher/same course.
- Submitting individual projects not wholly one's own.
- Fabricating or altering laboratory data.

Since individual teachers hold different expectations with regard to homework (i.e., some teachers encourage students to work together, while other teachers may expect an assignment to be completed independently at home), it is the responsibility of the individual teacher to clarify their expectations regarding individual assignments. It is the responsibility of the student to



follow each teacher's directions regarding assignments, including homework, take-home tests, group reports, special projects, etc.

### **Consequences**

When a student has been found cheating, the consequences may include, but are not limited to:

- Conferring with the student
- Contacting parents
- Assigning a non-passing or non-proficient grade for the assignment/test
- Involving counseling/administrative staff
- Detention
- Saturday School
- Lowering report card grades
- Suspension.

Consequences will be assigned on a case-by-case basis.

## **ACADEMIC TEAMS**

JLS is committed to academic teaming as a positive practice and structure of thriving middle schools.

Students in 6th, 7th, and 8th grades are assigned to a team of teachers. In 6th grade, academic teams are comprised of two to three teachers who instruct students in the four core subject areas, English, social studies, math, and science. In 7th and 8th grades, typically four teachers instruct students in the same core subject areas.

One of the main purposes of teaming is to give students a stronger sense of belonging and connection within a larger middle school environment.

Students on a team will experience the same set of academic core teachers throughout their day, will participate in academic team events throughout the year, and will develop primary relationships (academic, social, and emotional) with the same set of caring adults.

Teaming is designed to help facilitate communication among students, between students and their team of teachers, and between parents and their children's team of teachers.

Many teams coordinate events, determine common goals, set shared academic and behavioral structures and expectations, coordinate due dates and assignment calendars to benefit student planning and use common technology tools, such as Schoology, to keep students and parents informed.

## **ADDRESS OR PHONE NUMBER CHANGE**

It is important that parents keep the office informed of any change of address or telephone number. Phone the Data Office (856-5177) with any change. An address change must be followed up by taking the new proof of residence to Central Attendance at the District Office. We cannot officially change an address until that office has verified it.

## **AFTER-SCHOOL ATHLETICS**

The City of Palo Alto Community Services Department manages the Middle School Athletic Program. It is designed to provide a positive athletic experience for 6th, 7th and 8th grade students. The emphasis is on skill building, good sportsmanship, and teamwork. Currently, the sports offered include flag football, cross-country, volleyball, basketball, track and field, wrestling and tennis. Registration is on a first-come, first-served basis. There will be a registration maximum for each sport. A registration deadline will be implemented for each season. Registration is through the City of Palo Alto (not through JLS) by fax (321-5612), in person, or online. Check the City of Palo Alto website for more information.

## **ANNOUNCEMENTS (VIDEO) KJLS**

Students produce video announcements. Announcements include information about school and community events, recognition of student groups or individuals, reminders about school expectations, and other pertinent information.

## **ATTENDANCE POLICIES AND EXPECTATIONS**

### **Attendance Policy**

The Palo Alto Unified School District recognizes that success in school is in part related to prompt and regular classroom attendance. Frequent absences or tardies, which result in a student missing all or parts of presentations, demonstrations, discussions, explanations, and/or other classroom activities, are detrimental to the individual student and the class. Further, school attendance is compulsory as per Education Code (48200); therefore, student non-attendance and/or persistent tardiness are matters of serious concern.

### **Attendance Expectations**

Students that attend school consistently have a greater chance of excelling academically. Being present in the classroom provides students the ability to ask for clarification, engage in meaningful discussion, and take notes in preparation for examinations. Daily attendance promotes educational success and builds stronger relationships with peers and teachers.

The following are the attendance expectations for all students:

- Attend school daily and on time to maximize academic and social success.
- Remain after school when directed by a school official to complete disciplinary or other requirements.
- Be accounted for at all times throughout the school day, to promote safety.
- Abide by district policies related to school attendance.

### **Absence Reporting Procedure**

It is the parent/guardian's responsibility to report their student's absences. Only parents/guardians can excuse a student's absence. Parents/guardians **must call** the Attendance Office every day their student is absent. Messages can be left on the answering machine at all times (650-856-5179) or email ([jlsattendance@pausd.org](mailto:jlsattendance@pausd.org)). If telephone contact is not made, the school requires the returning student bring a note signed by the parent/guardian.

If a student is absent from class for any reason and has not cleared the absence with the Attendance Office, they will receive an automated phone call at home to alert the parent/guardian that they have been marked absent. The information relayed by the automatic

dialer is not necessarily a complete or accurate representation of the student's attendance activity, nor does it mean that the student has a cut. A phone call by the automatic dialer is a reminder that the absence must be cleared. Any absence not cleared by the guardian within 72 hours will be treated as a cut.

Detailed attendance information, including student attendance records by course, period and day is available for both students and parents to review through the Infinite Campus Parent/Student Portal. If a student has been marked absent by mistake, the student should contact their teacher to make the correction.

### **Excused and Unexcused Absences**

**"Excused Absences"** fall into one of two categories:

1. Health – Absences due to illness, medical appointments, or quarantine.
2. Warranted – These include, but are not limited to the following:
  - Court Appearance
  - Bereavement
  - Funeral service for member of immediate family
  - Religious Purposes

The teacher of any class from which a student is absent shall determine what assignments the student shall make up and in what period of time the student shall complete such assignments. Upon satisfactory completion, full credit shall be granted. The tests and assignments shall be equivalent to, but not necessarily identical to, that which the student missed during the absence. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

**"Unexcused Absences"** include, but are not limited to:

- Truancy
- Missing the bus
- Shopping
- Babysitting
- Over-sleeping
- Car trouble/traffic problems
- Staying home to do homework
- Staying home due to being up late the previous night (even if related to school activities – dances, drama, sports, etc.)
- Family vacations

### **Health Related Absences**

The district realizes that students may experience illness or health issues (physical/mental) throughout the year, requiring them to be absent from school. In order to provide appropriate supports to students with situational or chronic health issues, the following procedures apply.

In health related cases, in which the student is absent 5 consecutive full days, a physician's note is required in order to excuse the absences. In cases where the student is absent over the equivalent of 10% of class time for any individual class in the semester (after state enrollment date) for health reasons, a physician's note is required in order to excuse the absences. Health related absences may not be excused without appropriate medical documentation provided by a physician or other licensed medical provider. Chronic absences shall be referred to the health office or district nurse.

### **Health Appointments**

Parents should make every effort to schedule appointments outside of school hours. However, if not possible, parents are urged to consider varying the times of the day during which health appointments are made in order to avoid missing the same class consistently. If a student must leave during the day for a doctor/dentist appointment, they should report to the Attendance Office prior to the first period class with a note, phone call or email from the parent/guardian to receive a permit to leave. If a student returns to school the same day, they are required to report to the Attendance Office before returning to class to provide verification of the health visit.

### **Family Trips**

We realize there are times families need to travel for various reasons during the school year. However, family trips are not considered excused absences as per Education Code 48205. We want parents to understand that classroom instruction and the interactive dynamic of the classroom experience are irreplaceable. While unexcused, students may be given the opportunity to make up missed work. Teachers may assign such makeup work as necessary to ensure academic progress, not as a punitive measure. Families should contact teachers and make arrangements ahead of time. Extended Absence Reporting and Planning forms are available in the Attendance Office.

### **Early Dismissals**

All PAUSD Middle Schools are “closed campus” and students may not leave the campus while school is in session. Students who leave the campus without prior permission will receive a cut. If it is necessary to leave school early, the student must bring in a note from the parent/guardian on the morning of the day of the absence. Because of our concern for student safety, telephone requests for dismissal will not be honored. In addition, students may not be released to any individual(s) other than those listed on the student's emergency card unless written permission is given.

### **Truancy**

Absences, which do not qualify as excused as defined in Education Code, shall be considered in this category. Education Code 48260 (subdivision (a)) provides that a student is truant if that student is:

- Absent from school without valid excuse three full days in one school year, or
- Tardy or absent for more than any 30-minute period during the school day.
- Without a valid excuse on three occasions in one school year or any combination thereof.

### **Tardies (Under 30 minutes)**

Being punctual is an important personal habit to develop to promote school success. Students who are late for class miss valuable instruction and unnecessarily interrupt their classes. A student is considered “tardy” if not in the room or at the place designated by the teacher/school staff at the beginning of each period. Students arriving late to class shall be marked tardy unless they arrive with a written excuse from a staff member. If the PAUSD bus is late, the student should get a “Late Bus” pass from the Attendance Office. All teachers will share their expectations and consequences for tardy behaviors at the beginning of the school year.

Counseling and administrative staff will follow up on excessive tardies.

- At **5 tardies** the student is assigned one lunch detention. The student may lose dance and activity privileges for a specified time period. A meeting may be held with a counselor or an administrator to discuss the issue.
- At **10 tardies** the student is assigned two additional lunch detentions. The student loses dance and activity privileges for a specified time period. A meeting may be held with a counselor or an administrator to discuss the issue.

- At **15 tardies** a letter is sent home, and the student is assigned one Saturday School detention. The student loses dance and activity privileges for a specified time period. A meeting is held with a counselor or an administrator to discuss the issue.
- **For every 5 tardies after 15 (20, 25, 30 . . .)**, the student will be assigned another Saturday School.

In addition, the student may be referred either to SARB (School Attendance Review Board) or an SST (Student Success Team) meeting.

### **Cuts (Tardies over 30 minutes)**

Absences or leaving class or school without parent, guardian or school approval will be marked as “cuts.” Students will be given one full day following an absence from school to clear any cuts. Cutting class periods is considered extremely serious and detrimental to school success. At the secondary level, three cuts in any one period are equivalent to three absences. Administrators and counselors will involve parents in resolving the cutting of class periods. Cutting of class periods may result in detention and/or loss of school privileges, with a possible referral to the School Attendance Review Board (SARB), if necessary.

### **Actions to Address Poor Attendance**

Given the importance of school attendance to academic success and the requirements put forth by Education Code stating that school attendance is compulsory, the district makes every effort to keep students engaged in school. The following actions may be taken to address poor school attendance:

- Parent contact/meetings to discuss school attendance.
- Development of attendance contracts.
- Providing in-class consequences.
- Assignment to Saturday School.
- Denial of work permits
- Referral to SARB

### **School Attendance Review Board (SARB): (Ed. Code, 48320)**

SARB is a district-level committee, which diverts students with serious school attendance or behavior problems from the Juvenile Court System and provides a forum where the problems affecting school adjustment can be discussed and solutions reached. To prevent students from establishing a continuing pattern of poor attendance or behavior, SARB may make dispositions which range from returning a student to the school of attendance under strict contract to making an involuntary transfer to another district program or educational option. Whereas the primary purpose is diversion, SARB is also the primary vehicle for referring students to the Juvenile Justice System once it is clear that they can no longer profit from the resources the school district has to offer.

## **BOOKS**

Library books and textbooks, including paperback books, are the property of the school district. Students must return the same textbooks they were issued. Students are expected to maintain books in good condition. Replacement for lost or damaged school materials must be paid for by students in order to participate in non-curricular school activities. Fees for textbooks can be viewed through Infinite Campus.

## **BRUNCH**

Brunch is a 10-minute break mid-morning. During this time, students may have a snack that they brought from home or they may buy food items from the cafetorium or snack bar.

## CELL PHONES

- Students must not use cell phones or have them visible during the school day. The phone must be **turned off and secured in your locker** until the end of the school day. Using a cell phone or having it visible is also prohibited during school-sponsored events, e.g. dances and field trips, even if they extend beyond the regular school day hours.
- There is a student phone located in the Guidance Office to be used for school business or in case of emergency.
- **Inappropriate or illegal use of a cell phone may lead to confiscation, disciplinary action, and/or police involvement. School staff may require that a parent/guardian come in to pick up a confiscated phone.**
- The school is not liable for phone loss or damage. Students or parents should alert the main office of any phone theft or damage and then promptly inform the Palo Alto Police Department.

## CLASS TRANSFER PROCESS

The program at JLS is built around collaborative teams of teachers and counselors who work together with the same group of students. Creating students' classes involves balancing various factors including achievement, gender, ethnicity, special needs, etc. The process the staff uses for each student is intended to provide the most productive and meaningful learning experience possible.

A change in a student's core academic schedule (English, math, social studies, science) will mean a change in the entire team of teachers with whom the student works – not just one teacher in isolation from his or her team. Elective classes may be affected as well.

