

# *Upper Lake Elementary School*



**2016-2017**

## **STUDENT and PARENT HANDBOOK**

679 Second St. Upper Lake, CA 95485  
(707) 275-2357  
[www.ulusd.org](http://www.ulusd.org)

## **INTRODUCTION from Mrs. Wayment Principal~ Upper Lake Elementary School**

Thank you for reading the Upper Lake Elementary School Student Handbook. The home of the Bobcats welcomes you to another year of personal growth and academic success made possible through the commitment of parents/guardians, staff and community to provide the best for their children.

Parents/guardians play an active role in the school, and this important role is shown nationwide to be the best indicator of a child's success in school. This role includes having your child to school, on time, every day they are healthy. The value of education starts at home.

There are many ways to be involved with the school and we welcome and encourage your participation. Some of these activities include our School Site Council, LCAP, PTO, helping your child complete homework, volunteering at school and celebrating your child's achievements. We look forward to partnering with you.

Our staff is dedicated to the success of all students within the Upper Lake Unified School District. Our staff continually attends training and works on ways to meet the needs of the students in their classroom. We, in Upper Lake, have a very talented and dedicated staff.

Please join with us this year in continuing our success in providing the best education for our children. Together we make it happen!

Please feel free to call Jill Lovrin 275-2357 to set up an appointment to meet with me.

*Stephanie Wayment*

## 2016-2017 ULES Important Dates

### August

- 10 First Day of School
- 25 Back to School Night - Elementary School

### September

- 5 Labor Day Holiday - NO SCHOOL

### October

- 10-14 Parent Teacher Conferences MINIMUM DAYS K-8

### November

- 11 Veteran's Day - NO SCHOOL
- 21-25 Thanksgiving Break - NO SCHOOL

### December

- 19-30 Winter Break - NO SCHOOL

### January

- 2 Winter Break - NO SCHOOL
- 18 Martin Luther King Jr. Birthday - NO SCHOOL

### February

- 20 President's Day Observed - NO SCHOOL

### March

- 10 No School

### April

- 3-7 Spring Break - NO SCHOOL
- 17 No School

### May

- 4 Open House - Elementary School
- 22-25 Minimum Days
- 25 Last Day of School

# UPPER LAKE ELEMENTARY SCHOOL

Office Hours: 7:30 a.m.-4:00 p.m.

Jill Lovrin - School Secretary

## **Elementary Teaching Staff/Grade Level :**

Ms. Callen - K	TBD - 3rd
Ms. Hyatt - K	Mrs. Klier - 3rd
Mr. Smith - TK/K	Mrs. Norwood - 3rd
TBD - 1st	Mrs. Van Buskirk - 4th
Mrs. O'Meara - 1st	Mrs. Verstoppen - 4th
Mrs. Villanueva - 1st	Mr. Bernal – 4th
Ms. Brown - 2nd	Ms. Duncan - 5th
Mrs. Perry - 2nd	Mr. Sombs - 5th
Mrs. Harwell - 2nd	Mrs. Johnson - Special Education
Mrs. Martin - ELD	Mrs. Wayment - Principal

## **Support Staff:**

Health Aide - Mrs. Rhodes	Food Service Supervisor/Cook - Ms. Finney
Psychologist - Ms. Bastoni	Cook - Ms. Dumont, Mrs. Iaccino
Speech Therapist - Ms. Byers	Instructional Aide- Mrs. Henry
Technology - Mr. Rosser	Instructional Aide- Miss Aundrea
Maintenance Coordinator - Mr. Driskel	Instructional Aide - Mrs. Schaefer
Custodian - Mr. Friedrich	Instructional Aide - Mrs. Wurm
	Instructional Aide - Mrs. Mooney
	Instructional Aide – Mrs. Coatney

# Bell SCHEDULES

## Regular Day Schedule

8:00	Grade TK - 5	Begin School
9:30 – 9:45	Grade TK - 1	Nutrition Break/Recess
9:50 – 10:05	Grade 2 - 3	Recess
10:10 - 10:25	Grade 4 - 5	Recess
11:10 – 11:50	Grade TK - 1	Lunch/Recess
11:40 – 12:20	Grade 2 - 3	Lunch/Recess
12:10 – 12:50	Grade 4 - 5	Lunch/Recess
1:00 – 1:15	Grade K	Recess
2:00	Grade K - 5	Dismissal

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## Minimum Day Schedule

8:00	Grade TK - 5	Begin School
9:30 – 9:45	Grade TK - 1	Nutrition Break/Recess
9:50 – 10:05	Grade 2 - 3	Recess
10:10 - 10:25	Grade 4 - 5	Recess
11:10 – 11:50	Grade TK - 1	Lunch/Recess
11:40 – 12:20	Grade 2 - 3	Lunch/Recess
12:10 – 12:50	Grade 4 - 5	Lunch/Recess
1:00	Grade K - 5	Dismissal

# GENERAL INFORMATION

## Animals on Campus

County health regulations and District policy prohibit dogs on school grounds at any time except service animals. Student and parents are asked not to bring pets from home without prior approval. Please leave your dog/pets at home or in the car during student drop off and pick up times. Only service animals may be taken aboard school buses.

## Arrival/Dismissal

In general, children are asked not to arrive more than 30 minutes before the start of the school day unless there are meetings or activities scheduled for them. Students may not wait for any length of time after school to attend activities that start substantially after dismissal time. Schools do not have the personnel to provide supervision outside of specified arrival and dismissal times.

### Leaving School During the Day:

No student is permitted to leave school during the school day without permission from the school office. If parents are taking their child out of school early, they must go to the school office to sign out their child to be released. The office must be notified in advance if someone other than a parent is to pick up the child.

## Attendance

### Absences:

Public school districts in California receive their funding from the state of California based on the actual number of students who are present for classes, not on the District's enrollment. Districts are not paid for students who are absent, no matter

whether an absence is excused or unexcused. Parents are urged to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none, or only a small portion, of the school day. The District also asks that travel or other absences be avoided during the time school is in session. The better a student's attendance rate, the more a student will learn. The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home or a doctor when returning to school, or the school must have received a phone call from a parent/guardian. Illnesses and doctor and dental appointments are considered excused absences. Absences without a written excuse or phone call from home after three days are recorded as unexcused.

### Excused Absences:

No pupil may have his or her grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified below when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. (EC 48980(k))

A pupil shall be excused from school when the absence is:

- Due to his or her illness.
- Due to quarantine under the direction of a county or city health officer.

- For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during the school hours of a child of whom the pupil is the custodial parent.
- For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. As the teacher of any class from which a pupil is absent

shall determine, the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. For the purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

“Immediate family,” as used in this section refers to mother, father, grandmother, grandfather, or a grandchild of the pupil or of the spouse of the pupil, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the pupil, or any relative living in the immediate household of the pupil. (EC 48205)

#### Tardiness:

Students need to be at school on time. School for all students begins promptly at 8:00 a.m. When arriving tardy to school, a student must pick up a tardy slip in the school office to take to his/her teacher.

Excessive tardiness will result in disciplinary action. Unexcused tardies usually result in contacting the county's Truancy Investigator. Pupils will not be excused for being late to school or class for reasons which are related to individual or family organizational responsibilities.

