

PARENT HANDBOOK 2016-2017



Addison Elementary School

Addison Vision/Mission Statement

VISION

As an Addison community we develop our students' knowledge, critical thinking, and problem solving skills. We nurture curiosity, creativity, empathy and resilience. We empower every child to reach their full intellectual, social/emotional, and creative potential to become a lifelong learner.

MISSION

The Addison community supports students' learning and growth through clear and open communication, collaboration, taking risks, and building on the assets of one another with open minds.

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Dear Addison Families,

Welcome to Addison School! Addison's long history began in 1925 when it was founded on land intended for a high school. The original building rose two stories with single-story wings at either end. The two wings still exist – rooms 1, 2, 3, 8, and 9. These are the oldest existing elementary school classrooms in the Palo Alto Unified District. The central two-story structure, declared unsafe in an earthquake, was replaced in 1968 by the current courtyard rooms. The main office houses a (graciously donated) photo of the 1927-28 class, showing the original two-story building. Come on in and take a look at this record of Addison's history.

Addison hums with community energy and a passion for learning. Our test scores have consistently been among the highest in the state, while we continue to honor our long tradition of balanced curricula. Addison supports the whole child – academically, socially and emotionally. The students at Addison not only learn, they have fun as well, supported by a dedicated staff and a caring community that puts the welfare and achievement of its students at the center of everything it does.

One of the most distinctive features of Addison is its community. The school anchors friendships and social activities year-round. About 70% of our students (and their families) walk or ride their bikes to Addison. You're sure to see your neighbors and community members regularly on the way to and from school. Addison is Palo Alto's "downtown school", projecting a distinctive urban and cosmopolitan vibe. We speak dozens of languages and hail from all continents. There is one common theme, though: we love learning and we all come together at Addison School!

Our goal at Addison School is for each child to learn and grow academically, socially, emotionally and physically so that they will be better prepared to be citizens of the 21st century. While the staff and I shoulder a big part of that responsibility, we relish the partnership with you, our students' families. It's what makes Addison work so well.

This handbook contains useful information about our school's policies and procedures. Equally important is information which will help you connect with Addison's vibrant, engaging and powerful community. Please don't hesitate to ask me or your PTA President if you have any questions about Addison. I look forward to our journey together!

Fondly,

Amanda Boyce

Principal

**Palo Alto Unified School District
BOARD OF EDUCATION**



Melissa Baten Caswell

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Term expires 2016

Ken Dauber

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Terry Godfrey

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Term expires 2018

Camille Townsend

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Term expires 2016

Superintendent: Dr. Glenn W. "Max" McGee

(650) 329-3737

School Board meetings are generally held on the second and fourth Tuesdays of the month at 7pm in the Board Room at 25 Churchill Avenue.

Addison School Schedule

Grades 1-5	Begins	Ends
Gr. 1-3 – Daily except Wednesday	8:15 a.m.	2:20 p.m.
Gr. 4-5 – Daily except Wednesday	8:15 a.m.	2:45 p.m.
Recess	10:00 a.m.	10:20 a.m.
Lunch (Gr. 3-5) play @ 11:45 a.m.; eat @ 12:15 p.m.	11:45 a.m.	12:30 p.m.
Lunch (Gr. 1-2) eat @ 12 p.m.; play @ 12:15 p.m.	12:00 Noon	12:45 p.m.
Wednesday (Gr. 1-5) and other minimum days	8:15 a.m.	1:15 p.m.
All Wednesday lunches and schoolwide minimum days	11:50 a.m.	12:30 p.m.
Kindergarten	Begins	Ends
Kinder – Daily (Aug-Oct)	8:15 a.m.	12:00 Noon
Kinder – Recess	10:00 a.m.	10:20 a.m.
Schoolwide Minimum Day Schedule	8:15 a.m.	12:00 Noon
Kinder – Full Day* (Oct - June)	8:15 a.m.	2:20 p.m.
ALL KINDERS – Wednesday	8:15 a.m.	1:15 p.m.
Kinder – Lunch	12:00 Noon	12:45 p.m.
Kinder – Lunch Wednesdays and schoolwide minimum days	11:50 a.m.	12:30 p.m.
Rainy Days Grades K-5	Begins	Ends
Lunch M,T,Th,Fri (Gr. 5 11:50 a.m.-11:55 a.m.)	12:00 p.m.	12:15 p.m.
Lunch Recess (may be in or out)	12:15 p.m.	12:45 p.m.
Office Hours	8:00 a.m.	4:00 p.m.