No class change will be made during the first two weeks of each semester unless school personnel initiate a change in order to balance a class or to address an incorrect placement. **No class change requests will be considered the first two weeks of each semester.** After the first two weeks of each semester, requests to drop or change classes require a student/teacher conference and parent/teacher communication before the change will be made. Any class change must follow these procedures:

- A student/teacher conference and a parent/teacher communication to address any concern(s) must take place.
- Student, teacher(s), parents and counselor confer to work toward a positive solution within the present classroom. The goal of the conference is to share information, to problem solve, and to work toward a mutually acceptable solution. Results of the conference must have written documentation and include a time line for re-evaluation. Student, parents, teacher, counselor, and department instructional supervisor (I.S.) receive a copy of the report.
- An outgrowth of the conferencing procedure may be a referral to the Student Success Team. This referral may be made by the student, parent, teacher, or counselor. A Student Success Team meeting will be scheduled at the earliest possible time.
- If the problem is still not resolved by the agreed upon time, a letter from parent or teacher stating reasons for the request must be forwarded to principal, with copies to I.S. and counselor.
- Administrator, after reviewing all pertinent information, makes final decision.
- After the administrative decision is made, a rationale should be given to all parties in writing.

## **COUNSELING/GUIDANCE SERVICES**

Counselors oversee support services for each grade level. They work with students, staff and parents to promote the academic, personal, and social development of each student. Parents who have questions or concerns about a single class should contact the teacher. If the concern is more widespread, consult the counselor. The counselor is able to arrange for an array of other available support services, including individual, group, or family counseling provided by Adolescent Counseling Services (ACS), and the services of school psychologists and a district health specialist. Students can request appointments with the counselor by signing up in the Guidance Office before school, during brunch or lunch or after school. Students should not come to see the counselor during class time without a call slip or hall pass.

## **DANCES AND OTHER SCHOOL EVENTS**

- JLS schedules school-sponsored dances and other events during the school year. All dances/events are open to all grade level students. Because refreshments are provided at a nominal cost, none can be brought into the dance.
- The school's prohibition of using cell phones or having them visible extends to all school social events. Students must check their cell phones or other electronics at the coat-check room.
- Leadership class students will sell dance/event tickets during the week of the dance/event at lunch and after school. Library fines and overdue books must be cleared in order for a student to purchase a ticket. Students are to sign their tickets when they buy them, and attend the dance/event using only the ticket they purchased and their student ID.
- Each dance/event will start at 7:00 p.m. and usually end at 9:30 p.m.
- Students will not be allowed to enter the dance/event after 7:30 p.m. and will not be allowed to leave before 9:30 p.m.
- Students and their parents must pre-arrange in writing with the grade-level administrator any special circumstances for late arrival or early departure.
- Once students leave the dance/event, they must leave campus; they will not be allowed to re-enter.
- All students must be picked up or leave campus by 9:45 p.m. If a student is not picked up from a dance/event within one-half hour after the dance/event ends, they will not be allowed to attend the next dance.
- Safety of our students is our primary concern. Students engaging in any behavior deemed unsafe by an adult supervisor may be asked to leave the dance/event and their parents will be contacted to remove them from the dance.
- Only current JLS students are allowed to attend the dance/event. A JLS student ID card is required to be admitted. No guests are allowed.
- Students should not plan on going to their lockers at all. There will be a place to store coats and cell phones during the dance/event; money for snacks should be kept with the students.
- Dance decorations are not to be handled or taken down.
- Students need to dance appropriately. "Freaking," "moshing," "twerking," or other types of inappropriate dancing are prohibited. Students are not allowed to "make out" or engage in any other type of inappropriate public display of affection.
-

- The JLS dress code will be enforced for all dances/events. If students are in violation of the dress code, they will be given a chance to fix the problem. If students do not comply, their parents will be contacted and students may be sent home.
- Any students who attend school activities under the influence of drugs or alcohol will be suspended from school and there may be more serious disciplinary consequences. They may lose school privileges for the remainder of the year.
- Students who demonstrate one or more of the following between one event and the next may not attend:
  - 5 tardies
  - 2 discipline referrals
  - 1 suspension
  - Any truancy (cutting class)
  - Library fines (books overdue for more than one month) and/or missing textbooks from previous years
  - Other fines or outstanding fees
  - Poor behavior at previous dance/event.
- Additionally, unless prior arrangement has been made between a parent/guardian and the dance/event sponsor, students who are absent from school the day of the dance/event may not attend that evening's dance/event.

## **DISCIPLINE POLICIES AND PROCEDURES**

### **Philosophy**

The discipline policy of the Palo Alto Unified School District complies with the California Education Code, Title V of the California Administrative Code, and the California Penal Code. (See Appendix A.)

The maintenance of effective school discipline is a significant part of the educational process and is important in providing meaningful learning experiences. Discipline should not simply be punishment for misbehavior, but should also include active, positive efforts to change behavior. Although often necessary, and an effective short-term deterrent to behavior problems, punishment alone is the least effective means of changing behavior. Effective behavioral change includes individualized efforts to teach acceptable school behaviors and to reinforce self-esteem. Discipline at the site level should include positive behavioral support to assist students in resolving problem behavior and encourage personal responsibility. In order to be effective, consequences for misbehavior should be: (1) graduated, (2) the responsibility of the student, and (3) consistently monitored for the entire period of disciplinary action. The goal of all discipline should be to encourage positive behavior and to produce a safe environment for all students. The most effective discipline plans are the product of mutually supportive parent-school partnerships.

### **Summary of Student Expectations**

1. Show respect for each other and all staff members, as well as for school property and the property of others.
2. Be on time, prepared for class, and follow each teacher's individual classroom rules and procedures.



3. Bring only appropriate items to school. (See *Prohibited and Restricted Items*.)
4. Conduct yourself in a safe and orderly manner. (JLS is a "hands-off school".) Running is allowed only in grassy areas; tackling is not permitted. Roughhousing and horseplay are not appropriate or safe at school.
5. Dress appropriately for school. Please refer to *Dress Code* for requirements and consequences.
6. Observe all bicycle and other wheel rules. (See *Bicycles and Other Wheels*.)

### **Teasing and Bullying**

Teasing and bullying are different, but both can be hurtful. Teasing is upsetting and annoying. Bullying is being hurtful on purpose. Both of these can seem cruel and can be anything from making fun of someone, stealing from them, insulting, threatening, humiliating, spreading rumors, and/or gossiping about them. Teasing and bullying can be physical, verbal, or communicated by digital technologies.

#### **What to do if you are bullied:**

- **Stick with friends:** There is safety in numbers. Avoid being alone in target areas like locker rooms, restrooms, and places where the bully hangs out.
- **Be assertive and confident:** Stand up for yourself. Use body language to show you are not afraid. Stand up straight and make eye contact.
- **Don't respond to the bully:** Walk away. Don't escalate. Get out of the situation. Report the incident to an adult immediately.
- **Get Help:** Don't keep it a secret. Go to adults for help and report all bullying incidents.

#### **What to do when someone else is bullied:**

- **Be an upstander:** When no one speaks up, bullies learn they can get away with it.
- **Refuse to join in:** Don't take part in the bullying. Refuse to watch or stay in the same place. Move away immediately if you can't stop it.
- **Speak out:** Distract the bully by changing the subject or using humor. Talk to the bully later, in private.
- **Give support:** Make an effort to include others who are normally left out or rejected.
- **Get an adult:** Report any bullying you see immediately to teachers or other adults.

The above information is adapted from *Kids' Health* published by The Hospital for Sick Children and from PIRC (Prevention Information Resource Center).

### **Non-discrimination/Harassment**

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including harassment, intimidation, and/or bullying of any student, based actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation,

gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Discrimination includes harassment, intimidation, or bullying, consisting of physical, verbal, nonverbal, or written conduct, based on one of the categories listed above, that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. Prohibited discrimination also includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

JLS does not tolerate harassment in any form. Students are expected to be respectful of everyone and avoid actions that may impair a student's ability to function or impact the emotional well being of a student. Unacceptable behaviors include:

- **PHYSICAL BULLYING** – hitting, kicking, or other physical abuse, or threatening violence;
- **VERBAL BULLYING** – name calling, teasing, swearing and putdowns;
- **SOCIAL BULLYING** – deliberate excluding of others, rejecting, humiliating, spreading rumors;
- **RACIST BULLYING** – making fun of someone's culture or traditions, calling racial names, mimicking a language or accent;
- **SEXUAL BULLYING** – “pantsing”, unwanted physical contact; sexual comments, gestures, drawings; comments about gender or homosexuality; and
- **CYBER BULLYING** – being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies.

**Students involved in any of the above behaviors will be subject to disciplinary consequences, which may include lunch detention, Saturday School, suspension, or even expulsion.**

### **Prohibited and Restricted Items**

Examples of **restricted** items include, but are not limited to, the items listed below. They must be locked up/secured during the school day, and used only before or after school. In many instances, we discourage having these on campus at all.

- Personally owned music/media players, cameras, tablet computers, electronic games, and other electronic devices
- Cell phones/camera phones
- Bicycles, skateboards, long boards, scooters, and other wheels

Examples of **prohibited** items, **which are not permitted on campus**, include but are not limited to:

- Alcohol, drugs, tobacco, “e-cigarettes,” or any other controlled substance and/or paraphernalia
- Steroids
- Dangerous objects, i.e., firecrackers, pops, explosives, laser pointers
- Matches, lighters, and other incendiaries
- Obscene or profane material in print, graphics, or video
- Permanent markers and/or spray paint (e.g. “sharpies”)

- Weapons including: **guns of any kind** (play, water, cap, squirt, imitation firearms, toys that look like guns, BB guns, pellet guns) and **knives of any kind** including: locking, pocket (of any size), switchblade, Swiss Army, steak, etc.
- Pocket knives

Students are sometimes allowed to have pocketknives at home. **They are not allowed at school at any time, for any reason.** School restrictions are like airport restrictions regarding knives of any kind. If a student has accidentally left a pocketknife in their pocket, they should immediately bring it to the office. An administrator will give the pocketknife to the student's parent. If a student shows or reveals a pocketknife to another student in any way, even for a moment, school suspension or other disciplinary rules will be administered.

**Any weapons or illegal, dangerous items or substances brought to school will lead to immediate discipline and/or police action.**

### **Suspensions and Expulsions (Education Code §48900)**

A student may be suspended from school or recommended for expulsion if the principal of the school in which the student is enrolled determines that the pupil has:

- **Physical Injury** Caused, attempted to cause, or threatened to cause physical injury to another person.
- **Willful Use of Force or Violence** Willfully used force or violence upon the person of another, except in self-defense.
- **Dangerous Objects** Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- **Drugs or Alcohol** Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- **Sale of Drug/Alcohol Look-Alike Substance** Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- **Robbery/Extortion** Committed or attempted to commit robbery or extortion.
- **Damage to Property** Caused or attempted to cause damage to school property or private property.
- **Theft** Stolen or attempted to steal school property or private property.
- **Tobacco** Possessed or used tobacco, or any products containing tobacco or nicotine products; does not prohibit use or possession by a pupil of his or her own prescription products.
- **Obscenity/Profanity/Vulgarity** Committed an obscene act or engaged in habitual profanity or vulgarity.
- **Drug Paraphernalia** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- **Disruption/Defiance** Disrupted school activities or otherwise willfully defied valid authority of school personnel.
- **Receipt of Stolen Property** Knowingly received stolen school property or private property.

- **Imitation Firearm Possession** Possessed an imitation firearm.
- **Sexual Assault or Battery** Committed or attempted to commit a sexual assault or committed a sexual battery.
- **Witness Harassment or Intimidation** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- **SOMA** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA.
- **Hazing** Engaged in, or attempted to engage in, hazing.
- **Bullying** Engaged in an act of bullying. (Bullying includes individual or group participation in any severe or pervasive physical or verbal act or conduct, including written or electronic communications.)
- **Aiding or Abetting in Physical Injury** A pupil who aids or abets the infliction or attempted infliction of physical injury to another.
- **Sexual Harassment** Committed sexual harassment.
- **Hate Violence** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- **Harassment, Threats, or Intimidation** Intentionally engaged in harassment, threats, or intimidation directed against school personnel or pupils.
- **Terroristic Threats** Made terroristic threats, written or oral, against school officials or school property, or both.

Actions above must relate to school activities or school attendance and may take place at any time including, but not limited to, any of the following: (1) while on school grounds; (2) while going to and coming from school; (3) during the lunch period, whether on or off campus; or (4) during, or while going to or coming from, a school-sponsored activity.

#### **Grounds for MANDATORY Suspension and RECOMMENDATION for Expulsion**

- Caused serious physical injury to another person, except in self-defense.
- Possessed any knife or other dangerous object of no reasonable use to the student.
- Unlawfully possessed any controlled substance except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- Robbery or extortion.
- Assault or battery upon any school employee.