#### Truancies:

A student is considered **truant** if he/she misses a day of school and it is considered an unexcused absence, or if the student is tardy three times for more than 30 minutes each time. After three unexcused absences, the student may be referred to the School Attendance Review Board (SARB).

### Unexcused Absences:

Unexcused absences are defined as absences that do not meet the following criteria listed in the California Education Code. A pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any thirty minute period during the school year without a valid excuse on three occasions in one school year, or any combination thereof, is a habitual truant and shall be reported to the district's attendance supervisor or the superintendent (EC 48260).

Education Code 48263.6 allows for another definition, that of a **chronic truant**. Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant.

### Excessive Absences:

Excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. When a student is absent from school for ten percent or more of the school days in one year, including excused absences, parents and guardians will be advised in writing that the limit has been reached. Further illness absences may be marked unexcused unless a doctor's verification is provided and /or a Release of Information Form is completed. The intent of this procedure is to identify early **chronic absentee** students who are at risk and design appropriate interventions.

### The School Attendance Review Board (SARB):

For pupils with continued or persistent attendance or behavior problems, the School Attendance Review Board process is a systematic, collaborative approach to meeting their needs. The District School Attendance Review Board, composed of representatives from various youth-serving and law enforcement agencies, schools and courts, works to develop new ways of coordinating school, community and home efforts. They help students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources.

Although the goal of SARB is to keep students in school and provide them with a meaningful educational experience, SARB does have the power, when necessary, to refer students and their parents or guardians to court. (EC 48290)

## **Enrollment & Registration**

Parents of elementary school aged students who are new to the area, reside within the District attendance boundaries, and are enrolling a student for the first time, may enroll their child at the District Office. To enroll, parents/guardians need to provide a birth certificate or other evidence of age and the child's immunization records. Parents must also provide an acceptable verification document indicating residency address which may include current: electric/gas bill or water/sewer bill, rental agreement or mortgage statement, cable/satellite bill or other specified document indicating name and address. Please note that enrollment is not complete until all information has been completed and reviewed/verified by District personnel.



Students living within the school attendance boundary receive priority for enrollment if all documents are completed and submitted during the registration window.

### Transfers:

When a child is moving from a school, parents are asked to notify the school a few days ahead and specify the last day of attendance.

## **Field Trips**

Upper Lake Unified School District recognizes that extracurricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, education, cultural, athletic, band or other extracurricular activities. Parents will be notified in advance of the plans for a field trip and before a student can participate, the teacher shall obtain parent/guardian permission for the trip.

Parents are encouraged to volunteer to chaperone field trips. It is not always possible to include all parent volunteers. It is the discretion of school staff how many chaperons are applicable for each trip. Siblings are not allowed to participate in District field trips as parents who volunteer are there to support all students participating in the trip, not just their child. The presence of another minor may deflect from their supervision responsibilities. Students are under the supervision of teachers and District staff and shall follow all school rules and regulations. Students

participating in the field trip remain under the supervision of assigned staff during the field trip as well as going to and returning from the field trip.

## **Food Services**

The Food Services Department of ULUSD is a team of food service professionals working in conjunction with parents, students, and educators to provide a healthy school nutrition environment. We recognize that wellness and proper nutrition are related to students' readiness to learn and strive to provide a variety of healthy choices that appeal to students. All meals meet the Healthy Hungry Free Kids Act of 2010 requirements. Our menu features whole grains and meals freshly prepared in our district kitchen. Meals served to students are analyzed to meet or exceed requirements of the United States Department of Agriculture. Meals contain zero trans-fats and are low in sugar and sodium.

Household Income Data forms are required to be filled out by families each year and are available from the office secretary. The school menu is posted each month on the school web site and in the office. Every student is given a PIN number for their meal account.

### Join us for Breakfast

It's been proven that eating a healthy breakfast helps you wake up, stay alert longer and do better at schoolwork and tests. And of course, nutritious foods fuel top physical performance. ULUSD offers a NO CHARGE breakfast to all Elementary school students, served ½ hour before the start of school each day.

### Food Consumption on Campus

Students must consume all food items inside the cafeteria or in other designated areas. No gum, sunflower seeds in shells or energy drinks are allowed anywhere on campus.

Parents can pick up the appropriate form at the District Office to be filled out by a physician.

## **Health Services & Requirements**

### District Health Paraprofessional:

The district health aide will be available on an on call basis to assist students.

### Head Lice:

Head lice are a problem in many schools, including ours. If you notice your son or daughter scratching their heads excessively, they may have head lice. If this happens please have them checked immediately. Our district health paraprofessional will check students for nits and head lice regularly.

### Immunization Requirements:

State law requires the following immunizations before a child may attend school:

1. All new students to ULUSD must provide a proof of polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella immunizations.
2. All kindergarten students and first graders new to the District must provide proof of vaccination against hepatitis B.
3. All kindergarten students must provide proof of vaccination against chicken pox or physician documented disease history or immunity.
4. A health checkup (physical examination) is also required for all children entering school for the first time (kindergarten or first grade).

### **Additional information on immunizations can be located at**

<http://www.shotsforschool.org/k-12/>

### Medical Procedures:

Illness/injuries - if a student becomes ill or is injured at school, the student should report to a teacher or staff member on duty. All injuries, even minor ones, should be brought to the attention of the office. An injury report will be written, signed and dated.

### Medications:

Under California law, students are not to have any medication (prescription or non-prescription) in their possession while at school or school activities. When a child's physician prescribes medication to be taken during school hours, state law requires that the physician state the dosage and related information on the appropriate District form, which is available in the school office. Parents are required to sign a release allowing school personnel to dispense medication. Students may not carry and self-administer medications except under specific situations and with the full knowledge and consent of school personnel. Over the counter medications (cough drops, aspirin, etc.) are considered and treated as a prescribed drug. This precaution is taken for the protection and safety of all students. Additional information and support on medication issues is available by contacting the school principal or the District Health Aide. (Ed Code 49423, 48980)

### Mandated Screening

Vision, Hearing and Scoliosis Screenings are required at specific intervals and grade levels in California. ULES conducts vision and hearing screening in Kindergarten and grades 2 and 5. All special Education students will be tested as well.

### **Healthy Start**

A Family Services Coordinator provides individual and family support and facilitates counseling, student advocacy and home visitation. The Healthy Start staff works to improve student health and well being so that all students may come to school ready to learn.

### **Independent Study Agreement**

If it is necessary for parents to keep their children out of school for up to three weeks (minimum of five days), the District requests that a short-term independent study agreement be set up between the child, the parent and the teacher. This master agreement provides children with lessons and activities to complete while away from school and helps to ensure that the students do not fall behind in their studies. The study agreement is given to the children and should be returned to the classroom teacher. Parents should provide the school with at least one week advance notice prior to a child's unavoidable absence from school. On the first day returning to school, the completed assignments must be turned in to be graded.

### **Personal Belongings**

Students assume sole responsibility for the loss or damage of any school or personal property issued to or belonging to them,

such as garments, equipment, books, or musical instruments. The school will, in every way possible, endeavor to protect all such properties, but will not be responsible for them. Because we are not responsible for personal equipment, students are **NOT** to bring such items as radios, electronic entertainment devices, sports equipment, skateboards, cameras, or extra money to school. Cell phones are permitted with parent consent, but are not to be used during school hours.