Note: SCHOOL STARTS AT 8:15 a.m.

Please be on time!

ATTENDANCE POLICY

Attendance Expectations

Students who attend school consistently have a greater chance of excelling academically. Being present in the classroom provides students the ability to ask for clarification, engage in meaningful discussion, and take notes in preparation for examinations. Daily attendance promotes educational success and builds stronger relationships with peers and teachers. Consistent attendance is also recognized as a protective factor that provides students with the foundation to grow into happy, healthy, and productive adults.

The Palo Alto Unified School District (PAUSD) recognizes that success in school is related to prompt and regular classroom attendance. Frequent absences or tardies, which result in a student missing all or parts of presentations, demonstrations, discussions, explanations, and/or other classroom activities, are detrimental to the individual student and the class. Further, school attendance is compulsory as per Education Code (48200); therefore, student non-attendance and/or persistent tardiness are matters of serious concern (*Board Policy, BP 5113*).

The following are attendance expectations for all students:

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

Excused Absences

Excused Absences fall into one of two categories:

1. Health – Absences due to illness, medical appointments, or quarantine. *See *Health Related Absences for further information*
2. Warranted – These include, but are not limited to the following: (*Education Code, 48205*)
 - Funeral service for member of immediate family members
 - Religious Purposes
 - Court Appearances
 - Pre-arranged college visits*
 - Conference or meeting with employer*

Please see PAUSD AR 5113 for a detailed description of excused absences.

**For high school students only.*

Health Related Absences

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

In health related cases, in which the student is absent five (5) consecutive days, a physician's note is requested in order to excuse the absences. In cases where the student is absent over five (5) days (non-consecutive) or the equivalent of 10% of the semester (after state enrollment date) for health reasons, a physician's note is requested in order to excuse the absences. Health related absences may not be excused without appropriate medical documentation provided by an authorized health care provider (AR 5113).

Health Appointments

Parents/guardians should make every effort to schedule appointments outside of school hours. However, if not possible, parents/guardians are urged to consider varying the times of the day during which health appointments are made in order to avoid missing the same class consistently. If a student must leave during the day for a doctor/dentist appointment, the parent/guardian should come to the school office to sign out the student from school. If a student returns to school the same day, they are required to report to the school office before returning to class to provide verification of the health visit.

Unexcused Absences

Unexcused absences include absences not included above and/or not cleared with your child's school administration. Absences that do not qualify as excused as defined in Education Code have the potential to accrue toward truancy. Education Code §48260 provides that a student is truant if that student is:

- Absent from school without valid excuse three full days in one school year, or
- Tardy or absent for more than any 30-minute period during the school day
- Without a valid excuse on three occasions in one school year, or any combination thereof. (*Education Code, 48260, subd. (a).*)

Family Trips

We realize there are times families need to travel for various reasons during the school year. However, family trips are not considered excused absences by Education Code §48205. Given that classroom instruction and the interactive dynamic of the classroom experience are irreplaceable, consistent school attendance allows students to fully benefit from the educational experience. Students may be given the opportunity to make up missed work in extraordinary circumstances when a family leave is necessary, such as under emergency situations. Please contact your school principal to discuss your family's situation.

Absence Reporting Procedure

It is the parent/guardian's responsibility to report their student's absences. Only parents/guardians can excuse a student's absence. Parents/guardians must call or email the School Office on the first day of absence.

When a child is absent because of illness or for a doctor or dental appointment, call or email the school office 322-5935 before 8:15 a.m. on the day of the absence and indicate the reason. If contact is not made, the school requires the returning student bring a note signed by the parent/guardian. In a situation where a health condition begins to impact attendance and learning, a referral to the District Health Services Office may be initiated.

If a student is absent from class for any reason and the absence has not been cleared with the school staff, parents/guardians will receive a call from school staff. Any absence not cleared by the student's parent/guardian within 72 hours will be treated as an unexcused absence.

Detailed student attendance information is available for parents/guardians to review through the Infinite Campus Parent/Student Portal.

Early Dismissal

A child may be dismissed early from school only when a telephone call or note to the school office/teacher has indicated the specific reason. The school is not permitted to excuse children for music lessons, scouting, sports, or other extracurricular activities. A child leaving school at a time other than the usual dismissal time must report to the school office and await transportation there, NOT at the curb.