#### **Grounds for MANDATORY Suspension and MANDATORY RECOMMENDATION for Expulsion**

- Possessed, sold, or furnished a firearm.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance.
- Committed or attempted to commit a sexual assault/battery.
- Possessed an explosive.

## **Grounds for MANDATORY SUSPENSION and MANDATORY RECOMMENDATION for Expulsion**

- Possessed, sold, or furnished a firearm.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance.
- Committed or attempted to commit a sexual assault/battery.
- Possessed an explosive.

## **DRESS CODE**

### **Philosophy**

Middle school serves both academic and socializing purposes for young adolescents. These rules for dress are designed to support the former while providing guidance in the latter. Students are expected to dress in a manner that allows participation in the learning environment, is not a distraction from the academic purpose of school, and does not pose a health or safety risk to any student. While it is not the intention of these guidelines to interfere with the rights of students or parents, modesty, health, comfort, and the avoidance of distracting influences are vital in the learning environment.

### **When the Rules Apply**

The rules for dress apply to the school day and to all school-sponsored events. However, certain classes may have other dress requirements either more or less restrictive than these rules in the interests of the academic purpose of that class as determined by staff (such as swimsuits in P.E., costumes in a drama production, closed-toe shoes in an industrial technology class, etc.).

### **Words and Images**

No markings, words, images, etc. that are ethnically, racially, religiously, or morally offensive may be worn at school. No markings, words, images, etc. that refer to alcoholic beverages, tobacco products, controlled substances (such as marijuana), or sexual conduct may be worn at school.

### **Upper Garments**

It is fundamental that undergarments and midribs be covered at all times. Shoulder straps of all garments worn as outerwear must be at least one inch wide. No spaghetti strap tank tops, halter tops, backless tops, tube or other strapless tops, muscle shirts, or similar clothes may be worn as outer garments by any student. No garments may be worn with very low or revealing necklines that show cleavage.

### **Lower Garments**

Trousers, pants, shorts, dresses, and skirts must be worn so that underwear does not show when the student is standing or seated. Pants may not be baggy and must be worn at the natural waist. Pants or shorts must not have writing across the buttocks. Shorts, dresses, and skirts should be no shorter than the wearer's fingertips with the arms extended straight down in a natural stance. Wallet or watch chains may not be worn.

### **Gang Items**

No insignias, garments, bandannas, or other items associated with gang membership (e.g. do rags, hairnets, one pant leg rolled up, colors, etc.) may be worn on the body, used as jewelry, or placed on backpacks, purses, binders or personal belongings, etc.

### **Footwear**

Closed-toe/closed-heel or other safe styles of footwear are highly recommended. Platform-soled shoes or high-heeled shoes should be avoided in favor of footwear that is better suited to the active pursuits middle-schoolers engage in. The Education Code requires that students must wear shoes at all times.

### **Headwear**

Hats, hoods, do rags, and all other non-religious headwear may not be worn indoors on campus.

### **Consequences**

Depending on the severity of the violation, the student will be requested to “cover up,” “pull up” or change into P.E. or other clothes. The student’s parent may be called to bring a change of clothing. All offenses will be documented. Any student at JLS who refuses to follow a reasonable request made by any PAUSD employee to comply with the rules for dress will be held in defiance of school authority. For additional violations of the dress code, consequences may include, but not be limited to, parent conference, detention, Saturday School, suspension, or other suitable action.

### **Promotion Dress Code**

Promotion is an important culminating activity. Students are encouraged to wear attire appropriate to the occasion. Students wearing a collared shirt are encouraged to wear a tie. Dresses should be practical for after the ceremony and dance; therefore, we ask that formal dresses not be worn. Dresses with spaghetti straps are permitted. Strapless, backless, and/or low-cut dresses that are not age-appropriate are not allowed. Hats, t-shirts, jeans and other “casual” attire are discouraged.

## **EMERGENCY INFORMATION**

It is essential that student emergency information is complete and up to date in the office. This information must be entered electronically (through Infinite Campus). Please make sure your child’s emergency information is always current in Infinite Campus and then **call the Data Office (865-5177) with any change (especially phone numbers) during the year**. When we have a serious accident, we need parental help immediately. For your student’s safety and in order for us to respond to your child’s health and safety needs in a timely manner, we request all updated emergency information.

## **EMERGENCY PROCEDURES**

In the event of an emergency:

- Students assemble on the playing fields, where they meet their second period teacher.
- At the Administrator’s discretion, classes will either return to the building or remain on the field.

- Students will be released only to a parent, guardian or authorized adult (with photo ID) listed on the student's emergency card. **STUDENTS WILL NOT BE RELEASED TO SIBLINGS WHO ARE MINORS.**
- **NO STUDENT WILL BE RELEASED BEFORE SCHOOL-WIDE ATTENDANCE HAS BEEN COMPLETED.**

## **ENEWS (JLS ONLINE)**

JLS Online is your critical school connection! Subscribe early and you'll be on top of all that is happening with your student's school. You'll receive a weekly email with important announcements of school and PTA events, information about JLS academics and programs from JLS teachers and staff, and links to the JLS website and Facebook page that give you even more information and answer all your questions.

To subscribe, go to the JLS PTA website ([jlswp.paloaltopta.org](http://jlswp.paloaltopta.org)) and click on Communications/eNews. It's that easy! *Make sure to choose all the email lists that apply to your students' grade level, as specific email notices pertinent only to a certain grade level are sent on occasion.*

## **GRADE REPORTS**

All grade reports are posted on Infinite Campus and are accessible to students and parents.

Students receive progress grades at the end of the first and third quarters and "official grades" at the end of each semester (i.e. second and fourth quarters). Midway through each quarter, teachers may post progress reports. When a student's current grade is a D or an F mid-quarter, parents will be notified so that students have the opportunity to improve their work. Notes may be sent to inform parents of special problems their child is having or special progress their child is making. Not all parents will receive these notes.

Incomplete marks may be given at the end of the first semester when substantial work is missing. All Incompletes should be made up within three weeks of the beginning of the following semester. If the work is not made up, Incomplete marks become "F's."

**If, at any time during the school year, a student has questions about a grade, they should contact their teacher.**

## **HEALTH AND SAFETY**

A number of staff members have had formal first aid training and are available to assist when needed. The PAUSD Health Services Specialists are available for health referrals and counseling. They coordinate the vision and hearing screening programs at JLS. JLS has a Health Technician on campus each day. The Health Office phone number is 856-5178.

### **Illness/Injury**

If a student becomes ill, they should report to the teacher for a pass to go to the Health Office. The parents will then be called to come and pick up the child. If a student is injured at school, they should report to the nearest staff member. Parents will be contacted if more than basic first aid is required. A student reporting a head injury will be sent home. Please read any private

insurance policies purchased through the school for regulations regarding the reporting of injuries.

Students who would like to remain in the Health Office for an extended period of time cannot be accommodated. Students must either return to class or go home.

### **Medication**

If a student requires medication, including over-the-counter medication, during school hours, the parent/guardian must provide the school with 1) a written statement from the attending physician with specific directions for administration of the medication, 2) a signed release from the parent/guardian for a school employee to administer medication and, 3) the medication in the original pharmacy container clearly marked with the student's name and name of prescribing physician. Appropriate forms are available at the Health Office or on the JLS website. Forms must be submitted every year. Additional forms are required for students with asthma or past anaphylactic reactions. These forms are available on the PAUSD website. Please contact the health technician if there are further questions.

## **HOMEWORK**

Homework is an important component to a child's education, one that fosters the positive development of motivation, curiosity, and confidence. Homework contributes toward building responsibility, self-discipline, and life-long learning habits. It also provides opportunities to deepen student understanding.

In addition, activities outside of school can be valuable learning experiences. Children learn and grow through play, physical activity, and family experiences. Children need time to participate in these activities as well.

With these considerations, we have put in place the following homework guidelines as a resource to our students, parents, and staff.

### **Purpose of Homework**

Homework is an essential part of the educational program at JLS and in the Palo Alto Unified School District. Homework may serve many of the following purposes:

1. Provides important practice and refinement of skills and concepts taught in the classroom.
2. Preparation for a concept or preview of a unit that will be studied in the future.
3. Elaboration, enrichment, and/or extension of material learned in the classroom through inquiry and application.
4. Provides independent practice and reinforcement of proper study habits taught in school.
5. Provides opportunity for increasing self-direction, time-management, and independence.
6. Provides opportunity to integrate newly learned concepts and skills with prior learning.



## **Daily Homework Time Guidelines**

**6th Grade** = Combined average of 45 to 90 minutes for all classes

**7th Grade** = Combined average of 60 to 120 minutes for all classes

**8th Grade** = Combined average of 60 to 120 minutes for all classes

Please recognize that the time a student spends on homework will vary based upon student preparedness, student focus and effort, learning/study habits, homework environment, etc.

## **General Guidelines**

Homework and long-term projects will not be assigned over vacations, such as winter/spring breaks. No tests will be given, nor will long-term assignments be due, during the first week after such breaks.

Students may choose, as a time management strategy, to allocate break time to work on assignments and projects. This should not be seen as the teacher assigning homework, but as the student employing a valid time management technique.

## **Student Responsibilities**

Students shall:

- Keep careful track of homework assignments by recording them in their binder reminder, by checking teacher websites, by viewing Infinite Campus, and/or by asking clarifying questions.
- Give maximum effort in completing and turning in assignments on time.
- Meet with teachers immediately after a planned or unplanned absence to arrange to make up all work that was missed by an agreed upon date.
- Meet/communicate with teachers prior to a planned absence to determine expectations and arrange for make-up of missed assignments.
- Communicate with their teachers and parents if homework appears to be excessive or too difficult, if directions/expectations are unclear, or if challenges arise.
- Make use of all school resources when support is needed by going to Homework Habitat, seeing teachers, by arrangement, before/after school or during lunch, and meeting with school counselor.

## **Teacher Responsibilities**

Teachers shall:

- Assign engaging and purposeful homework and/or projects and ensure that assignments/projects conform to the grade level time guidelines.
- Coordinate with team members to establish deadlines, due dates for projects/assignments, and tests in an effort to minimize student over-extension.
- Explicitly explain the directions, purpose and expectations that are appropriate for each homework assignment, project, or test preparation.
- Suggest and practice techniques to help increase efficiency, such as how to allocate time wisely, meet deadlines, and develop good study habits for each subject area. One example of this would be a focused use of the binder reminder as a communication tool between home and school.

- Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.
- Clearly communicate to students and parents a homework monitoring process that may include checking teacher websites, recording assignments in student binder reminder, exchange of e-mails, and checking postings on Infinite Campus.

### **Parent Responsibilities**

Parents will:

- Provide a quiet study area, appropriate materials, supplies, and sufficient time to enable students to complete homework.
- Facilitate and support the homework activity without solving problems or completing content for students.
- Support homework completion. This can include helping students clarify instructions, by acquiring resources, helping with time management and organization, discussing purpose, discussing effective learning habits, and/or reinforcing understanding of the task by checking Schoology, viewing Infinite Campus, or reviewing student binder reminders.
- Encourage students to self-advocate and to communicate directly with teachers if the student is struggling with homework expectations.
- Monitor time spent on homework and communicate with the teacher if the student is consistently spending more than the time expected to complete homework.

## **HOMWORK HABITAT**

Homework Habitat meets in the library from 3:15 – 4:30 p.m. on Monday, Tuesday and Thursday. It is a quiet place for students to do their homework and receive academic support from JLS staff and volunteers. Computers for research and word processing are available. Students are expected to remain in Homework Habitat until they leave campus.

## **INSURANCE**

Student accident and health insurance is available to parents for voluntary purchase. For more information, see the link on the JLS website. Although care is exercised to prevent accidents, neither the Board of Education nor the school can assume responsibility for accidents or injuries to students participating in school work in the classrooms, laboratories, shops, locker rooms, physical education activities, on the stage or in athletic practice and games.

## **LETTERS OF RECOMMENDATION**

Students and parents can request letters of recommendation from counselors and teachers. An addressed and stamped envelope must accompany the request. Please allow at least two weeks for completion. All letters are sent directly to the specified academic institution

## LIBRARY

The JLS Library has over **20,000 books** and resources for reading and research. The library is **open** during school hours for students who wish to read, do research, or check out books. All of the current textbooks, magazines, encyclopedias, and computers are also available for reference work. Students may use the library before school, at brunch, at lunch, and after school for quick checkouts or stay for **Homework Habitat** on Mondays, Tuesdays and Thursdays up until 4:30.

Students sent to the library from class need a **library pass**, signed by the teacher; each student is expected to have library work to do and is responsible for doing their work quietly, without close supervision.

Most library materials **circulate** for **two weeks**. Reference books and project-specific books in heavy demand circulate overnight; they may be checked out during TEAM and returned before first period the next day. All items are due on the date indicated on the date due card. Students may renew if no other student is on hold for the book.