### Mark all clothing:

If a child's name is on every piece of his/her school clothing, lost articles can easily be returned.

### Lost and Found

Student or parents may check the lost-and-found bin for missing items. Unclaimed items are donated to charities throughout the school year. Students are encouraged to leave personal items at home to reduce risk of being broken, stolen, lost, or a disruption in classrooms.

### **Parent Groups**

#### Parent Teacher Organization (PTO)

The ULUSD PTO is an active volunteer group of parents, school personnel and community members that work together to support school and community activities. Parents are encouraged to join and be involved with meetings and activities. PTO communicates regularly with parents through meetings and Facebook postings.

#### LCAP Parent Advisory Committee(PAC)

In 2013-2014, the state of California changed the way it funded school districts.

The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that links spending to specific district goals for student achievement. Districts are now held accountable to the specific ways in which they spend money and how those decisions improve student outcomes. One key aspect of the LCAP process is the engagement of parents/guardians, employees, and other stakeholders in providing input and feedback. The PAC meets regularly to review and provide input on sections of the LCAP being developed.

### School Site Council

The School Site Council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school through the Consolidated Application. The School Site Council is a group of parents, teachers and classified employees that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers.

### Wellness Advisory Committee

The Wellness Advisory Committee consults with the Superintendent's designee to ensure accountability for the implementation and evaluation of the District's Wellness Policy. The public is welcome to attend WAC meetings. Parents and community members are also invited to participate in the spring policy implementation review.

## **School Office**

The school office is a business center. Students entering the office shall have a legitimate purpose for being there and have written permission from their teacher.

### Appointments

Appointments to see the Principal should be made by contacting the school secretary and arranging a time. Students who arrange appointments will be given a pass to return to the office at the appropriate time.

### Phone Messages for Students

We often receive phone calls from parents to tell a child to go home with a friend, or go to grandma's house today or to come home instead of going to the baby-sitters, etc. We cannot honor phone requests unless it is a family emergency. **PLEASE send a dated, written message** with your child in all cases.

## **School Safety**

### Safe School Plan

ULES has a School Safety Plan which includes a comprehensive emergency management plan. Copies are available to read at the school office. Fire drills are held monthly; emergency drills are held twice per year.

### Cooperation with Law Enforcement

ULUSD enjoys a strong relationship with county law and judicial agencies. The District especially works closely with the County Sheriff's Department to help ensure the safety of district staff, students and the security of district property.

### Closed Campus

For the protection and safety of students, ULES has a closed campus policy. Students may not leave the school campus between the time they arrive in the morning, and the time they are excused from school unless signed out.

### Out of Bounds

Certain parts of the school campus are out-of-bounds. Students are not allowed outside of the fences, in the parking lot, down the steps or to the front of the driveway or on the bus ramp. The area behind rooms 10 through 14 is also considered out of bounds.

### Visitor Policy

Parents are encouraged to visit our school. Please contact the principal regarding arrangements. Visits by children who are friends or relatives of students are not permitted. All visitors to schools must report to the office prior to entering classrooms or school grounds and must sign out when leaving the campus. Visitors must sign in and receive a Visitor or Volunteer Name Tag. These tags should be worn at all times while on school grounds. These tags help us monitor the helpers we have on campus and insure the safety of our students from unwanted trespassers.

### Student Information/Emergency Cards

A new Student Information/Emergency Card should be completed each fall and updated throughout the year if information needs revised. A local contact person should be listed as an emergency contact in case the school is unable to reach the parents. If a child becomes ill or injured at school, the parent(s) will be contacted immediately. It is extremely important that these Student

Information/Emergency Cards contain current information.

### Accident Insurance and Property Damage

ULUSD does not provide medical insurance for school-related injuries. However, the District does make information available on a variety of affordable plans to help parents in the case of a student accident. For information on student benefit plans, please contact the school office. Parents are held financially responsible if a child destroys or defaces school property.

## **Technology Use/Cell Phones**

ULUSD policy permits possession of cell phones on campus, but requires that they not be used from the time the student comes onto campus in the morning until after the school day ends. Electronic devices should not be visible during the instructional day. Students may use the school telephone in an emergency. Parents are asked to plan ahead with their children regarding any changes to procedures for students to follow after school. Changes such as not riding the bus should be communicated to the school by written note.

The use of common courtesy and appropriate etiquette will usually avoid problems with the use of electronic devices at school. However, if repeated problems occur, a student will be denied the possession of these items at school and will have to turn them into the office at the beginning of each day. In case of an emergency, parents may call the school office to contact their student. The student

will be notified and made immediately available to the parent.

If a student uses a cell phone inappropriately on campus, school officials have the authority to confiscate the device. If the device rings, or is visible during exams or is used for cheating, it may be confiscated and the student may be removed from the situation. Exceptions to this policy may be granted by the principal for purposes relating to the health or educational needs of a student.

The District assumes no responsibility for the loss, destruction, or theft of any cellular phones, or any other electronic signaling devices that are brought to school at any time or to any extracurricular or after school activity. The District is not liable for any inappropriate actions, content, or materials accessed or shared on personal devices. If there is reasonable suspicion, administration reserves the right to hold onto the device and search content on any personal device, including but not limited to blogs, text messages, images, etc., during an investigation.

## Transportation Services

The State of California and school districts have established rules and regulations for the safe transportation of your child. The law states that "Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or a highway" 5CCR 14103 The following are the rules and regulations that ALL STUDENTS MUST abide by when

riding a school bus. Riding a school bus is a privilege not a right. Riding privileges may be denied to any student who violates these rules and/or causes serious or habitual problems for the driver.

### Be Safe

- **Walk with caution.** Use safe pedestrian skills on your way to and from the bus stop. Select the safest route to get to and from your children's stop.
- **Wait at your stop.** Wait at the stop and do not step into the road at any time. Wait until the bus stops. Do not move towards the bus until the bus has stopped completely. Wait until the door is open and riders have exited to approach the door.
- **Stay seated.** Take the nearest available seat and stay seated. Wear the seatbelt if the bus is equipped with seat belts.

### Be Respectful

- **Roll with respect.** Keep the bus clean and do not damage the bus in any way. Treat your driver with respect and follow their instructions.
- **Keep your hands and feet to yourself.** Mind your own business and keep hands and head inside at all times.
- **Use a quiet voice.** Do not yell or speak loudly inside the bus. Bus stops are smoke-free zones. Refrain from smoking at or near bus stops.

### Be Responsible

- **Be on Time.** Be at your school bus stop in advance of when the bus arrives.

Notes from parents/guardians requesting their student be dropped off at a stop other than his/her designated stop are required

for all grades. These requests must be made in writing, signed and dated by the parent/guardian, school site and received by the driver.

### Transportation Appeals and Grievance Procedures

Rules for riding school buses will be strictly enforced. Suspensions may occur for repeat offenders. Any violation of these rules may be sufficient reason to discontinue bus transportation privileges to the student involved and may cause suspension or expulsion from the school bus. If a student is denied riding privileges indefinitely, parents may appeal the decision to the Director of Transportation:

1. Contact the Lead Bus Driver 275-2338 x3301.
2. Meeting will be scheduled with the parent, student, Lead Bus Driver and Director of Transportation 275-2338.
3. Meeting with Superintendent/Principal.