Tardy Policy

Children should be at school on time. Arriving after school has started is considered tardy. Teachers submit attendance online and if the teacher has already completed the daily attendance report while a child is not present, the student will need to go to the office upon arrival at school so the attendance report can be amended to “tardy” rather than “absent.”

Persistent tardiness is a problem for students, teachers and the classroom routine. When children are late, it causes disruptions and requires teachers to repeat instruction or re-explain directions. This results in a loss of learning time for the entire class. Perhaps most important for children of elementary age, they are learning patterns for life. Being on time and ready to begin the day is an important habit for life. Since parents/guardians are largely responsible for getting children to school on time in elementary school, we ask you to plan a morning routine which ensures that your child arrives at school early.

Habitual Truancy and Chronic Absenteeism

Families of students who are repeatedly tardy or absent, as per Education Code definitions, will be sent a letter to raise awareness of the situation. If the pattern of tardiness or absenteeism persists, the family will receive a second notice and the school will ask to meet with the parents to see how the situation can be resolved. If attendance does not improve over a reasonable period of time and the repeated tardiness and absences persist, the situation may be referred to the PAUSD Student Attendance Review Board. Please refer to the PAUSD School Attendance Review Board Brochure.

Actions to Address Poor Attendance

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

- Parent contact/meetings to discuss school attendance
- Development of attendance contracts
- Providing in-class consequences
- Attendance at a District Attorney Mediation
- Referral to SARB

REGULARLY SCHEDULED EVENTS/TIMES/LOCATIONS

Event	Date/ Time	Location
School Board Meetings***	7:00 p.m. usually on 2 nd and 4 th Tues each month	District Office: 25 Churchill Ave. or broadcast on Cable Coop Channel 28
PTA Meetings	3rd Thursday each month; 8:30-10 a.m.	Addison Kids Club
School Site Council Meetings	TBD: check Addison website	Addison Library
Weekly Assembly	8:25 a.m. Monday (weekly)	Addison courtyard

***Upcoming School Board meeting dates and times are listed in the Addison Advisor and on the following web sites:

PAUSD: <http://www.pausd.org>

Addison: <http://www.addison.pausd.org>

Please check the Addison School Calendar (<http://www.addison.pausd.org>) often as you will want to stay on top of the many exciting events which happen all year long.

Parent Groups

PARTNERS IN EDUCATION

Partners in Education (PiE) is a non-profit foundation dedicated to sustaining Palo Alto's community tradition of extraordinary public education. As budget cuts across the state have reduced the Palo Alto Unified School District budget, PiE has played an increasingly important role in supplementing core programs funded by the district. PiE makes it possible for us to provide instructional aides in every classroom, supplemental science instruction from the Junior Museum and Zoo, Spectra art lessons in all classrooms, and additional staffing support for the students and teachers at Addison. PiE is entirely funded by parents and other community members.

ADDISON SCHOOL SITE COUNCIL

The Addison School Site Council is responsible for establishing school goals, and allocating the School Improvement Program (SIP) funds received annually from the state for prioritized school improvements. The Site Council is composed of parents and staff serving two-year terms. The Site Council meets once a month (see the Addison School calendar for days and times). Meetings are open to all parents and staff members.

The 2016-2017 Addison School Site Council representatives include:

Site Council Representatives	
Principal	Amanda Boyce
Teacher	Laura Wright
Teacher	Jessica Collins
Custodian	Lina Castenada
Parent	Peter Phillips
Parent	Nishita Kothary
Parent	Irene Wong
Parent	Greg Wolff

ADDISON PARENT & TEACHER ASSOCIATION (PTA)

The Addison PTA is an essential component of school, providing three key functions to the school: volunteer support, financial and community support.

Volunteer Support

The PTA recruits and manages hundreds of people and thousands of hours worth of support. They ensure that the teachers and staff have the resources and support they need to provide our students with the best education possible.

Financial Support

The PTA raises a critical portion of the annual school budget covering such essential non-personnel items as technology support, staff development, supplies, and operational needs. These PTA funds are raised primarily through parent contributions through the Addison School annual auction in October.

Community Support

Through our annual events such as the Book Fair and Hoedown, parent breakfasts, Silent Auction, outreach events, parent education program, the PTA is a central link in the Addison community. Beyond school events, the PTA connects with the community through our weekly electronic newsletters (the Addison Advisor) and our website.