Library books and textbooks, including paperback books, are the property of the school district. Students must return the same textbooks they were issued. Students are expected to maintain books in good condition. Replacement for lost or damaged school materials must be paid for by students in order to participate in non-curricular school activities. Fees for textbooks can be viewed through Infinite Campus.

The **library computers** access the PAUSD on-line library catalog as well as the Internet. The JLS Technology Use Contract governs all computer use in the library.

The **library website** is accessible from the JLS website under the Library pulldown. Students have 24/7 access to eBooks, eReference books, qualified project websites and excellent databases purchased for them through PAUSD. Passwords for databases are in the Library Schoology account and in the front section of the Binder Reminder.

## LOCKERS

### Hallway Lockers

Lockers are available for all JLS students. A locker and lock will be issued to all new students at the start of the year. Returning students should use their previously issued locks.

Lockers are necessary for storing books and materials between classes. We recommend students visit their lockers before school to prepare for their first two periods, and to return at brunch for the next two periods.

Students with lockers in the 1000s wing can access their locker throughout lunch. Students with lockers elsewhere may visit their lockers for the first 15 minutes of lunch to store their supplies and get their lunches. However, those areas are closed to students 12:40-12:55 p.m.; students will not be able to visit their lockers at that time. The wings are open from 12:55-1:05 p.m. so students can visit their lockers and pick up materials for their last two periods of the day.

**Students must not store opened food, open food containers, or food wrappers in their locker at any time. Doing so invites insects and/or rodents. Students' re-usable/re-sealable lunch food packaging should be tightly sealed before being returned to the locker. Students must promptly report any sightings of rodents or rodent behavior to the main office.**

Use of a locker is a privilege, and having a locker carries certain responsibilities. JLS teachers use their own professional judgment on whether backpacks are allowed in their classroom.

However, students are NOT ALLOWED to leave their backpacks and/or belongings in corridors/breezeway, on the floor of the P.E. locker room, or in any other unauthorized place.

### **Hallway & PE Locker Guidelines**

- **District Policy: Students' lockers and locks are property of the School District and loaned to students by the school district. The school is not responsible for theft, damage or vandalized personal property or locks. The school reserves the right to search lockers at any time.**
- Students should keep only items necessary for school in the locker. Musical instruments should be stored in the music rooms during the day.
- Students should make sure their locks are properly locked when storing items in their locker.
- **Lockers may not be shared.** Students may use only their assigned locks and lockers, and not those of other students.
- **Students must not share their locker combination with other students for any reason.** Not only do students risk losing school and personal property if they do, but they also risk having items placed in their lockers for which they could be held accountable.
- Students are responsible for keeping their lockers clean of trash, debris, and garbage. Students will be held responsible for damage they cause to lockers. Lockers must also be outside. Lockers need to be left at the end of the year as they are found at the beginning.
- Students will be charged a replacement fee for lost or damaged locks.
- **Students are responsible for any loss of, or damage to, locker contents. The district and school assume no responsibility for loss or damages to any property placed in the locker. Any school property missing from a locker will be paid for by the student/family.**
- Visiting one's locker is does not excuse tardiness to class.
- Students must report hallway locker problems to the Guidance Office before school, brunch, lunch, or after school. Students must promptly inform their PE teacher of any difficulty with their PE locker.
- Students are NOT ALLOWED to leave their backpacks and/or belongings on the floor of the P.E. locker room.

## **LOST AND FOUND**

**Please label student belongings.** Lost and Found is located in the enclosed breezeway and the Physical Education Office. Students should check Lost and Found for their missing items. Unclaimed items will be donated or discarded at the end of each month.

## **LUNCH**

Students may bring lunch from home or purchase food at school. The cafeteria serves hot and cold food. A la cart items are also available for purchase at the Snack Bar. Information and applications for free or reduced-price meals are available from PAUSD Food Services at 25 Churchill or on the district website under Meal Plans.

Meals may be paid for with cash or from the student's meal account. We highly recommend parents open an account. There is no fee to opening an account and, in addition, credit cards may be used. Parents will also be able to view their student's lunch activities and balances with the account.

Deposits may be made into the account as follows:

- Mail a check (payable to PAUSD) to Student Nutrition Services at 25 Churchill Ave., Palo Alto, CA 94306. Make sure you put your student's name or ID number on the check.
- Bring cash or a check to the JLS front office with the student's name or ID number.
- Open an account at [www.sendmoneytoschool.com](http://www.sendmoneytoschool.com) and charge to your credit card. There is a \$3 fee per transaction for this service.

## ONLINE RESOURCES

**Online Databases.** JLS has a state-of-the-art collection of online resources that are purchased each year for student use. Students can access them 24/7 from any computer wherever they are. However, they all need passwords if outside JLS. These are included here for quick access but students can find these and any new resources in their JLS Library 2016-2017 Course in their Schoology account. All online resources can be accessed through "Online Databases" or "eBooks" under the Library section pull down on the JLS website. Students should put their personal passwords in a different private place. The username or password may have to change. We encourage all students to get their own Palo Alto Library card to access other excellent databases and eBooks.

<b>Type</b>	<b>Name</b>	<b>Username</b>	<b>Password</b> (may be case sensitive)
Animated Activities	Brainpop (+ESL, Spanish)	jls	talltree9
Citing Sources	Noodletools		
Country Info	Country Reports	pausd	talltree9
Databases	EBSCO Host/ Points of View	pausdms	talltree9
Databases	SIRS Discoverer	pausd	talltree9
eBooks (reference)	Early Peoples / Living Green	pausd	talltree9
eBooks	Follett Shelf	student ID#	pausdmiddle
eBooks (reference)	Gale Virtual eReference Library	no user name	palo34793
Encyclopedia	World Book	pausd	Talltree9
Videos ++	Safari Montage	student ID#	your password

**Infinite Campus** is where students and parents can review information about the student while they are enrolled in the Palo Alto schools, including grades, immunizations, and absence history. Students will get their account from their teacher or JLS technology support. Parents will receive their activation codes from the district office.

**Schoology** is an online communication tool where students can access and submit their homework assignments, take online tests and quizzes, receive classroom announcements, or engage in online classroom discussions monitored by their teachers. Students will be able to manage their Schoology account information at <http://my.pausd.org>. Parents can see student assignment information through a separate parent account. Parent Schoology access codes are available under the "More Info" tab of the Infinite Campus parent portal.

## **PARENT TEACHER ASSOCIATION (PTA)**

*The mission of the JLS PTA is to build community among parents, staff, and students, to provide support for the JLS educational environment, and to regularly demonstrate our appreciation for our staff and volunteers, enriching the JLS experience for all.*

During the middle school years, the PTA plays an important role in *keeping parents connected* to their children's school lives. The middle school PTA replaces the role of the elementary school classroom, by providing opportunities for parents to stay involved with their children's education through its many events.

Some of these events for which parent volunteers are needed:

JLS PTA Executive Board	Jump Start Day
Chaperone school dances	Back to School Pizza social
Panther Camp	8 <sup>th</sup> Grade Events
Staff Appreciation events (holiday lunches and Latte Cart)	Science Fair
"Many Faces of JLS" International Potluck	Book Fair
Liaisons for Site Council, After School Supports, Advocacy, PTAC, etc.	

Volunteer jobs are both large and small, and not only offer the chance to get involved at JLS, but also the opportunity to meet parents and build a network of friends. Go to the PTA web site to view and sign up for volunteer positions: [jlswp.paloaltopta.org](http://jlswp.paloaltopta.org) and click on Volunteer Resources/PTA Forms.

PTA chairs also provide parent education opportunities throughout the year and Parent Network group meetings for each grade level. General meetings of the PTA include a business session but will often focus on school and curricular issues of interest to parents. PTA meetings are held every month during the school year and parents are invited and encouraged to attend.

The PTA's sole fundraising activity is its annual direct appeal. This annual appeal is the one occasion on which the PTA solicits funds directly from the parent community. In addition to funding the activities mentioned above, a large percentage of these funds directly support the educational needs of JLS students through funding innovative departmental projects. Specific uses of this money are reported in detail to parents and the community at PTA meetings and at the PTA web site. Parents are urged to contribute generously to this fund, every dollar of which stays in the JLS community to benefit its students directly.

We hope you will choose to become a member of the JLS PTA, and to take advantage of the opportunities to volunteer, donate, and learn with us! When you join the JLS PTA, you also become a member of the local council, district, state and national parent-teacher associations. The mission of the California State PTA is to empower and support its members with skills in advocacy, leadership, and communication to positively impact the lives of all children. Further information on the state organization may be found at [www.capta.org](http://www.capta.org), and on the national PTA at [www.pta.org](http://www.pta.org).

## **PTA EXECUTIVE BOARD AND CHAIRS**

Names and contact information for the PTA Executive Board and Chairs can be found at [jlswp.paloaltopta.org](http://jlswp.paloaltopta.org) (click on "PTA Contacts").

## PARTNERS IN EDUCATION (PIE)

Palo Alto Partners in Education (PiE) is our school nonprofit foundation supporting JLS, along with all of the eighteen public schools in Palo Alto. PiE sustains Palo Alto's community tradition of extraordinary public education by funding the additional staffing that sparks student interest in STEM and provides support. Specifically at JLS, donations to PiE pay for additional electives like Money Matters, Marine Biology, additional sections of Industrial Technology, and other electives while reducing the class size across all electives; additional counselors so that the same counselor can stay with each class throughout all three years at JLS; and additional support for technology and teaching writing. Through your generous donations, as well as corporate and foundation philanthropy, PiE plays a critical role in helping make every student's life better at school. PiE's goal this year is to raise over \$5.6 million for the school district, and PiE relies on you to achieve this. Please give to PiE today! [www.papie.org/donate](http://www.papie.org/donate)

## PERSONAL PROPERTY

**It is recommended that students not bring any valuable items or large amounts of money to school. The school is not responsible for loss or damage of students' valuables.**

Students assume responsibility for loss or damage to their clothing, equipment, books, instruments, backpacks, and other personal belongings. While we encourage students to behave honestly, we cannot assume responsibility if they do not. **Students or parents/guardians should alert the main office of any theft or damage to personal property and possibly follow up with the Palo Alto Police Department.**

There are several precautions students and families can take to avoid loss:

- **PUT NAMES ON ALL BELONGINGS, INCLUDING CLOTHING, MUSICAL INSTRUMENTS, ETC.**
- Use assigned hallway and P.E. locker for storage. Students should not assume that items are safe in a backpack left out in the hallway.
- If items of value must be brought to school, they should be taken to the office for safekeeping until they are needed.
- Any ball from home must be clearly marked with the **student's last name** and must be kept in their locker. Balls are to be used **only on the outside courts** during brunch or lunch, or before or after school. Balls may be bounced only on the blacktop. Any ball that is not properly used will be taken and kept by a staff member until at least the end of the day.
- **Students are not allowed to bring anything to school for the purpose of selling it.**
- Students are not to bring items to school that disturb the instructional program. (See *Prohibited and Restricted Items.*)

## PHYSICAL EDUCATION

The Physical Education (P.E.) program allows each student the opportunity to participate in a variety of activities at the level of skill that produces a feeling of satisfaction and achievement. In addition to the regularly scheduled program, students are encouraged to join intramural teams during lunch and to participate in the after-school athletics program. **Students are expected to suit up and participate in P.E. every day their class meets.**

**P.E. Uniforms:** Students must change their clothes for physical education. The P.E. uniform includes athletic/tennis shoes, socks, navy blue shorts with a 9-inch inseam and a navy blue short-sleeved shirt. For your convenience, JLS P.E. uniforms will be available for purchase at the beginning of the year (or as needed) from the Budget or Guidance Office. Students may bring their own navy blue shorts and shirt as well as sweatpants and/or sweatshirts for cold days, as long as they meet the school dress code requirements. No yoga pants or tights. Cell phones do not ever come to your P.E. class. (See *Cell Phones* policy.)

**P.E. Lockers:** See *Lockers*.

**P.E. Excuse:** If a student cannot take part in full physical education activities, a written note **must** be brought from the parent or guardian. The note will be honored up to five days, after which a doctor's note will be required.

## **SATURDAY SCHOOL**

Saturday School may be assigned for cutting classes, excessive tardiness or for other violations of school rules. Saturday School begins promptly at 9:00 a.m. and ends at 12:00 noon. It is scheduled on selected Saturdays only.

## **SCHOLARSHIP ASSISTANCE**

Scholarship assistance is available for all costs associated with school. All assistance is strictly confidential and can be obtained through the Guidance Office.