## **INSTRUCTIONAL PROGRAMS & SUPPORT**

### **Academic Policy**

#### Academic Distinctions

ULES places a high priority upon the academic achievement and scholastic endeavor of students. We believe that one of the highest goals for which our students can strive is notable achievement in the academics. Both Principal's List and Honor Roll are published in the local newspapers and on our website after each semester.

1. **PRINCIPAL'S LIST:** Students who achieve a grade point average of 3.5 or higher..
2. **HONOR ROLL:** Students who achieve a grade point average of 3.0 to 3.49.

#### Make Up Work

Students/athletes who miss school while on a school activity (e.g., sports, field trips) are NOT normally given time to make-up work. It is the student's responsibility to secure assignments and complete them by the due date. Missed tests are to be made up as set up by the teacher. ANY work in ANY class will not be accepted after 5 school days after the assignment was originally due.

#### Reporting to Families

The staff is committed to keeping parents actively involved and aware of student progress through regularly scheduled conferences and after school events. At Back-to-School Night, held each year, teachers will review their goals and the course of study for the grade level they teach, along with a presentation of materials and textbooks used in the classroom. This is a good opportunity to get acquainted with the instructional program and the staff. Individual conferences will take place on a formal basis in November. During conferences, your student's teacher will spend time with you to review and evaluate your student's progress.

Conferences with teachers(s) may be scheduled at any time throughout the school year. Please feel free to make an appointment whenever you have a concern. Appointments may be made directly with

teacher(s) or through the school secretary 275-2357.

## Emergencies

During rainy or snowy weather or any emergency, the following radio station will inform the public if our school will be open or closed: KXBX (AM 1270). Also an automated phone message will be generated and sent as well as notifications on social media.

## Homework Policy

Homework is an important part of the instructional program. The District's policy calls for regular homework assignments and for careful monitoring of the work by teachers. Meaningful homework helps children develop effective study habits, reinforces classroom learning and enriches the classroom experience. The purpose of homework is to:

- Preview, practice, and apply newly acquired skills.
- Promote planning and organizational skills.
- Promote life skills including study habits, self-discipline and time management.

Homework is the responsibility of the student, with the assistance of parents. Teachers review completed homework. This combined effort of home and school assists students in extending their learning and in improving achievement. . At the middle school level, homework is a regular part of the instructional program. The frequency and length of homework will vary by subject matter.

### What parents can do to promote student success

- Talk with your child about the importance of homework for school success.
- Learn about the teacher's homework policy and grading expectations.
- Ask your child about their learning.
- Bring questions to the teacher when you need clarification.
- Provide an environment for homework completion (quiet place, consistent time, resource).
- Monitor your child's progress.
- Plan vacations around the school calendar to avoid absences. If your child is absent, request the work and ensure that the work is turned in according to the teacher's specifications.
- Contact the teacher if your child is struggling, i.e. spending too much time on assignments, or requiring a lot of assistance.
- Monitor grades and homework progress through the Aeries Parent Portal.

### Student homework responsibilities –

- Complete quality homework – do your best work.
- Be prepared with materials needed to complete the assignment.
- Ask teachers and parents for clarification if you are confused.
- Inform parents and caregivers of homework expectations.
- Use the organizational tools provided.
- If absent, ask for the work you missed. Make up missed work and turn in immediately.
- Turn in your homework to your teacher on time – don't lose it!

## Honesty Policy



The staff of Upper Lake Elementary School believes that moral integrity is one of the most important characteristics to be developed and encouraged in our young people. We believe that students should be honest in all respects with their fellow students and school personnel. Cheating and dishonesty are not accepted. Students who are found to have cheated on an assignment(s) will not receive credit for that assignment(s) and parents will be notified. Students who are dishonest to staff may have consequences or an increased consequences if occurring during a disciplinary procedure.

## **Library Services**

The library will be open at scheduled times. All materials are checked out for a period of two weeks. No book shall be checked out for more than 6 weeks to any one student.

It is important to return your library materials on time. An overdue book list will be distributed to teachers regularly. All students are required to have a library Use Form on file before books will be checked out. Any student who loses a book will be expected to reimburse the school for the estimated value of the book. A student who has not returned or paid for lost materials will have library privileges suspended

## **Progress Reports & Parent Conferences**

Parent conferences at all grade levels are designed to foster good communication in the parent/teacher partnership and help all children reach their highest potential. At the elementary school level a conference is held with the parent, the teacher, and when appropriate, the student at the end of the first trimester. Progress Reports are shared

at this time and at the end of the next two trimesters. Parents have the opportunity to tell the teacher about their child's achievement and goals, and the teacher has the chance to explain the curriculum, assessment data, and academic goals.

Throughout the year, teachers send home information about class assignments and student achievement. Parents are encouraged to speak with a teacher about concerns at any time by making appointments.

## **Promotion/Retention/ Acceleration Policy**

Board Policy #222 (revised 03/03)

Students will normally progress annually from grade to grade or level to level.

Exceptions may be made when, in the judgment of the staff, with the principal concurring, such exceptions are in the best educational interest of the student and the school involved. Exceptions will always be made after prior notification to the student's parents.

The following criteria shall be employed in determining whether the student's best interest would be served by special promotion or retention:

### At Risk of Retention:

Students shall be identified as being "at risk of being retained" when they meet any one of the three criteria listed below:

### Recommendation for Retention:

Students shall be identified as being "recommended for retention" when they meet any two of the following three criteria listed below:

- **State Testing Results:** On the state standards assessment package students fail to score at or above the Basic level.
- **Curriculum-based assessments:** Students fail to score at or above the 50% benchmark assessment in Language Arts, Reading or Math.
- **Teacher assessment of student progress:** Students fail to maintain a 1.5 GPA on daily classroom assignments in core academic areas.

grades K and 8<sup>th</sup>, and no more than once in any grade level.

Proficiency in Reading, English Language Arts and Mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. Students shall be identified on the basis of assessment results, grades and other indicators of academic achievement, and the minimum level of proficiency recommended by the State Board of Education pursuant to Ed. Code 60648.

The following will also be taken into consideration when looking at retention and acceleration:

1. Academic Achievement  
(Achievement, Teacher evaluation, Effort/interest, Attitude)
2. Social and Emotional Maturity  
(Adjustment to others, Ability to communicate, Confidence, Age, Attendance)

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher(s) determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for intervention other than retention that, in the opinion of the teacher(s), are necessary to assist the student in attaining acceptable levels of academic achievement.

If the teacher's recommendation to promote is contingent on the student's participation in summer school or an interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion.

### Retention at Other Grade Levels

1. The teacher(s) shall identify students who should be retained or who are at risk of being retained at the following grade levels:
  - a. Between grades 2 and 3
  - b. Between grades 3 and 4
  - c. Between grades 4 and 5
  - d. Between the end of the intermediate grades and the beginning of the middle school grades.
  - e. Between the end of the middle school grades and the beginning of the high school grades.
  - f. No student shall be retained more than twice between

If the student does not have a single regular classroom teacher, the first period or homeroom teacher shall be designated as chair of a committee composed of all other of the student's teachers, which will be responsible for the decision to promote or retain the student.