An Executive Board is elected from the parent community serving one-year terms. The Executive Board meets monthly. All parents are welcome to attend. The 2016-2017 PTA Executive Board includes:

PTA Executive Board	
President	Shirin Arnold
Executive Vice President	Tamlin Connel- Kinnan
VP Events & Fundraising	Lauren Williams
VP Outreach & Membership	Jen Ko
VP Safety & Education	Tanya Schornack/Jennifer Ott Cameron
VP Communications	Lesley Phillips/Sarah Gibbs
Secretary	Sharyn Efimoff
Treasurer	Sharada Kalanidhi
Financial Secretary	Rachel Thomas
Auditor	Joanna Chai
Historian	Dawn Sue
Parliamentarian	Wendie Karel

The Addison PTA website contains lots of important information about the school year. Please do take the time to become familiar with it. Additionally, the PTA sponsors this comprehensive parent directory (also available online) and sends you weekly updates through the online Addison Advisor. You will want to read it regularly to stay up-to-date on important information and activities at Addison school.

Academic Matters

The Palo Alto Unified School District (PAUSD) has established district curricular goals and standards for every grade level that either meets or exceeds the State of California Standards. For a full description of these standards, please visit: www.pausd.org/parents/curriculum.

STRATEGIC GOALS

In addition, we support the PAUSD School Board Strategic Goals which were updated and adopted on May 28, 2013. For a complete copy of the PAUSD Strategic plan, please visit: http://pausd.org/community/about/strategic_plan.shtml.

Goal A – Academic Excellence and Learning

Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills.

Goal B – Personal Development and Support

Support the social-emotional needs of students and celebrate personal growth across multiple dimensions, while ensuring a positive, safe, and healthy environment.

Goal C – Staff Development and Recruitment

Create an exceptional, positive teaching environment by developing, recruiting, and retaining the most talented staff and supporting a culture of professional growth and innovation.

Goal D – Budget and Infrastructure

Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent stewardship of resources, enhanced public and private support, and strong community partnerships.

Goal E – Governance and Communication

Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent stewardship of resources, enhanced public and private support, and strong community partnerships.

HOMEWORK

Homework should have a positive impact on student learning and is defined as the assigned learning activities that students work on outside of the classroom. The purpose of homework is to provide students an opportunity to practice, reinforce and apply previously taught skills and acquired knowledge and prepare for future lessons, and is directly tied to classroom instruction. Assignments should have a clear purpose and be designed for completion within a reasonable time frame. Completing homework is the responsibility of the student. Parents can play a supportive role through monitoring, encouraging students' efforts and providing a conducive learning environment.

Homework should be designed to:

- Deepen understanding and encourage a love of learning.
- Reflect individual student needs, learning styles, social-emotional health, and abilities in order for students to complete their homework.
- Provide timely feedback for students regarding their learning.
- Include clear instructions and performance expectations so students can complete the work independently.

- Be assigned in reasonable amounts that can be completed within a reasonable time frame.
- Provide teachers with feedback to inform instruction.

Effective homework practices do not place an undue burden on students. The Board recognizes the value of extracurricular activities, unstructured time and adequate sleep for a student's success in school.

The Winter break is intended to be a time that is free from schoolwork for students and staff. There should be no expectations on the part of students or staff that schoolwork is done over this period. No assignments should be given over the Winter break, and any long-term assignments given before Winter break should not be due during the first week back from the break.

The Superintendent or designee shall ensure that each school site develops an effective homework plan in accordance with Board policy and administrative regulations.

This policy and its associated administrative regulation shall be included in all school handbooks and secondary school course catalogs, as well as distributed on district and school websites.

Homework for Elementary Grades

1. In the primary grades (K-3), homework should consist primarily of reading and a limited number of independent exercises to reinforce previously taught skills and concepts.
2. At the upper grades (4-5), homework should primarily consist of reading, practice and application of key skills and concepts, application of writing skills, and beginning research. At this level, homework should be designed to build independent study habits.
3. Long-term assignments at the upper grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
4. Homework at the elementary grades should not be assigned over the weekends.
5. As a guideline, when teachers choose to assign homework, students might reasonably be expected to devote the following amounts of undistracted, focused time to nightly homework, including time devoted to long-term projects and reading.