## **SITE COUNCIL**

The JLS Site Council is a representative body made up of parents, staff and students. It is responsible for developing and monitoring a Single Plan for Student Achievement, allocating resources to meet the goals identified in the plan, and providing broad-based input on school effectiveness. Membership on the Council consists of four parents, four students and eight staff members. Parent membership consists of three elected positions and one position appointed by the PTA. Elected parent members of the Site Council hold office for two years, provided they continue to be a parent at JLS; otherwise the term of office is one year. Representatives from each group are elected by their peers.

## **STUDENT ACTIVITIES**

Students can participate in a variety of activities. A Club Fair is held each fall and other programs and events are announced via KJLS throughout the school year.

## **STUDENT RECOGNITION**

The Student Recognition program seeks to acknowledge students' accomplishments by fostering community and encouraging self-confidence, leadership and academic achievement.

The **Panther Pride** program recognizes students monthly for their citizenship, achievement, and participation. Teachers and staff members can nominate up to three students per month for their accomplishments. Students receive a certificate and a cling sticker. Students who receive multiple nominations throughout the year can earn additional recognition.



Students can also receive recognition for demonstrating the qualities of the **JLS Way**. The **JLS Way Award** recognizes students who contribute to a positive school atmosphere by displaying behaviors in one or more of the following five areas:

- Compassionate – Respect people and support others.
- Connected – Include others, honor differences, and bring students and staff together.
- Courteous – Appreciate and praise others.
- Complimentary – Give up put-downs.
- And part of the JLS Community – Keep a clean campus, respect school property and the property of others.

Staff members can also recognize students for the JLS Way by awarding them “**Positive Panther Performance**” tickets. Students can turn these in to the office for a weekly drawing.

At the promotion ceremony the **Stanford Cup** is presented to two students who symbolize the outstanding qualities of the entire class. The criteria for this award are academic accomplishment, participation in school activities, an overall positive attitude, and contributions to the school.

## **SUPERVISION**

An effort is made to provide adequate supervision on campus throughout the school day. Because this supervision is not available around the clock, **WE ASK THAT STUDENTS NOT ARRIVE MORE THAN 15 MINUTES BEFORE THE BEGINNING OF SCHOOL, AND THAT ALL STUDENTS NOT UNDER THE SUPERVISION OF A STAFF MEMBER LEAVE CAMPUS WITHIN 15 MINUTES OF DISMISSAL.** If a student does not promptly leave campus, their parent/guardian will be notified and required to make arrangements for their students to leave school on time. Students who do not comply with directions to leave campus will be considered defiant, which may result in disciplinary action, including suspension from school.

## **T.E.A.M. TIME**

T.E.A.M. time is from 3:00-3:05 p.m. on Mondays, Tuesdays, Thursdays and Fridays. Students are encouraged to make good use of the T.E.A.M. (Tutoring, Enrichment, Activities, Make-up) time at the end of the school day. This is a regular part of our school day when all staff are in the classroom and available to students for questions and assistance. No activities begin, nor buses leave, until T.E.A.M. has ended.

## **TECHNOLOGY USE AND RULES**

Technology at JLS may not be used for any non-school-related or illegal purposes. All licensing and copyright laws apply. A student will not be allowed to use electronic equipment at JLS unless they have agreed to the policies in the PAUSD **Technology Use Handbook** (<http://tinyurl.com/pausdtechuse>).

Actions which could damage, degrade or disrupt equipment performance, interfere with another student's work, or threaten others via the Internet, including teasing, harassing, bullying, or falsely identifying themselves, will result in school disciplinary action. Students will be held monetarily responsible for any damage they do to electronic equipment at JLS.

Student digital files are considered “education records” as covered by the Family Educational Rights and Privacy Act of 1974 (Title 20, Section 1232(g) of the United States Code). System

administrators may access student files or electronic mail as required to protect the integrity of computer systems (e.g., examining files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged).

If an online incident initiated outside of school creates an imminent threat or danger to others at school, law enforcement will be contacted. JLS makes every effort to ensure the safety of all its students and staff. If a school connection can be established and the online incident results in substantial or material disruption at school, the school can and will impose disciplinary actions.

## TECHNOLOGY USER CONTRACT

Students at JLS may have access to a wide range of technologies, including computers and the Internet. With JLS's link to the Internet, students now have access to computer networks around the world, providing open access to local, national, and international sources of information and collaboration vital to intellectual inquiry in a democracy. Technology at JLS is utilized and shared by large numbers of students and staff. For this reason, we need to have a set of rules that keeps things running smoothly. Every JLS user is expected to act in a responsible, ethical, and legal manner.

The student and their parent(s) are warned that JLS does not have control of the information on the Internet, nor does it provide any barriers to account holders accessing the full range of information available other than those constraints imposed by finite resources. The Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. While JLS's intent is to make Internet access available to further its educational goals and objectives, students will have the ability to access other materials as well.

JLS believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But ultimately, parents / guardians of minors are responsible for setting and conveying the standards that their child or ward should follow. To that end, JLS supports and respects each family's right to decide whether or not to apply for JLS access. However, **JLS cannot guarantee that a student will never gain access to the Internet.**

JLS makes no guarantees with respect to the Internet, and it specifically assumes no responsibilities for:

- The content of any advice or information received from a source outside JLS, or any costs or charges incurred as a result of seeking or accepting such advice;
- Any costs, liability or damages as a result of use of the student's Internet access;
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of JLS.

While JLS supports the privacy of electronic mail, students must assume that confidentiality cannot be guaranteed. All JLS students and their parents/guardians must read and agree to the PAUSD **Technology Use Handbook**, before they are permitted to use any technology. Parents are asked to affirm their understanding, and discuss the policies with their child, as part of the Annual Data Update (through Infinite Campus). The Handbook is available for review at <http://tinyurl.com/pausdtechuse>.

Violation of the PAUSD guidelines could be unethical and could constitute a criminal offense. Should a student commit any violation, disciplinary action, revocation of the user's account or legal action may be taken.

## TELEPHONE

The telephone number of JLS is 856-5188. *The student phone located in the Guidance Office is to be used only for school business, or in case of an emergency and can be used only before and after school and at lunch or brunch.*

STUDENTS CANNOT BE GIVEN MESSAGES, EXCEPT IN AN EMERGENCY SITUATION.
--

Students do not have permission to use personal phones during the academic school day between 8:10 a.m. and 3 p.m. Student phones should be turned off and secured in a locker while on campus.

## TRANSCRIPTS

Student grade transcripts are available upon request to the Guidance Office. Two copies per year will be provided free of charge. Additional copies will require a fee of \$10 each.

## TRANSPORTATION

For everyone's health and safety, students are encouraged to bicycle, walk, carpool, or take the bus to school instead of coming by car whenever they can.

The City of Palo Alto's Safe Routes to Schools map for JLS is available at <http://www.cityofpaloalto.org/civicax/filebank/documents/37397>.

Please report ANY accidents to both the JLS Health Office (856-5178) and the Palo Alto Police Department (329-2413) immediately, whether or not there is an injury involved. In emergencies, always call 911.

Please observe the following rules and precautions for the safety of all students.

### Driving to JLS

There is often congestion on East Meadow and the school driveway at peak hours. If you must drive, plan time for your school commute so you won't feel rushed, enabling you to share the road safely.

- **Observe the 25 mph speed limit** in school zones at all times. Avoid making U-turns and other illegal or unsafe maneuvers on East Meadow.
- **Be alert.** School commute routes carry hundreds of pedestrians, skateboarders, bicyclists, and cars. When preparing to turn right, always look for cyclists in the bike lanes.
- **Be aware of all school commute routes.** Watch for sudden movements of bicyclists, pedestrians and scooters onto the roadway from the sidewalk.
- **Be especially alert for young children.** JLS abuts an elementary school. Young children cannot judge speed or distance of vehicles moving toward them, and they think cars can stop suddenly. Young children also have a narrower field of vision than adults do, about one-third less.
- **Yield right of way to pedestrians** in crosswalks, which exist at all intersections – even when crosswalks are not marked.
- **No right turn on red at Waverley and East Meadow** when children are present.
-

- **Obey Crossing Guards.** They help students cross safely and reduce driver confusion during peak congestion hours.
- **Do not drive in the bike lanes.** Dashed white lines to your right are an indication that it is OK to merge into the bike lane when making a legal right turn. Using a bike lane to pass other traffic on the right is illegal. Drivers must yield to bicyclists in the bike lane. That is the law.
- **Do not use red zones** to drop off or pick up passengers. Do not drive through the red zones to get to loading zones.
- **Use designated loading areas and pull as far forward as possible.**
- **The Waverley driveway (entering JLS) is for staff parking only. Please do not use these parking spots, even for temporarily dropping off students. Only staff with permit tags may park in these areas.**
- **Parking** is available at the end of the Waverley driveway if you have a meeting or business at JLS. Do not park on the Waverley driveway as that area is designated as exclusively for JLS staff parking. Please obey all posted signs.
- **Do not enter or use the Fairmeadow driveway** to drop off or pick up students.
- **Do not double park or back into parking spaces.**

### **Auto Parking and Drop-off**

**WAVERLEY DRIVEWAY** - Waverley driveway parking spaces are reserved exclusively for JLS staff parking. Parents dropping off and picking up students should come down the driveway to the visitor parking lot toward the rear of the school. Please follow the arrows in the parking lot.

Do not park or stop in the driveway to drop off or pick up students before and after school. Using these staff parking spots to quickly pull in and drop off students creates hazards and bottlenecks, endangering and inconveniencing others.

**EAST MEADOW LOADING ZONE** - There is a special “loading zone” designated in front of the school on East Meadow Drive. Please pull all the way forward to the Fairmeadow driveway in order to accommodate all cars. Do not double park or make illegal U-turns. If your student is not ready to load or disembark, please find a legal parking place outside the loading zone. Do not leave your car in the loading zone.

**FAIRMEADOW/JLS DRIVEWAY** - No student drop-offs here. The driveway between JLS and Fairmeadow is restricted and is only used for the drop off and pick up of Special Education busses and Food Service vehicles.

**MITCHELL PARK** - Mitchell Park is an alternative drop-off or pick-up location for JLS students. Parking is available near the Clubhouse. Students may be dropped off in the parking lots to walk across Mitchell Park and approach JLS from the back side of campus.

**WESTBOUND MOTORISTS ON EAST MEADOW** - If you must enter the JLS driveway at Waverley, DO NOT make a left turn. Please go through the intersection, make a right on South Court, and make your next right and then right on Waverley for the straight-in approach. Otherwise, you will tie up traffic in the intersection and cars will illegally pass you, encroaching into the bike lane, endangering cyclists and pedestrians.

Be sure to observe ALL traffic signs near the school. The Palo Alto Police Department regularly patrols this area and parents have received tickets for the following offenses: speeding, illegal U-turns, use of the red zone, blocking bike paths, passing on the right inside the bike lane, failure to yield to pedestrians and failure to obey the crossing guards.

-

- Please do not use red zones to drop off or pick up passengers. Do not drive through the red zones to get to loading zones.
- Use designated loading areas on East Meadow, and pull as far forward as possible.
- Do not enter or use the Fairmeadow driveway to drop off or pick up students.
- Do not double park.

***PLEASE MODEL SAFE BEHAVIOR*** – *Your future driver is watching and learning.*

### **Bicycling to JLS**

Bicycling is a great way to commute to JLS. **Most JLS students bike to school!** Consider practice riding to school with your student before school starts in August to identify the best route from your home. Mitchell Park provides off-road bike/pedestrian pathways that connect an excellent network of public street bike routes to JLS campus.

The City of Palo Alto's Safe Routes to Schools map for JLS is available at

<http://www.cityofpaloalto.org/civicax/filebank/documents/37397>.

### **JLS Bicycling Rules**

**Bike riding on campus is restricted to the bike lanes that run parallel to the Waverley driveway.** Bikes may not be ridden anywhere on campus, including campus sidewalks, walkways, hallways, lawns, eating areas, blacktops or parking lots between 7:00 a.m. and 5:00 p.m. while school is in session.

**Lock your bike in one of the bike cages** next to the tennis courts. We recommend that students use metal U-shaped locks for the best security. Although the cage is locked during school hours, the school is not responsible for the theft of bikes. Thefts should be reported to the Palo Alto Police Department (329-2413).