When a student is identified as being at risk of retention, the teacher shall so notify the student's parents/guardians as early in the school year as practicable. The student's parents/guardians shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. The teacher shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that his/her child is at risk of retention.

#### Appealing a Teacher's Decision

The teacher's decision to promote or retain a student may be appealed. To appeal a teacher's decision, the parent or legal guardian shall submit a written request to the superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based. The burden shall be on the appealing party to show why the teacher's decision should be overruled.

Within 30 days of receiving the request for appeal, the superintendent or designee shall convene a retention review committee to meet with the appealing party and the

teacher. The retention review committee shall be made up of three neutral persons appointed by the Superintendent as follows:

- a. A neutral administrator
- b. A neutral teacher
- c. One other neutral person appointed by the Superintendent

The retention review committee's determination may be appealed by submitting a written appeal to the board within 15 school days. Within 30 days of receipt of a written appeal, the board shall meet in closed session to decide the appeal. The board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the board, the board may also meet with the appealing party, the teacher and the superintendent/ designee to decide the appeal. The decision of the board shall be final. If the decision of the board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections that shall become part of the student's record.

## **Special Education Programs**

Upper Lake Unified School District has a duty to locate, identify, and assess students with suspected disabilities who are in need of special education and related services. Federal and California laws require that a free and appropriate public education (FAPE) in the least restrictive environment (LRE) be offered to qualified pupils with disabilities from age 3 through 21 years of age.

Upon qualification, placement and related services are based on each student's Individualized Education Program (IEP). The types of programs and related services may include, but are not limited to: specialized academic instruction located in general or special education settings, speech and language therapy, occupational and physical therapy, psychological counseling, intensive behavioral intervention, parent training, and adapted physical education.

Parents are encouraged to contact their school principal if they feel their child needs to be assessed for special education, or if they need more information on special education programs.

## **Transitional Kindergarten**

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program. TK uses a modified kindergarten curriculum that is age and developmentally appropriate and taught by credentialed teachers with training to teach young children. ULES offers a TK program at our elementary site which follows the full-day schedule of kindergarten. To be eligible for the 2015-16 academic year, students must turn five years old on or between September 2 and December 2, 2015.

## **Use of School Property**

### Textbooks

Textbooks issued are loaned for your personal use. Upon receipt of books:

1. Examine all books for unusual damage or use and inform your teacher of all such damage; your

teacher will note the damage on the inside record sheet.

2. A cover is recommended for all textbooks that are received.
3. When the textbooks are collected, fines will be assessed if books are damaged beyond normal wear.
4. Students will be assessed a charge for all damage to books; students must pay the actual replacement cost for lost books. Report cards will be held until fees have been paid.

### Overdue Accounts

Students who do not return all school property (e.g., library books) will be billed by the school.

## TIPS FOR PARENTS:

1. Set up a special area in your home for your child's work. Display it and show that you care how he/she is doing.
2. Take a special interest in your child's work. If it shows improvement, give praise where it is due. Give help where it is needed.
3. Give your child the responsibility for returning notes, books, etc., to school by having a container near the door where he can put these things at bed time so they are ready to take in the morning.
4. When you take your child on a trip, make it a learning experience. Have him or her help plan the trip. Encourage him to collect maps or objects on your trip. Your child can share these things at school and tell the story of your trip. Even a trip to the store can be learning experience. Discuss nutritious foods, food groups, money and math while you are grocery shopping. Measuring can be learned at the gas station, hardware store or the yardage store.
5. Take time to talk to your child about his schoolwork and his interests. Find out how things are going at school. Just a brief moment or so will help.
6. Read to and with your child as often as possible. Make it a pleasurable experience. Road signs, maps and menus involve reading too!
7. In choosing or helping your child choose clothing to wear to school, keep the child's health and safety in mind. Many accidents occur from shoes that are improperly fitted or are not suited to outside play. It is better to carry a jacket home than not to have one if the day turns cold and windy. **Please mark jackets, coats, and sweaters with the child's name.**
8. Children learn well when they have good nutritious food to eat. You are being nutritiously aware when you send your child to school with a good breakfast and a healthy lunch or snack.

# KEY GUIDELINES FOR OUR SCHOOL

## Student Behavioral Expectations

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, Upper Lake Elementary School District has implemented a school wide Positive Behavior Intervention and Support (PBIS) program grades TK – 8. All rules and regulations at Upper Lake Elementary School are based on the fundamental rights of each and every student: ***Be Safe, Be Respectful, Be Responsible.***

PBIS is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Research also shows that a strong link between positive school climate and academic success when students clearly understand behavioral expectations.

Each school annually develops a plan to promote a safe, positive learning environment that includes: teaching positive school rules; implementing a social emotional skills enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences.

These Student Behavioral Expectations provide additional guidance to students, parent caregivers, teachers, and administrators regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

## Student Responsibilities

Students are expected to learn and model our District Student Behavioral Expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

### 1. BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards.
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

## 2. BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

## 3. BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

## **Student Dress and Grooming Standards**

Dress and grooming affect the attitude of students in their work and study habits and contribute to a productive learning environment. Students should wear safe, modest clothing which is not disruptive to the educational process. The primary standards for student dress and grooming are to be neat and clean while at school and to comply with the District Dress Code. These guidelines shall be in effect on campus, at any school sponsored event or activity or while going to or coming from school except where modified by the site administrator for specific extracurricular activities or specific cases. School administrators reserve the right to make an informed judgment on the appropriateness of student attire and may prohibit specific attire when behavior from students warrants the need to do so.

### TK-5 Dress Code

1. Attire and accessories that advocate, advertise or symbolize any type of alcohol, drugs, tobacco or acts which are illegal, violent, obscene, or hazardous to one's health is not allowed.
2. Attire which is sexually suggestive or extremely brief is not allowed. This includes, but is not limited to: low-cut garments, strapless or off the shoulder tops, straps less than 2 inches in width, bare midriffs, undershirts/racer-back tops or muscle shirts, sheer/see-through clothing (blouses, skirts etc. that expose undergarments), shorts, skirts, or dresses which are shorter than mid-thigh or finger-tip length.
3. Pants must not be more than one size too large or one size too small. Pants must not expose undergarments or buttocks.
4. Shoes must be worn at all times. Socks or sock-like footwear, slippers, or shoes with over a one inch heel are not safe or appropriate for school.
5. Clothing, jewelry, and other accessories which are extreme and present a safety hazard to the wearer or others are not allowed.
6. Facial makeup and hairstyles must not be disruptive or distracting to the educational process.
7. No caps, hats, or head coverings may be worn in indoors.
8. Sun glasses may not be worn in school buildings.

9. All attire, clothing, accessories, hairstyles that may be determined to be gang related are not allowed.
10. Any clothing item which has writing upon it that is offensive or degrading on the basis of gender, cultural, religious or ethnic values to the rights of any person may not be worn.

## **Student Harassment/Bullying**

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. The District's policies are available on the Upper Lake Elementary School website, in each of our school's offices, and each student will receive a written copy in the "Annual Notice to Parents and Students." The District prohibits bullying as defined in Education Code Section 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code Section 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the school administrator or designee. A complaint may be made by contacting the school administrator who will then take appropriate action to investigate or otherwise determine what occurred. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion. The District prohibits retaliation against individuals who make complaints or provide information related to such complaints.