K = Occasional short homework

1 = 0-10 minutes average M-Th

2 = 0-20 minutes average M-Th

3 = 0-30 minutes average M-Th

4 = 0-40 minutes average M-Th

5 = 0-50 minutes average M-Th

Note 1: Students in 4th and 5th grade who participate in band or strings can expect to practice their instrument for 10 minutes, five days per week.

Homework Guidelines for Teachers

In assigning homework, teachers should:

1. Clearly explain objectives, timelines, suggested amount of time for completing the homework, and required materials associated with the assignment.
2. Post assignments in a manner that is clear, consistent and easily observed by the student both in and outside of the classroom
3. Monitor homework time requirements and feasibility of assignments using student assignments, student feedback, and parent feedback.
4. Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.

5. Clearly communicate to parents and students the expectations regarding the amount and quality of homework required by the student and the level of parental involvement to complete assignments.
6. Inform parents and students of opportunities for student assistance.
7. Suggest and practice techniques to help increase efficiency, such as how to allocate time wisely, meet deadlines, and develop good study habits for each subject area. Examples of this may include the use of a binder reminder or computer based tools as communication avenues between home and school.
8. Provide a process for student or parent feedback if there is a concern.
9. Work with grade and department level colleagues to promote consistent homework practices and reasonable total time requirements for each evening.

Makeup Work

Students who miss schoolwork because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

(Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference: EDUCATION CODE

48205 Absences for personal reasons 48913 Completion of work missed by suspended student 48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources: SBE POLICIES

Parent Involvement in the Education of Their Children, 1994 Policy Statement on Homework, 1995

PROGRESS REPORTS (REPORT CARDS)

Assessing and reporting student progress is a priority in our school district. Progress reports are issued three times a year. Formal conferences with parents, the teacher, and possibly the student are held twice a year, the first in October/November and the second in February/March. However, parents will find teachers open to additional conferences as needs and situations dictate. Appointments arranged in advanced are best.

PSYCHOLOGIST

A psychologist is assigned to Addison on a part-time basis (T, W, F). Focusing on learning, social, and emotional issues, the psychologist works with staff to provide the best possible environment for all students. Parents with questions or concerns about their children should contact the main office to schedule an appointment with the psychologist.

READING SUPPORT

Thanks to funding from PAUSD, the Federal Government, and the State of California, we are able to provide a reading teacher to support students that are struggling with reading. Individual reading assessments administered by classroom teachers help identify students who need this service. Instruction is typically provided in small groups.

RESOURCE SPECIALIST PROGRAM

The Resource Specialist Program is a special education intervention designed to serve students that have qualified for services via assessments administered by the psychologist, the resource specialist, the speech and language specialist and other specialists.

Before services can begin, parents must agree to the RSP placement and approve an Individual Education Plan (IEP) for their child, as developed by the Individual Education Planning Team. The IEP team is composed of the Resource Specialist, the school Psychologist, the Principal, the Speech/ Language Therapist, classroom teachers, and the parents of the student being studied or assessed. IEPs for students receiving RSP support are subject to annual and triennial review and parent approval.

STUDENT SUCCESS TEAM (SST)

When a student has a special need or there is a concern raised about the child, the Student Study Team is convened. Parents or staff may request the meeting. The team is usually comprised of the student's parents, the classroom teacher, the resource specialist, the psychologist, the principal, and other school specialists, as needed. The team does what its name implies – discusses ways to ensure student success. The team gathers as much information as it can on the student and brainstorms ways to support him/her. Occasionally, the parents may request or approve assessments by the psychologist, the resource specialist, and others to better identify a student's strengths or areas of concern.

Student Safety

ILLNESS OR ACCIDENTS AT SCHOOL

Fevers must be fully absent for 24 hours (without benefit of medication) before a child returns to school. To minimize the possibility of accidental contagion, please pick up your child promptly when notified that s/he is ill. **It is essential that all children have a current emergency card on file.** These cards are generated from Infinite Campus at the beginning of the year so it's imperative that all emergency information is accurate on Infinite Campus. If there are **any** changes in insurance, work phone, home phone, etc. (whether temporary or permanent); please report them immediately to the office at 322-5935 and the office will update the emergency card on file.

COMMUNICABLE DISEASES

Parents will be notified of communicable diseases at school. Families may wish to consult family physicians concerning incubation period, duration of illness, and/or immunization.