### **Drive Your Bike Safely**

- **Make eye contact with drivers** especially at intersections and driveways. Don't assume that drivers see you! Watch for right-turning cars whenever the bike lane border is dashed.
- **Be predictable.** Follow the same rules of the road as automobiles. Avoid accidents and traffic tickets by obeying all STOP signs, traffic lights, other traffic laws and signs. Remember that you are a vehicle, not a pedestrian.
- ***Wear your helmet. It's the law.*** The State of California requires that persons under the age of 18 years of age wear a helmet while riding a bike, scooter, skateboard or rollerblades. For safety, helmets should also be CPSC/ASTM approved and properly fastened and fitted: snug, level and low on the forehead. Please periodically ensure that your child's helmet is in good working condition.
- **Ride on the right.** Use bike lanes wherever possible. Wrong way riding is extremely dangerous. If there is no bike lane, ride as far to the right as practical. Stay off sidewalks.
- **Be alert and visible.** Watch for opening doors from parked cars, cars turning left or right, and cars leaving driveways. You are most visible in the roadway with other vehicles. Wear light and brightly colored clothes to increase your chances of being seen by motorists.
- **You always have the option of becoming a pedestrian.** Consider this if the intersection is especially crowded. Move out of the stream of traffic, get off your bike and walk it in the crosswalk.
- **Do not carry things in your hands.** Secure anything you need to carry on a rack or basket and keep your backpack close to your body.
- **Bicycles should be licensed in the City of Palo Alto.** A bicycle license may be purchased at any Palo Alto Fire Station. Free bike licensing is organized by the JLS PTA with the Palo Alto Police Department at Jump Start Day each year.

## **Walking to JLS**

- **Be alert.** Everything else on the road is bigger and moving faster than you are.
- **Don't assume drivers see you.** Make eye contact – especially at intersections!
- **Obey crossing guards.** They are there to help you safely cross congested intersections.
- **Be predictable.** Do not jump off the curb for a fast start or make any other sudden moves that place you in the path of oncoming traffic.
- **Cross at corners.** Although you generally have the right of way at intersections, use caution and look both ways. Crossing mid-block is risky as well as illegal near traffic signals. If you cross between intersections or outside of designated crosswalks, you must yield to motorists.
- **Do not start to cross an intersection when a flashing red hand appears.** If it is flashing, wait for the next light cycle and cross when the white signal appears.

## **Other Wheels on Campus**

Riding a bike, scooter, board, skates, or anything else with wheels is restricted to the bike lanes that run parallel to the Waverley driveway and next to the blacktop and two-story building. Students are not allowed to ride on the blacktop itself.

**Anything with wheels may not be ridden anywhere on campus, including campus sidewalks, walkways, lawns, blacktops, eating areas, hallways, or parking lots between 7:00 a.m. and 5:00 p.m. during the school day. Students must walk their bikes on campus; boards and other wheels must be carried.**

**The school is not responsible for the loss/theft of skateboards, scooters or other wheels on campus. Wear a helmet when you ride a skateboard or scooter on public streets or sidewalks. It's the law!**

## **Riding the Bus to JLS**

The Valley Transportation Authority's routes 35 and 88 come near JLS and might serve your student. For more information, see <http://www.vta.org/getting-around/schedules/by-type> and select those routes. Additional information about the Crosstown Shuttle (i.e. VTA's route 35) is at <http://www.cityofpaloalto.org/civicax/filebank/documents/46638>. Some students ride a bus to a nearby arterial and walk to school from there.

PAUSD bus transportation is provided only for students registered through the Voluntary Transfer Program. School rules apply while riding the bus to and from school. The bus driver may have additional rules and expectations posted at the front of the bus. Violation of school or bus rules will lead to consequences including suspension of bus-riding privileges or suspension from school.

The school offers late bus service on Mondays, Tuesdays and Thursdays to accommodate participation in Homework Habitat, after-school sports, or other extracurricular activities. Students may ride the late bus only if they have remained on campus under adult supervision. Students who leave campus may not then return to school to ride the bus.

## **VISITORS**

**We do not allow student visitors on campus.** We schedule **Parent Visitation Days** for parents to visit classrooms and see all aspects of the school. Parents should come to the office to sign in, get a nametag, map, bell schedule and teaching schedule. They may observe in various classrooms but should not let their visit interrupt teaching and learning.

## VOLUNTEERS

We encourage parental assistance in all areas of our school: classrooms, library, office, field trips, dances, athletic events – the list goes on. There is something for everyone – at school, at home, weekday, or weekend. You can learn about these opportunities on the JLS PTA website ([jlswp.paloaltopta.org](http://jlswp.paloaltopta.org), click on Volunteer Resources/PTA Forms).

Parents are welcome to help support field trips by driving or helping make arrangements. Please complete a current version of the PAUSD driver insurance form (available on [pausd.org](http://pausd.org)). Minimum auto insurance requirements for drivers are \$100,000/\$300,000 public liability/bodily injury per occurrence, and \$25,000 property damage per occurrence. **All drivers are required to have a current California driver's license, current registration and certificate of insurance in their car.**

**Please be sure to fill out and return your volunteer survey. *You make the difference in the JLS community!***

## WITHDRAWALS

If you are planning to move out of the area and withdraw your student(s) from the Palo Alto Unified School District, you must contact the JLS Guidance Office (856-5182) and pick up an official withdrawal form.

## YEARBOOKS

Yearbooks are available for purchase and are distributed during the last week of school. They are a memorable publication, a valuable personal memento of the school year, and should be treated with respect and consideration for the owner. Many families, including parents, grandparents and younger siblings, look at yearbooks. *Nothing should be written or drawn in any yearbook that might be offensive or inappropriate.* **Students must not bring Sharpies or other permanent markers on campus.** Discipline consequences will be assigned for violation of these expectations.

## APPENDIX A

PAUSD Board Policies (BP) and Administrative Regulations (AR) apply to all school sites. Many of the District's BPs and ARs are noted in our annual notification to parents that are included in the full registration process for new students and in the Annual Data Update process that returning families complete in the spring. Board Policies and Administrative Regulations are frequently updated so it important to review the current BP and AR when you have a question. All BPs and ARs can be found at <http://pausd.org/community/board/Policies/index.shtml>.

Each school site in PAUSD is expected to include links and/or complete copies of the following BPs in their site handbook as a way to ensure all families have the information available to them in an additional, easily accessible way:

The following Board Policies and Administrative Regulations (when one exists) are included in this document:

1. Bullying Prevention [BP 5131.2](#) and [AR 5131.2](#)
2. Nondiscrimination/Harassment [BP 5145.3](#) [AR 5145.3](#)
3. Nondiscrimination in District Programs and Activities [BP 0410 and Title IX Statement](#)
4. Sexual Harassment [BP5145.7](#)
5. Uniform Complaint Procedure [BP 1312.3 and AR 1312.3](#)
6. Conduct [BP 5131](#)



## **BULLYING PREVENTION**

### **Board Policy Students**

**BP 5131.2**

The Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

#### **Bullying Definition**

Under California law, "Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following as per 48900(r):

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.
- (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for alleged aggressors of bullying.

The district is committed to providing students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district is committed to providing school staff with related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate, the Superintendent or designee shall notify the parents/guardians of alleged targets and alleged aggressors. He/She also may involve school counselors, mental health counselors, and/or law enforcement.

#### **Complaints and Investigation**

All complaints alleging bullying based on a protected status such as the actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics shall utilize the Uniform Complaint Process AR- 1312.3.

If such reports or complaints of bullying based on protected status are reported to the site level, they will be forwarded to the district within two days and investigated and resolved by the District Compliance Officer within 60 calendar days of the district's receipt of the complaint. The District Compliance Officer can provide information about filing complaints under the UCP and can be contacted as follows:

Associate Superintendent – Educational Services  
25 Churchill Avenue, Palo Alto, CA 94306  
(650) 329-3709

All complaints alleging bullying based on a non-protected status (i.e. weight), shall be investigated and resolved at the site-level. At each school location, the principal/designee is responsible for providing information about complaints alleging violations of this policy to the complainant. All members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected and the site-level administrator shall take action reasonably calculated to stop the bullying, stop it from reoccurring, and provide interim interventions, as needed, to support the alleged target.

If the complaint is about the principal or a staff member's direct supervisor, then the Superintendent/Designee or appropriate administrator shall be asked to address the complaint.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### **Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Retaliation against a student because the student has filed a complaint or assisted or participated in a bullying investigation is also prohibited. Students who knowingly file false complaints of bullying or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

Consequences and appropriate remedial actions for a student who commits an act of discrimination, intimidation, harassment, or bullying may range from behavioral intervention and education up to and including suspension or expulsion. This policy applies to all acts related to school activity or attendance occurring within a school under the jurisdiction of the superintendent of the school district.

Policy  
adopted: 06.03.14

PALO ALTO UNIFIED SCHOOL DISTRICT  
Palo Alto, California

---

#### **Administrative Regulation**

##### **Bullying Complaint Procedures**

AR 5131.2

The district is committed to resolving issues of bullying as quickly as possible to minimize disruption to the educational process. Efforts to resolve bullying, other than discriminatory harassment based on protected status, shall be resolved at the school site using the bullying complaint procedures whenever possible. If concerns and/or complaints are not resolved at this level, the parent/guardian may forward their concerns to the district Student Services Coordinator.

School staff who witness acts of bullying as defined within District policy shall immediately intervene to stop the incident when it is safe to do so.

If the complaint alleges unlawful discrimination based on a protected status, the administrator shall utilize, and/or direct the individual to utilize, the uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedures.

#### **Bullying Definitions**

Under California law, "Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.
- (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- (i) A message, text, sound, or image.
- (ii) A post on a social network internet web site including, but not limited to:
  - a. Posting to or creating a burn page. "Burn page" means an Internet web site created for the purpose of having one or more of the effects listed above
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above.

“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

“Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

### **Indicators of Bullying Behavior**

- Behaviors may include, but are not limited to, the following:
  - Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.
  - Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
  - Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, blocking egress, strangling, hair pulling, fighting, beating, pinching, slapping, “pantsing”, biting, spitting, or destroying property.
  - Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
  - Cyber-bullying: Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication. This policy pertains to cyberbullying that is related to school activity or attendance and is directed toward a pupil or school personnel.

### **Notifications**

Students, parents, employees, agents of the Board of Education, and the general public shall be informed annually, through student handbooks and/or other appropriate means, of district and school rules related to bullying, mechanisms available for reporting bullying incidents, and the consequences for alleged aggressors of bullying.

A copy of the district’s bullying prevention policy and regulation shall:

- a. Appear in any school or district publication that sets forth the schools or district’s comprehensive rules, regulations, procedures and standards of conduct.
- b. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
- c. Be posted in all schools and offices, including staff lounges and student government meeting rooms.
- d. Be provided to employees and employee organizations.

### **Procedures**

All complaints of bullying behaviors as defined within this policy shall be handled in accordance with the following procedures, and shall be investigated and resolved within fifteen (15) school days of the receipt of the complaint, regardless of whether the alleged bullying behavior occurred on or off campus.

The principal or designee shall maintain a log of complaints received and a summary of actions taken to resolve the complaint.

#### **A. Reporting a Complaint**

At each school, the principal or designee is responsible for receiving oral or written complaints alleging bullying that are not based on a protected status.

Any student (or parent/guardian on behalf of the student who is a minor) who believes he/she is a target of bullying, has witnessed an act of bullying, or has knowledge of any incidents of bullying is encouraged to report the incident(s) to a school official.

Any member of the school community who may have credible information about an act of bullying may report the incident either as a witness or a target.

A bullying incident report form may be filed anonymously from the district website. Formal disciplinary action shall not be based solely on an anonymous report.

A staff member who witnesses bullying behaviors or receives a complaint of bullying shall within one (1) school day report the complaint to the principal or designee. If a complainant is unable to report a complaint due to conditions such as a disability or illiteracy, a staff member may assist him/her in filing a complaint.

When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

If the individual making the complaint does not want to be identified or does not give names of the alleged aggressors, the school may still respond depending upon the seriousness of the allegations and the risk of future harm to the student or others.

B. Documenting a Complaint

At each school, the principal or designee shall document all complaints of bullying, whether the original report is made verbally or in writing. Documentation of complaints and their resolution shall be maintained for two years. Copies of documentation shall be passed on to the Coordinator of Student Services to compile district data.

C. Interim Measures

After a report or complaint is made, the principal or designee shall determine whether interim measures are necessary to stop, prevent or address the bullying behaviors during the ensuing investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the alleged target.

Though an incident of alleged bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in bullying at school that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the bullying that occurs at school, prevent its recurrence, and address its effects. Such response may include discipline of the alleged aggressors.