### **DEFINITIONS:**

Discrimination: Negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

Harassment: Unwanted and unwelcome behavior from other students or staff members that interferes with another individual's life.

Sexual Harassment: Consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Actions that may be taken by student:

- Don't ignore it. Harassment does not usually "go away."
- Though it may be hard to do, tell your harasser to "stop."
- Seek help from someone you trust.
- Keep a written record of every incident.
- Don't blame yourself, and don't feel helpless, trapped, or confused. There is help available.

The following information is taken from the California Department of Education website. Further information can be located at [www.cde.ca.gov/ls/ss/se/bullyfaq.asp](http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp)



1. What is school bullying?

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulation social relationships, extorting, or intimidating).

Bullying can occur face-to-face or in the online world. Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

2. What can a school community do about bullying?

Preventing and responding to school bullying is the responsibility of every school administrator, teacher, school staff member, student, and parent. The entire school community must recognize the responsibility to create a climate in which bullying is not tolerated.

- Schoolwide interventions – strategies, supervision, assemblies, training, awareness
- Classroom interventions – strategies, rules, discussions, parent meetings
- Individual interventions – discussions with a bully or a target
- At home – discussion, modeling manners and respect, clear behavioral expectations

3. What is cyber bullying?

Cyber bullying or online bullying is a term used to refer to bullying over electronic media. Cyber bullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include r, "putdowns" or hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them.

# Student Discipline

## Consequences of Disruptive Behavior and Disciplinary Actions

As situations arise that might signal suspension from school, an array of interventions is considered when action is called for in response to student misconduct. School administrators utilize positive interventions and/or means of correction, if appropriate, prior to or in lieu of suspension to resolve disciplinary issues. Students are first supported in learning the skills necessary to function in the school environment and to avoid negative behavior. Disciplinary and restorative interventions may include:

Loss of Privileges – If someone abuses a previously earned privilege, that privilege can be revoked. The student can earn it back by successfully engaging in the expected behavior under supervision, or by meeting prearranged criteria for reinstatement of the privilege.

Confiscation - Items inappropriate for school or disruptive to the educational environment will be taken away. These items may be returned after a parent conference. Illegal items will not be returned and may be turned over to a law enforcement officer and appropriate disciplinary action taken.

Informal Conference – A school official (teacher, administrator or counselor) may meet with the student for instruction and guidance providing re-teaching and corrective feedback. This may offer the student an opportunity to have an understanding of, and be motivated to change, his or her behavior. A student so involved is more likely to become re-engaged in the process of learning.

Formal Conference – A formal conference is held between the student, parent, and one or more school official. During this conference, the student must agree to correct his/her behavior. Parent(s) may be notified by telephone, personal contact, or letter. A conference may also be conducted between the student, his/her parent(s), appropriate school personnel and any other individuals concerned.

Student Study Team – This is a formal process involving a team of school site personnel, parent/guardian, and students (when appropriate) to collaboratively develop strategies to assist students who have learning and/or behavioral challenges at school. The goal of the SST is to design a team action plan for student improvement.

Behavior Contracts – An effective contract is one which clearly states what the behavioral goals are for the student, positive consequences (rewards) he or she can earn for demonstrating these behaviors, and negative consequences that will follow when those behaviors are not demonstrated.

Behavior Support Plan – A student experiencing “serious” behavior challenges may benefit from a Behavior Support Plan (BSP) developed through the Student Study Team. Special Education students 39 whose behavior impedes learning may also require a BSP as defined in the Education Code (EC 56520) through the IEP team.

Break Restriction/Time Out – A student’s break time may be restricted (kept in supervised classroom, benching, sitting in office, etc.). The student shall be given adequate time to use the restroom and get a drink or eat lunch.

Detention – Assignment of a student to a supervised detention schedule. Such detention shall not occur during the minimum lunch or recess period, and may be imposed for up to one hour after the close of the maximum school day. A student who is transported by school bus shall be detained only until the time when the bus departs. School personnel shall give the parent/student 24-hour advance notice. Same-day after-school detentions must receive prior parent/guardian approval.

Alternatives to Suspension – Consequences identified as appropriate responses to misconduct that provide a student with an opportunity to learn skills necessary to avoid future misconduct may include re-teaching expected behavior, practicing the expected behavior, community service (among others).

Parent Shadow - The opportunity for a parent to shadow their child in class may be offered. This opportunity is at the discretion of the school, and requires the parent to shadow their student.

Suspension from Extracurricular or Co-curricular Activities – Extracurricular activities occur outside of the academic day. Co-curricular activities may be within or outside of the academic day and are built into the curriculum. It may be determined that a student may not participate in an extracurricular activity (e.g. athletics, dances) or a co-curricular activity (e.g. field trips) if they have shown unsafe or other behavior that would indicate that they may harm themselves or others.

Suspension – A student may be removed from ongoing instruction for adjustment purposes by administrative or teacher action. A principal or designee may suspend for up to five days. A teacher may suspend for the remainder of the period in which the misbehavior occurred and the next day’s class. There are two kinds of suspension: on-campus suspension and home suspension. Student placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during their suspension. On-campus suspension involves the student serving the period of suspension on campus in a separate, supervised setting.

Expulsion – A student may be expelled for violating the California Education Code, as ordered by the Board of Education, and removed from all schools in Upper Lake Unified School District. The expulsion is for a defined period of time and requires an application for readmission.

*Summary Steps:* An informal hearing between the principal or designee, the student and any other appropriate persons will be conducted. If, after the hearing, the principal decides that suspension is necessary, it will become effective immediately. The principal will attempt to notify parent(s) or legal guardian(s) by telephone before this action is taken. The principal will provide one copy of the suspension notice to the parent(s) or legal guardian(s) within one business day.

State law provides for full due process and rights to appeal suspension or any order of expulsion.

School Attendance Review Board (SARB) – SARB reviews student attendance and incidents of disruptive behavior. Students may be referred to for habitual truancy, irregular attendance, habitual insubordination, or disorderly conduct at school. SARB may direct a student to take part in community service and may also involve the district attorney, county probation department, sheriff's department, and county health and human services in a student case. This board may transfer the student to another school or to an alternate educational placement.

## **BOARD POLICIES**

### **Title IX Compliance**

Upper Lake Elementary School is in compliance with the provisions of Title IX of Public Law 92-318 Education Amendments of 1972. No officer or employee of the district, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program or activity because of the student's race, religion, color, sex or national origin.