LICE POLICY

Head lice are a concern in all schools. As per the PAUSD Board Policy adopted in 2013 (BP5141.33) emphasis is placed on parent and staff education regarding prevention, early detection, prompt treatment and ongoing management of head lice. Parents are encouraged to check their child periodically at home for the presence of lice and to notify the child's school, if lice are detected. More information can be found on the PAUSD website under the Health and Wellness Program (<http://pausd.org/parents/services/health/index.shtml>). In addition, the brochure, *A Parent's Guide to Head Lice* is available in the school office as well as on our website.

If a student is found to have head lice, copies of the Lice Exposure Notice will be sent home with all students in the affected classroom. If live lice are found office staff will contact the parent to pick up their child. All students with lice will be asked to complete the Lice Treatment form. In addition, before returning to the classroom, the parent/guardian must bring their child to the office for a readmission check by office staff. The student will be re-admitted when no live lice are present. If nits are still present the parent/guardian will be encouraged to continue daily nit removal and observation for the presence of live lice. Student may remain in school. Staff shall maintain the privacy of any student identified as having head lice.

Some cases of lice are difficult to eliminate. PAUSD's nurse is available to assist whether the case is new or lingering. Please call our office for the nurse's contact information.

MEDICINE TO BE ADMINISTERED AT SCHOOL

When school personnel are requested to keep and/or give medication to a student, the parent and physician are required to complete an authorization form available in the office. Medication can be given only if it is prescribed by the student's physician with the prescription presented on the container. The principal is responsible for reviewing the request to administer medication and determine if the school can honor the request. "Over-the-counter" products such as cough drops and sunscreen are considered medication.

RETURNING TO & LEAVING SCHOOL

Upon leaving and returning to school for any reason and at a non-routine time, please check students out of school by coming to the office and signing them out. The office will notify the teacher that a student is leaving school.

NUT FREE TABLES

The elementary schools will have nut free tables available, which are clearly marked. These tables are **OPTIONAL** for students with nut allergies. All students shall be reminded not to share food or accept food from other students, as students and staff may not be aware of ingredients in foods they bring to school. Additionally, to protect students with allergies and promote good hygiene, students should be encouraged to wash their hands before and after eating.

INAPPROPRIATE OBJECTS

Objects that are not directly related to a classroom project or assignment and approved by a staff member are not permitted on campus. This may include but is not limited to: balls smaller than a child's head, cell phones, lighters, matches, sharp objects, laser pointers, noise makers, water balloons, squirt guns, paint balls, eggs, pocket knives, box cutters, pepper spray, poppers, firecrackers, spray cans of any type. The presence of inappropriate objects can create a disruption. If a student accidentally brings an inappropriate object to school in his/ her backpack, the child is expected to turn in it into his teacher or school office immediately. The school cannot assume responsibility for lost/stolen personal items.

DISASTER PLAN

Each PAUSD school site has an emergency preparedness plan that is reviewed annually with staff. Assignment of roles and responsibilities and a plan of response are discussed and practiced. A storage locker of disaster supplies is located on our playground in a shed between rooms 15-16.

During or pursuant to an emergency or disaster, students will be closely supervised by staff and released only to adults listed on the emergency cards (generated through Infinite Campus in early September). Parents must make sure that the contact information provided on Infinite Campus is accurate and inform the office if the information changes after Sept. 1.

STUDENT SUPERVISION

Adult supervision of students on campus begins at 8:05 AM, 10 minutes before the opening of school. Do not leave your child unsupervised on or adjacent to campus prior to 8:05 AM. Parents who must leave for work at an early hour are encouraged to seek the help of other Addison parents who might be willing and able to care for a child until 8:05 AM and escort him/her to school at the appropriate time.

Whether your child's dismissal time is 12 p.m., 2:20 p.m., or 2:45 p.m., parents must be prompt in picking up their children at the close of school or provide supervision if children stay on campus to play. Except for fee-based Palo Alto Community Child Care services and occasional after school events, we have no resources for adult supervision of students before 8:05 a.m. or after school. Furthermore, parents are encouraged to use the **Kindergarten playground between 12pm-2:45 p.m.** (after dismissal) so that 4th and 5th grade instruction is not disrupted. If you need care for your child after school, please see the "Child Care" section in this handbook.

VISITORS

Visitors to school need to sign in at the office and wear a visitor's nametag. Even parents volunteering in classrooms on a regular basis must sign in. It's our way of keeping track of who's on campus and where they might be.