D. Investigating a Complaint

The principal/designee shall document all complaints of bullying in writing and/or through the appropriate data system to ensure that problems are addressed in a timely fashion. This process is to be followed with all anonymous complaints as well. Although this Policy encourages students to use the formal written complaint process, school officials should investigate all complaints and reports of harassment, whether or not the complaint is in writing.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

**Complaint Investigation Procedures**

1. The principal/designee shall investigate all allegations of bullying that are not based on a protected status.
2. The investigator may not be the alleged aggressor or the alleged target.
3. The principal/designee or appropriate administrator shall begin a thorough investigation with the alleged target and accused as soon as possible upon receiving a notification of complaint. The school administrators/designees will provide immediate notification to the parents/guardians of both the alleged target and the alleged aggressor.
4. During the investigation, the principal/designee or appropriate administrator may take any action necessary to protect the complainant, alleged target, other students or employees consistent with the requirements of applicable regulations and statutes.
  - a. Interviews of the alleged target, alleged aggressors, and all relevant witnesses are conducted privately, separately, and are confidential. Each individual (alleged target, alleged aggressor, and witnesses) will be interviewed separately and at no time will the alleged aggressor and alleged target be interviewed together.
  - b. At no time during the investigation will the name of the complainant be revealed by the investigator.
  - c. In general, student complainants and/or alleged targets will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.
  - d. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged target, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.
  - e. During the investigation where an employee is the accused, the principal/designee or the appropriate administrator may recommend to the Associate Superintendent for Human Resources any action necessary to protect the complainant, the alleged target, or other students or employees, consistent with the requirements of applicable statutes, Board of Education Policies, and collective bargaining agreements.
5. Within fifteen (15) school days of receipt of the complaint, the Principal/Designee or appropriate administrator shall complete the investigation and provide the complainant and the alleged aggressor with notice of the decision. If either party disagrees with the administrator's decision, s/he may appeal the decision to the Student Services Coordinator within 15 calendar days of resolution of the initial complaint.
6. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein in this Policy.
7. Record of all complaints, including documentation of witness interviews and complaint resolutions shall be maintained by the school site administrator.
8. A student who has been determined by school personnel to have been the alleged target of an act of bullying shall be given priority and/or additional consideration for an inter-district transfer if the parent/guardian of that student requests such a transfer.

E. Factors in Reaching a Resolution

In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the complainant, the individual accused, and other persons with knowledge relevant to the allegations of bullying.
- b. The details and consistency of each person's account.
- c. Evidence of how the alleged target reacted to the alleged bullying incident.

- d. Evidence of any past instances of bullying behaviors by the alleged aggressor and the type, frequency, and duration of these bullying behaviors.
- e. The relationship between the alleged aggressor and the alleged target.

F. Resolution

The administrator, along with the alleged target and the accused/student, may agree to informally resolve the complaint. Each party's agreement to Informal Resolution must be in writing.

Within fifteen (15) school days of receipt of the complaint, the principal or designee shall complete the investigation and provide the complainant and the alleged aggressor with notice of the resolution. If either party disagrees with the administrator's decision, he/she may appeal the decision to the Student Services Coordinator within 15 calendar days of receiving the resolution for the initial complaint.

G. Remedial Action

Remedial action will be designed to end the bullying behaviors, to prevent their recurrence, and to address any effects on the target.

Examples of appropriate action include:

1. Interventions for the individual who engaged in the bullying behaviors, such as parent or supervisor notification, discipline, counseling, or training.
2. Interventions for the target of the bullying behaviors, such as counseling, academic support, and information on how to report further incidents of bullying.
3. Separating the alleged aggressor and the target, provided the separation does not penalize the target.
4. Follow-up inquiries with the target and witnesses to ensure that the bullying behaviors have stopped and they have not experienced any retaliation.
5. Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute bullying, that the District does not tolerate it, and how to report it.

H. Disciplinary Action

Students who are found to have engaged in bullying behaviors may be subject to discipline up to and including expulsion. Disciplinary action may include oral warnings, written warnings, mandatory training, counseling, suspension, transfer, or expulsion for students. Such disciplinary action shall be in accordance with Board Policy and state law. Suspension and recommendations for expulsion must follow applicable law.

In identifying appropriate disciplinary action, repeated incidents and/or multiple alleged targets may result in more severe penalties.

Individuals who knowingly file false complaints of bullying shall be subject to discipline by measures up to and including suspension, expulsion, and or dismissal, as shall any individual who is found to have retaliated against another in violation of this policy.

**Enforcement**

The Superintendent or designee shall take appropriate actions to reinforce the district's bullying prevention policy.

Regulation  
approved: 06.03.14

PALO ALTO UNIFIED SCHOOL DISTRICT  
Palo Alto, CA

**Board Policy  
NONDISCRIMINATION/HARASSMENT**

BP 5145.3

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including harassment, intimidation, and/or bullying of any student, based actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Discrimination includes harassment, intimidation, or bullying, consisting of physical, verbal, nonverbal, or written conduct, based on one of the categories listed above, that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. Prohibited discrimination also includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school that is sufficiently serious to interfere with or limit the targeted

student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the harassment that occurs at school, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in AR 1312.3 Section G – Remedial Action.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, including discriminatory harassment, intimidation, or bullying.

The Board is committed to providing age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, including discriminatory harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents and to whom such reports should be made. Staff and administrators will also receive training on their responsibilities for responding to reports and complaints of discrimination under the District's Uniform Complaint Procedure.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate interim remedies when necessary for their protection from actual or threatened discriminatory harassment or other discriminatory behavior.

Students who engage in discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Any school employee who observes an incident of discrimination, including discriminatory harassment, intimidation, or bullying shall immediately intervene when safe to do so and report the conduct to appropriate administrators. (Education Code 234.1)

### **Grievance Procedures**

All complaints alleging conduct prohibited by this policy shall be handled in accordance with the District's Uniform Complaint Procedures AR 1312.3.

The following position is the District Compliance Officer designated to handle complaints under the Uniform Complaint Procedure regarding discrimination, including discriminatory harassment, intimidation, or bullying, based on the protected categories identified above, and to answer inquiries regarding the district's nondiscrimination policies:

Associate Superintendent – Educational Services 25 Churchill Avenue, Palo Alto, CA 94306 650-329-3700

Upon receiving a complaint of discrimination, including discriminatory harassment, intimidation, or bullying, the Compliance Officer shall immediately investigate the complaint in accordance with the Uniform Complaint Procedures specified in AR 1312.3 – Uniform Complaint Procedures

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, including discriminatory harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language. Additionally, when otherwise necessary to provide access to information for limited English proficient students and parents/guardians, as required by federal law, the complaint forms shall be translated into the student's or parent/guardian's primary language.

Policy  
adopted: 02.11.14

**PALO ALTO UNIFIED SCHOOL DISTRICT**  
Palo Alto, California

---

### **Administrative Regulation**

#### **Students**

#### **Nondiscrimination/Harassment**

**AR 5145.3**

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies:

Associate Superintendent, Educational Services  
25 Churchill Ave., Palo Alto, CA 94306

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the alleged target of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)
5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and to ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

#### **Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the alleged target files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the alleged target files a complaint.

Upon receiving a complaint discrimination, harassment, intimidation, or bullying of a protected class, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

#### **Transgender and Gender-Nonconforming Students**

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. **Determining a Student's Gender Identity:** The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it.
4. **Accessibility to Sex-segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Regulation  
accepted: 06.03.14

PALO ALTO UNIFIED SCHOOL DISTRICT  
Palo Alto, California

## **BOARD POLICY**

### **Philosophy, Goals, Objectives, and Comprehensive Plans**

#### **NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

BP 0410

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sexual orientation, gender identity or expression, or genetic information, the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. S/he shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

#### **Notification**

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

#### **Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services.

Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

Policy

adopted: 01.12.10, 10.09.12, & 05.06.14

PALO ALTO UNIFIED SCHOOL DISTRICT  
Palo Alto, California

## **Title IX Compliance**

Title IX of the Civil Rights Act provides that "no person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." [20 U.S.C. §1681(a)]

Title IX Coordinator provides information about nondiscrimination policy and complaint procedures; ensures that appropriate training is provided on a frequent and regular basis; and monitors District actions in response to allegations of sexual harassment.



**District Compliance Coordinator for Title IX Regulations:**

**Insert Name**, Deputy Superintendent,  
Palo Alto Unified School District Office  
25 Churchill Avenue, Palo Alto, CA 94306  
Phone: (650) 329-3709 **Email: TBD**

For Title IX information, a copy of the Procedures for Complaints and Resolutions, or assistance in filing a complaint, please call the Deputy Superintendent, at (650) 329-3709.

---

**SEXUAL HARASSMENT****Board Policy****Students****BP 5145.7**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Dating violence, stalking, and relationship abuse.

**Instruction/Information**

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

**Complaint Process/Grievance Procedure**

Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may report the conduct orally to any school employee and/or file a formal written complaint. Within one school day of receiving such a report, the school employee shall report it to the site Principal/designee.

All reports and complaints alleging conduct prohibited by this policy shall be handled in accordance with the District's Uniform Complaint Procedures AR 1312.3.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment of students are immediately investigated in accordance with the Uniform Complaint Procedures AR 1312.3. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Where a report is made of sexual harassment involving the Principal/designee to whom the report would ordinarily be communicated, the employee who receives the report or who observes the incident shall instead report to the District Compliance Officer within one school day.

Any school employee who observes an incident of sexual harassment shall immediately intervene when safe to do so and shall, within one school day, report the conduct to the Principal/designee, whether or not the victim makes a report or files a complaint. (Education Code 234.1)

Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the harassment that occurs at school, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in AR 1312.3 Section G – Remedial Action.

The following position is the **District's Compliance Officer** designated to handle complaints under the Uniform Complaint Procedures regarding sexual harassment prohibited by BP 5145.7 and/or any behavior prohibited by District's Nondiscrimination/Harassment Policy, BP 5145.3, and to answer inquiries regarding the District's nondiscrimination and harassment policies:

Associate Superintendent – Educational Services  
25 Churchill Avenue, Palo Alto, CA 94306 650-329-3700

### **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the District's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

### **Notifications**

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administrative building or other area where notices of District rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

### **Disciplinary Action**

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Students who knowingly file false complaints of sexual harassment or sexual violence or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

### **Confidentiality and Record-Keeping**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in the schools.

Policy  
approved: 02.11.14

PALO ALTO UNIFIED SCHOOL DISTRICT  
Palo Alto, California

---

### **Board Policy Community Relations**

#### **UNIFORM COMPLAINT PROCEDURES**

**BP 1312.3**

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color,

nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

The uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

The Board prohibits any form of retaliation against any individual who has filed or participated in the uniform complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant. An individual who has filed or participated in the uniform complaint process and believes he or she has been subjected to retaliation as a result may also file a complaint under the Uniform Complaint Procedure.

The Board encourages the early, informal resolution of complaints at the site level whenever possible. However, informal resolution is not required and a formal written complaint under the uniform complaint procedure may be filed at any time within the time limits specified in the procedure.

In investigating complaints, the confidentiality of the parties involved shall be protected, as required by law. As appropriate for any complaint alleging discrimination, including discriminatory harassment, intimidation, or bullying, the Superintendent or designee shall keep confidential the identity of all parties to the extent that the investigation of the complaint is not obstructed.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

Policy  
adopted: 02.11.14

**PALO ALTO UNIFIED SCHOOL DISTRICT**  
Palo Alto, California

---

## **Administrative Regulation**

### **Community Relations**

#### **UNIFORM COMPLAINT PROCEDURES**

AR 1312.3

Except as the Board of Education may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used to investigate and resolve complaints alleging (1) unlawful discrimination, including discriminatory harassment, intimidation or bullying, and retaliation, and (2) violations of other state and federal laws and regulations. The steps for each type of complaint are explained below.

1. Unlawful discrimination including discriminatory harassment, intimidation, or bullying, in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. All discrimination complaint investigations will be conducted by the District Compliance Officer according to the procedures described below.

In addition, a complaint may be filed alleging retaliation against any individual who has filed or participated in a complaint of unlawful discrimination filed under this procedure or who has otherwise acted to assert or protect the rights of students to be free from unlawful discrimination

2. Violations of federal or state laws or regulations governing specific educational programs and the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities.

#### **Compliance Officer**

The following compliance officer shall receive and investigate complaints and shall ensure district compliance with the law: Associate Superintendent – Educational Services, 25 Churchill Avenue, Palo Alto, CA 94306, (650) 329-3709

The Superintendent or designee shall ensure that the compliance officer and any other employees designated to investigate complaints or otherwise resolve complaints receive training and are knowledgeable about the laws and programs for which they are responsible. This includes knowledge about federal and state anti-discrimination laws, appropriate steps for investigating and documenting discrimination complaint investigations, and the applicable legal standards for reaching decisions on such complaints. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

#### **Notifications**

The Superintendent or designee shall annually provide written/online notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985) Additionally, when otherwise necessary to provide access to information for limited English proficient students and parents/guardians, as required by federal law, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into the student's or parent/guardian's primary language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Explain any civil law remedies that may be available to a victim of discrimination under state or federal discrimination laws, if applicable
3. Describe the appeal process, including, if applicable, a complainant's right to take a complaint directly to the California Department of

4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtained knowledge of the facts.
  - d. A complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
  - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
  - f. Copies of the district's uniform complaint procedures are available free of charge.