### **Upper Lake Unified School District Uniform Complaint Procedures**

### **Upper Lake Unified School District Sexual Harassment Policy**

*(The following is an excerpt from the Upper Lake Union Elementary School District Policy)*

#### **Uniform Complaint Procedures (UCP) Annual Notice 2016-2017**

**For students, employees, parents/guardians, school and district advisory committee members, appropriate private school officials, and other interested parties**

**The Upper Lake Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.**

**The Upper Lake Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or**

**ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.**

**The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:**

**Adult Education**

**After School Education and Safety**

**Agricultural Vocational Education**

**American Indian Education Centers and American Indian Early**

**Childhood Education Program Assessments**

**Consolidated Categorical Aid Programs**

**Migrant Education**

**Career Technical and Technical Education**

**Child Care and Developmental Programs**

**Nutrition Services – USDA Civil Rights**

**Discrimination, Harassment, Intimidation and Bullying**

**Safety Planning Requirements**

**Foster & Homeless Youth**

**Local Control Funding Formula and Local Control Accountability Plans**

**NCLB Titles I-VII**

**Pupil Services**

**Lactation Accommodations**

**Course Periods without Educational Content**

**Physical Education Instructional Minutes**

**Regional Occupational Centers and Programs**

**School Facilities**

**Special Education**

**Tobacco-Use Prevention Education Program**

**A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:**

**1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or**

**an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.**

**2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.**

**3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.**

**Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:**

**Patrick Iaccino  
Superintendent  
Upper Lake Unified School District  
675 Clover Valley Road  
Upper Lake, CA 95485  
(707) 275-2655**

**COMPLAINTS OF NONCOMPLIANCE WITH LAWS RELATING TO PUPIL FEES ARE FILED WITH A PRINCIPAL OF A SCHOOL. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.**

**Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.**

**Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.**

**The complainant has a right to appeal Upper Lake Unified School District's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving Upper Lake Unified School District's decision. The appeal must include a copy of the complaint filed with Upper Lake Unified School District and a copy of Upper Lake Unified School District's Decision.**

**Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of Upper Lake Unified School 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.**

**A copy of the Upper Lake Unified School District's UCP policy and complaint procedures shall be available free of charge.**

## **Upper Lake Unified School District Sexual Harassment Policy**

*(The following is an excerpt from the Upper Lake Unified School District Policy)*

### **IV. DEFINITION OF SEXUAL HARASSMENT:**

- A. **Definition:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
1. Submission to the conduct is explicitly or implicitly made a term or a condition of any individual's employment, academic status, or progress.
  2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
  3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or creating an intimidating, hostile, or offensive work or educational environment.
  4. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
- B. **Specific Examples:** For the purpose of further clarification, sexual harassment includes but is not limited to:
1. Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones. (Written examples include, but are not limited to: suggestive or obscene letters, notes, and invitations. Verbal examples include but are not limited to: derogatory comments, slurs, jokes, and epithets. Physical examples include but are not limited to: assault, touching, impeding, or blocking movement. Visual examples include, but are not limited to: leering, gestures, partial or total nudity, display of sexually suggestive objects or pictures, cartoons, or posters, or the wearing of sexually suggestive clothing not meeting dress standards for students or employees.)
  2. Continuing to express sexual interest after being informed that the interest is unwelcome.
  3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment, suggesting a poor performance report will be prepared, or suggesting probation will be failed. For example, within the educational environment either implying or actually withholding grades earned or deserved, suggesting a poor performance evaluation will be prepared, or suggesting a scholarship recommendation or college application will be denied.
  4. Within the work environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in implicit or explicit

- coercive sexual behavior that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
5. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
  6. The viewing, printing, or transmission of any obscene, pornographic, or other material of a harassing or sexual nature on a computer.

(Ref: Section 703 of Title VII of the United States Civil Rights Act, as interpreted by the United States Equal Employment Opportunity Commission, 29 CFR, §1604.11; and Section 7287.6 of Title 2 of the California Administrative Code.)

## Upper Lake Unified School District Anti-Harassment and Discrimination Policy

(The following is an excerpt from the Upper Lake Union School District Policy)

### **ANTI-HARASSMENT POLICY:**

The Upper Lake Union School District is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of this school district policy. This includes (but is not limited to) harassment based on race, religion, national origin, marital status, sex, actual or perceived sexual orientation, actual or perceived gender identity, mental disability, or physical disability. Punishable harassment is conduct, including verbal conduct, (1) that creates (or is substantially likely to create) a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or seriously intimidating.

Sexual harassment is a form of harassment that also violates school policy. Punishable sexual harassment is an unwelcome sexual advance or sexual conduct, including verbal conduct, (1) that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; (2) that creates (or will certainly create) a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (3) that is threatening or seriously intimidating.

To prevent harassment in the first instance, staff members should teach why harassment is wrong and teach that tolerance and respect are essential to a free society. In response to an act of harassment, staff members should intervene immediately to stop the harassment and, if appropriate, should punish the harassment promptly, consistently, and proportionately to the seriousness of the act. But the response should not end there; rather, staff members should deter future harassment with continuing lessons of tolerance and respect.

Schools shall develop and publicize rules that explain how harassment can be reported and how reports of harassment will be handled. These rules should require staff to report harassment to a designated school official; should prohibit retaliation against anyone who reports harassment; and, to the extent possible, should protect the confidentiality of anyone who is involved in a report of harassment.

### **DISCRIMINATION POLICY:**

The Upper Lake Union School District is committed to equal opportunity for all students and all staff. It is District policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, marital status, sex, actual or perceived sexual orientation, actual or perceived gender identity, mental disability, or physical disability, if the person is otherwise qualified or could be with reasonable accommodation. The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

### **STUDENT SAFETY:**

The School District is committed to addressing the safety needs of all students and staff including needs related to actual or perceived sexual orientation and gender identity. The District is committed to maintaining a discrimination-free learning environment that teaches respect for all people, including those who do not conform to traditional sex role stereotypes. The District acknowledges that sexual minority youth, who frequently lack positive role models, experience disproportionately higher rates of suicides and school dropouts.

The District has a professional duty and obligation to understand the unique differences of its diverse student and staff population and to address its educational, emotional, and social needs. Students shall be assured they need not endure any form of harassment based on sexual orientation or gender identity that impairs their educational environment or emotional well-being at school. They shall be informed that they should promptly contact the principal or designee if they experience such discrimination.

The District acknowledges that a key element in a sound educational program is providing students with an understanding and appreciation of the differences of others. The District seeks to assure students and their family members and caregivers that their needs related to sexual orientation and gender identity will be addressed in a forthright and sensitive manner.

The Superintendent or designee shall ensure that students receive age-appropriate information and education related to sexual orientation and gender identity. The District will implement staff development programs for all school employees and address the needs of students and staff related to sexual orientation and gender identity. In accordance with District policy and state law, all schools will develop a site-specific plan for addressing issues related to sexual orientation and gender identity. The plan will include staff development for all school employees and the development of resources and education for students.

Slurs and harassment related to sexual orientation and gender identity are prohibited. Violations of this policy may result in discipline, up to and including suspension and expulsion or termination. Also, any persons who are not employees or students at the school (e.g., parents, visiting speakers or members of a visiting athletic team) who violate this policy shall be subject to immediate and appropriate corrective action depending on the level of control the District has over the offender.

The District prohibits retaliation against any complainant or participant in the complaint process. Information relating to a complaint of discrimination based on actual or perceived sexual orientation or gender identity shall be confidential to the extent possible. Individuals involved in the investigation of such a complaint shall be instructed to not discuss related information outside of the investigation process.

The District will provide on-going support services related to sexual orientation and gender identity issues. Curricula and materials will be developed and implemented which address the issues of this under-served population. All schools will be provided with training in the use of these curricula and materials.



The District will adopt personnel policies that are sensitive to sexual orientation and gender identity to ensure employment protection for all staff members.

# Upper Lake Unified School District Anti-Harassment and Discrimination Complaint Procedures (Administrative Regulation)

## VERBAL OR WRITTEN COMPLAINTS FROM STUDENTS:

If, at any time, a student is subjected to harassment or discrimination at school, the student should initiate a complaint to a teacher or administrator either verbally or in written form. The complaint should include information regarding the witnesses' names, the name(s) of the person(s) who engaged in offensive conduct, and the description of the offensive conduct, including the nature of the conduct, when and where the conduct occurred, the number of times it occurred, and any informal attempts at resolution.

## ADMINISTRATIVE REVIEW AND PROCEDURES:

### Receipt of Complaints

1. A teacher who receives a complaint shall notify the school principal of the complaint and direct the student to the principal. If the principal is the subject of the complaint, the teacher shall direct the student to the Superintendent or designee. The directive that staff report harassment will be included in the District's personnel policies.
2. A principal who receives a verbal complaint of harassment shall provide the student with a copy of the District's anti-discrimination and anti-harassment policy and this administrative regulation and direct the student to prepare a written complaint and return it to him/her.
3. In the case of a minor, the administrator should review the legal demands for filing a child abuse report to determine whether they apply to the particular circumstance. (Penal Code 11166)
4. If possible, the complaint shall be submitted on the official complaint form. If this is not possible, the student must provide the following information in writing: student's name and grade; home telephone number; description of incident; name of alleged offender; witnesses; other pertinent information that is available so as to allow an investigation to be conducted.
5. If it appears to the principal that the student is unable to prepare a written complaint without assistance, s/he shall assist the student with preparation of a written complaint.
6. The complaint and results of the investigation shall be kept confidential to the extent that maintenance of confidentiality is consistent with a thorough investigation and appropriate resolution of the matter.

## NOTICE TO PARTIES

Within 3 days of receiving a written complaint, the Superintendent or designee shall:

1. Meet with the complaining student if necessary to obtain clarification of the student's written complaint.
2. Individually advise the student and alleged offender that the complaint and results of the investigation shall be confidential to the extent that maintenance of confidentiality is consistent with a thorough investigation and appropriate resolution of the matter.
3. Provide a copy of the District's policy and procedures on anti-discrimination and anti-harassment to the alleged offender.
4. Talk to the alleged offender about the nature of the student's complaint.
5. Offer restorative justice intervention to the involved parties as a step in the resolution process. If the incident is resolved through an informal intervention, the Superintendent or designee will create an Incident Report, as designated below, noting the method of resolution.

## INVESTIGATION

1. The Superintendent or designee shall promptly commence and coordinate a thorough and objective investigation within 7 school days of receipt of the written complaint.
2. The investigation shall be conducted discreetly, maintaining confidentiality of all involved students insofar as confidentiality is consistent with a thorough investigation and appropriate resolution of the matter. Anonymity of the complainant shall be preserved when appropriate for reasons of safety.
3. The District acknowledges that some incidents of harassment may come to the school's attention as a result of fights or other misconduct on the part of the target of the harassment as well as the harasser. For example, when racial, ethnic or similar slurs are used in or before a fight between persons of different groups, school officials should determine whether any aspect of the event or the precipitating circumstances are covered by the District's anti-harassment policies. If so, the consequences should be adjusted accordingly.

## INVESTIGATION REPORT AND DECISION

1. The Superintendent or designee shall prepare a written report ("Incident Report") summarizing the results of the investigation. The report shall reflect the record of the circumstances (i.e. the nature of the alleged conduct, the context in which the alleged incident occurred and the result of the District's investigation). The report shall be considered a confidential document that shall be given only to the Superintendent or designee, and, if the matter is appealed as indicated below, to the Governing Board.
2. Based on the report, the Superintendent or designee shall prepare a written response ("Response") that shall include, at a minimum: (i) the name of the person making the allegation, and, if different, the name of the alleged victim; (ii) the nature of the allegation and the date of the alleged incident; (iii) the names of any staff persons alleged to have committed violations; (iv) the initials of any students alleged to have committed harassment or other misconduct (v) the names of all staff persons believed to have relevant information about the incident, (vi) the initials of any and all student witnesses; (vii) the statements of the complainant, the victim (if different from the complainant), the alleged perpetrator (if known), and any witnesses; (viii) the outcome of the investigation; and (ix) any action taken by the District.
3. The Superintendent or designee shall provide a copy of the Response to the principal, complainant, and alleged offender, within 30 days of the receipt of the Complaint
4. The District will collect and maintain a copy of the Incident Report, Response, and any other documentation created or received in relation to the complaint. The purpose of collecting this data is to provide the District with a means to monitor compliance with their anti-discrimination and anti-harassment policies. The confidentiality of those named in the complaints will be protected to the extent required by law.
5. A finding of discrimination or harassment of a student by a District employee shall be referred for appropriate personnel action consistent with the collective bargaining agreement and/or Board Policy.
6. A finding of discrimination or harassment of a student by a student shall be referred for appropriate intervention consistent with the District's anti-discrimination and anti-harassment policies. Discipline will only be used where necessary for student safety. In all other cases, the consequence for student discrimination or harassment shall be educative in content. If appropriate, the District will consider that the harasser, as well as the target of the harassment, may need help. An offender counseling program or restitution program may help perpetrators dispel stereotypes, prejudices, fears, ignorance and other contributors to harassment. It may be appropriate to involve the perpetrator in efforts to repair the damage caused by the harassment. The findings regarding discipline of a student or other resolution of

the complaint and investigation shall remain confidential consistent with the District's obligations to maintain the confidentiality of student records except where Education Code section 48918 (k) applies.

7. Whether the harasser is a student or employee, remedial steps, including discipline where appropriate, shall be calculated to stop the specific harassment and prevent recurrence. If harassment continues, stronger responses will be employed. The District shall consider all of the kinds of actions that will be necessary to fully address the specific problems experienced at the school site as a result of the harassment.
8. The District will consider the need for institutional remedies or changes, particularly where a pattern of harassment exists. Institutional remedies may include increased supervision, additional training of students and staff, changes in classroom or other school procedures, statements of nondiscrimination issued by school officials, and curricular and extracurricular programs to reduce prejudice and conflict.
9. If the conduct was not sufficiently severe, pervasive, or persistent to violate the District's anti-harassment or anti-discrimination policy, the District should still consider action geared to address the target's concerns to prevent recurrence and indicate that unlawful harassment will not be tolerated.
10. Students experiencing harassment may continue to suffer psychological problems, including impaired self-esteem, even after the harassment has ended. The District will encourage the student and the student's parents to consider treatment, where appropriate. The target of the harassment should be offered school services, such as counseling, and referred to publicly available sources of victim assistance.

#### **APPEAL PROCEDURES**

1. If the complaining student is dissatisfied with the District's Response to the complaint, he/she may file a written appeal to the Governing Board within 15 days after receipt of the decision.  
In closed session, the Governing Board shall review the student's written complaint, the Incident Report, and the Response to determine whether the alleged offender has engaged in discrimination or harassment and the appropriateness of the action contained in the Response.
2. The Governing Board, in its discretion, may request additional information and the personal appearance of any or all parties and witnesses in closed session.
3. The Governing Board shall issue a written decision within 45 days of the student's written appeal. The written decision and findings shall remain confidential except where Education Code section 48918 (k) applies