#### Procedures

##### 1. **Complaints Alleging Unlawful Discrimination, Including Discriminatory Harassment, Intimidation and/or Bullying**

All complaints alleging unlawful discrimination, including conduct prohibited by the District's Nondiscrimination/Harassment Policy – BP 5145.3, and Sexual Harassment Policy – BP 5145.7, as well as other discriminatory intimidation, harassment, or bullying shall be handled in accordance with the following procedure and shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631) Such complaints shall be investigated using this procedure regardless of whether the alleged harassment occurred on or off campus.

Recordkeeping: The compliance officer shall maintain a log of complaints received. (Education Code 49013) The District Compliance Officer shall also maintain a record of actions taken by the District in response to each complaint. The record shall include documentation of the steps taken during an investigation, including interview summaries and all information required for compliance with 5 CCR 4631 and 4633.

##### A. **Reports and Complaints:**

Any student, parent/guardian, third party, or other individual or organization who believes that he/she or another student or group has been subjected to unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, or who has witnessed such conduct, whether the conduct initially occurred on or off campus, may report the conduct orally to any school employee or administrator, and/or file a formal written complaint under these procedures.

##### i. **Oral reports to any school employee or administrator:**

- a. A staff member who receives a report of discrimination, including discriminatory harassment, intimidation and/or bullying, shall, within one school day of receiving the report, notify the site Principal/designee. In addition, any school employee who observes any incident of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying involving a student shall, within one school day, report this observation to the Principal/designee, whether or not the victim makes a report.
  - o Where an oral report is made of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying involving the Principal/designee to whom the report would ordinarily be communicated, the employee who receives the report or who observes the incident shall instead report to the Compliance Officer within one school day.
- b. The Principal/designee shall, within one day of receiving an oral report of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, shall inform the individual making the report of the resolution options under these procedures, including the right to file a written complaint. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)
- c. If the individual making the oral report does not want to be identified or does not give names of the perpetrators, the school may still have a duty to respond in some way depending upon the seriousness of the allegations and the risk of future harm to the student or others.

- ii. **File a formal written complaint under these procedures** with the District Compliance Officer. If a written complaint is submitted to a school site administrator, the administrator shall, within two school days of receiving it, send the complaint to the District Compliance Officer.

B. **Interim Measures:** After a report or complaint is made, the responsible administrator (Principal/designee and/or the Compliance Officer) shall determine whether interim measures are necessary to stop, prevent or address the effects of discrimination, including discriminatory intimidation or retaliation, harassment, or bullying during and pending any informal resolution and/or investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of the discrimination.

C. Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the harassment, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in this AR under Section G – Remedial Action.

##### D. **Optional Informal Resolution at the Site Level**

When a written complaint alleging unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, against an individual is submitted under these procedures, with the consent of the individual who is the subject of the complaint and his/her parent/guardian, the site Principal/designee may engage in informal efforts to resolve the complaint. The Principal/designee will notify the District Compliance Officer that informal resolution has been requested. The informal resolution process must be completed within 10 days of receipt of the complaint.

The Principal/designees will notify the individual who is the subject of the complaint and his or her parent of the right to terminate informal resolution at any time and request that the Compliance Officer proceed with investigation of the complaint.

The individual who is the subject of the complaint or his/her parent/guardian may not be asked or required to meet directly with the accused individual as part of the informal resolution process. The subject of the complaint or parent/guardian filing the complaint, or their representative, must be advised that he or she may file a formal complaint at any time during or after the informal process, Optional Mediation: In cases of student-on-student unlawful discrimination including discriminatory harassment, intimidation and/or bullying, when the student who complained, his/her parent, and the accused student so agree, the Principal/designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator.

At the conclusion of 10 days, the principal/designee will document whether informal resolution has been successful in resolving the complaint to the satisfaction of subject of the complaint and his/her parent/guardian, and will notify the District Compliance Officer in writing of the outcome.

## E. Formal Complaint

### i. Initiation of Investigation

The District Compliance Officer shall initiate an impartial investigation of an allegation of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, within five school days of receiving a formal complaint under this procedure. The time may be extended if informal resolution is undertaken pursuant to 2 above. However in all cases investigation must begin within 10 days of receipt of the complaint unless the District Compliance Officer has confirmed that the complaint has been resolved informally to the satisfaction of the subject of the complaint and his/her parent/guardian.

When a student is reported to be engaging in unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying, against an individual off campus, the District Compliance Officer shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the subject of the complaint's educational performance.

If the Compliance Officer receives an anonymous complaint or media report about alleged unlawful discrimination including discriminatory harassment, intimidation and/or bullying, he/she shall determine whether it is appropriate to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR 4631)

### ii. Initial Interview with the Subject of the Complaint:

At the beginning of an investigation, the Compliance Officer shall describe the district's complaint procedure to the subject of the complaint and his/her parent or guardian, and discuss what actions are being sought in response to the complaint.

The subject of the complaint shall have an opportunity to describe the incident, identify witnesses who may have relevant information and provide other evidence or information leading to evidence of the alleged conduct.

If the subject of the complaint and/or his or her parent/guardian requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate or take other action. If the subject of the complaint insists that his or her name not be revealed, the Compliance Officer should nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

### iii. Investigation Process: The Compliance Officer shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Compliance Officer shall interview individuals who have information relevant to the investigation, including, but not limited to, the subject of the complaint and, where appropriate, his or her parents/guardians, the person accused of unlawful discrimination, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. The Compliance Officer will also review any records, notes, or statements related to the complaint and may take other steps such as visiting the location where the conduct is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, and consistent with federal and state privacy laws, the Compliance Officer also may discuss the complaint with the Superintendent or designee, the parent/guardian of the accused individual if the accused individual is a student, a teacher or staff member whose knowledge of the students involved may help in determining the facts, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

Interviews of the alleged victim, alleged perpetrator, and all relevant witnesses are conducted privately, separately, and are confidential. At no time will the alleged perpetrator and victim be interviewed together.

Interviews and other information gathered will be documented. Documentation of complaints and their resolution will be maintained for a minimum of two years.

### iv. Factors in Reaching a Determination: In reaching a decision about the complaint, the Compliance Officer may take into account:

- a. Statements made by the subject of the complaint, the individual accused, and other persons with knowledge relevant to the allegations
- b. The details and consistency of each person's account
- c. Evidence of how the subject of the complaint reacted to the incident

- d. Evidence of any past instances of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, or other misconduct by the accused individual

To judge the severity of the unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, the Compliance Officer may take into consideration:

- a. How the misconduct affected the subject of the complaint
- b. The type, frequency, and duration of the misconduct
- c. The age, race, gender/gender identity and/or disability of the subject of the complaint and the individual accused of the conduct, and the relationship between them
- d. The number of persons engaged in the alleged conduct
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents of discrimination at the school

- F. **Written Report on Findings and Follow-Up:** Within 60 calendar days of receiving the complaint, the Compliance Officer shall conclude the investigation and prepare a written report of his/her findings, as described below. This timeline may be extended for good cause. If an extension is needed, the Compliance Officer shall notify the complainant and explain the reasons for the extension.

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language. Additionally, when otherwise necessary to provide access to information for limited English proficient students and parents/ guardians, as required by federal law, the decision shall be translated into the student's or parent/guardian's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

- a. The findings of fact based on the evidence gathered
- b. As to each allegation, the District's conclusion(s) as to whether unlawful discrimination has occurred
- c. Rationale for such conclusion(s)
- d. Corrective actions, if any are warranted, which may include consequences imposed on the individual found to have engaged in the discriminatory conduct that relate directly to the subject of the complaint, as required by law, such as requiring that the individual found to have engaged in the discrimination stay away from the complainant, prohibiting the individual from attending school for a period of time, or transferring the individual to other classes or another school.

Individual remedies offered or provided to the subject of the complaint, such as counseling, academic remedies, or other measures taken to eliminate any hostile environment and prevent the discrimination from recurring. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence may include counseling and academic support services for other affected students, training for faculty and staff, revisions to the school's policies, and campus climate surveys.

- e. Notice that the individual who was the subject of the complaint and his/her parent/guardian should immediately report any reoccurrence of the conduct or retaliation to the District compliance officer or principal/designee
- f. Notice of the complainant's right to appeal the district's decision within 15 *calendar* days to the CDE and procedures to be followed for initiating such an appeal

Any decision concerning a complaint of discrimination, including discriminatory harassment, intimidation, and/or bullying shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing state law civil law remedies.

#### G. Remedial Action

Remedial action will be designed to end the discriminatory conduct, to prevent its recurrence, and to address its effects on the subject of the complaint. Examples of appropriate action include:

1. Interventions for the individual who engaged in the discrimination, such as parent or supervisor notification, discipline (discussed below), counseling, or training.
2. Interventions for the subject of the complaint, such as counseling, academic support, and information on how to report further incidents of discrimination.
3. Separating the subject of the complaint and the individual who engaged in the discrimination, provided the separation does not penalize the subject of the complaint.
4. Follow-up inquiries with the subject of the complaint and witnesses to ensure that the discriminatory conduct has stopped and that they have not experienced any retaliation.
5. Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute discrimination, that the District does not tolerate it, and how to report it.

In addition, the Compliance Officer shall ensure that the individual who was the target of discrimination and his/her parent/guardian, are informed of the procedures for reporting any subsequent problems. The Compliance Officer shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### H. Disciplinary Action

Students who are found to have engaged in discriminatory conduct may be subject to discipline up to and including expulsion.

Disciplinary action may include oral warnings, written warnings, mandatory training, counseling, suspension, transfer, or expulsion for students. Such disciplinary action shall be in accordance with Board Policy and state law. Suspension and recommendations for expulsion must follow applicable law.

Staff members who are found to have engaged in discriminatory conduct toward students shall be subject to discipline up to and including dismissal. Disciplinary action may include oral warnings, written warnings, mandatory training, counseling, suspension, transfer, demotion, or termination of employees. Such disciplinary action shall be determined by site and District Administration in accordance with applicable policies, laws, and/or collective bargaining agreements.

In identifying appropriate disciplinary action, repeated incidents and/or multiple victims will result in more severe penalties.

Individuals who knowingly file false complaints of discrimination, including discriminatory harassment, intimidation, and/or bullying or give false statements in an investigation shall be subject to discipline by measures up to and including suspension, expulsion, and or dismissal, as shall any individual who is found to have retaliated against another in violation of this policy

## **2. Complaints Alleging Noncompliance with Other Federal or State laws**

A complaint alleging noncompliance with federal or state laws or regulations governing specific educational programs or the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may also be filed under this procedure.

Such complaints may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

If a complaint alleging noncompliance with federal or state laws or regulations governing specific educational programs or the laws regarding student fees, deposits, and other charges, is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

### **Appeals to the California Department of Education**

If dissatisfied with the district's decision under this procedure, the complainant may appeal in writing to the CDE.

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, including discriminatory harassment, intimidation, bullying, or sexual harassment based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law.

Complaints alleging discrimination based on race, color, national origin, sex/gender, disability or age may also be filed with the U.S.

Department of Education, Office for Civil Rights. ([www.ed.gov/ocr](http://www.ed.gov/ocr)) Such complaints must generally be filed within 180 days of the alleged discrimination.

Regulation

Staff approved: 10.10.11, 08.29.12, and 02.11.14

**PALO ALTO UNIFIED SCHOOL DISTRICT**

Palo Alto, California

---

## Students BP 5131 CONDUCT

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.

(cf. 5112.5 - Open/Closed Campus) (cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)  
(cf. 6162.54 - Test Integrity/Test Preparation) (cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses) (cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

(cf. 5131.6 - Alcohol and Other Drugs) (cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Steroids)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.



(cf. 1020 - Youth Services)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6020 - Parent Involvement)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

#### Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

(cf. 5145.12 - Search and Seizure)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

#### Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees) (cf. 6163.4 - Student Use of Technology)

School staff may receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a

determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination

32261 Bullying

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition use of electronic listening or recording device in classroom without permission CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

417.25-417.27 Laser scope

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23124 Use of cellular phones provisional license holders

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

Legal Reference: continued

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES

CSBA: <http://www.csba.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov> California Department of Education, Safe Schools Office:

<http://www.cde.ca.gov/lr/ss> Center for Safe and Responsible Internet Use: <http://csriu.org> and <http://cyberbully.org> National School Boards

Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

NetSmartz: <http://www.netsmartz.org>

U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: 01.12.10 Under Board/Staff Review Palo Alto, California