Please be advised that vacationing or visiting students from other school districts may not attend our school.

ADDISON SCHOOL BEHAVIOR/DISCIPLINE POLICY

Children are responsible for complying with behavioral expectations in the classroom, on the playground, at lunch, and on the bus. When a problem arises, the parents, teachers, student, and principal come together to address it and to help the student practice conflict resolution, responsibility and self-control.

We make every effort to solve these issues at the school level. However, if the problem is of a highly serious nature or constitutes a pattern of inappropriate behavior, school district involvement may be required.

While it is extremely rare, students are sometimes suspended or expelled from campus. The standard used is the California Education Code. The principal can provide more information identifying the grounds for these actions.

The Addison School discipline policy is based on the following Addison Core Values. We expect our students, staff, parents and community members:

- To display RESPECT by being courteous, sensitive and civil to other people, property and the environment.
- To display HONESTY by demonstrating a commitment to the truth in our principles, intentions and actions. Honesty builds and maintains trusting relationships. Honesty requires courage and integrity.
- To display RESPONSIBILITY by fulfilling obligations to ourselves, our family, our community and the environment. We will be held accountable for the choices we make and for the tasks we have accepted or have been assigned.
- To display KINDNESS by being gentle, compassionate, empathetic, friendly and caring toward ourselves and others.

The general Addison School Rules are:

- Be Safe
- Be Respectful
- Be Responsible

PLAYGROUND/CLASSROOM EXPECTATIONS

In addition to our three basic rules of safety, responsibility, and respect, a few additional guidelines are necessary to ensure that students enjoy a safe, fun playground experience:

- Games that involve hitting, grabbing, tackling, pushing, shoving, tripping, biting, clawing, scratching, lifting another student, kicking or other dangerous physical activity are prohibited.

- Dodge ball-like games that involve “head-hunting” or throwing a ball to hurt another student are dangerous, thus prohibited. Any game that becomes too large or unsafe may be limited in size temporarily or permanently by the teacher on duty or by the principal.
- Students may only walk in the hallways and play structures. Students may only play in areas designated as play areas.
- All equipment such as playground balls, soccer goals, and any property must be treated respectfully. Any kicking games that involve balls must be played on the field.
- Tag games must be played on the field. Students can only use two fingers to tag another student.

Yard duty supervision is performed by teachers during the 10am recess and normally the principal and classified staff during the lunch recess. They are easily seen by their orange sashes.

Each teacher creates with students a classroom discipline plan, based in part on the three school BEHAVIORAL EXPECTATIONS. When problems arise in the classroom, teachers may seek resolution by the following:

- Speaking with the child individually
- Conferring with the parents
- Completing a “Take Notice” form – a written explanation of events/ concerns that requires a parent signature
- Conferring with the principal
- Referring the student to the principal for additional consequences/ SST meeting

Consequences from the teacher or principal may include structured recess time, restriction from school-related activities, and suspension from school for the remainder of the school day or for more than one day.

Extreme behaviors such as fighting, harassment, or abuse will require the immediate attention of the principal or designee and result in appropriate consequences for a student.

Going to School, Going Home

Addison is a neighborhood school and we encourage all of our families to walk, bike or scooter to school. We are proud of the fact that 70 percent of our families commute through a method other than a single family car. We want to keep those numbers strong.

Because we do encourage walking and biking as much as possible, the Addison community has developed a comprehensive Traffic Safety Plan. It is available through the Addison website. Please make sure you read and are familiar with the Traffic Safety Plan:
http://www.addison.pausd.org/traffic_safety

ARRIVAL AT SCHOOL

While there is much more in the Addison Traffic Safety Plan, the section on safety procedures for driving back and forth to Addison is reprinted below for your convenience. If you do choose to drive, these are important areas where we need your help:

All parents know that the “morning rush” can be hectic. Still, safety for all should be the primary consideration. Leaving a few minutes earlier than usual can help avoid rushing.* To lighten congestion at the school’s entrances on Addison Avenue, consider dropping off students at or near entrances on the other streets immediately surrounding the school – our campus isn’t large, and students can easily get to their classrooms.

**(However, no students should be on campus before 8 a.m.)*

Please do your best to drive in a clockwise direction around the school—students will then be dropped off at a curb, avoiding illegal and dangerous mid-street jaywalking. Don’t drop students off in stopped traffic—find a curb. If you must park across a street, use the nearest corner crossing to cross it.

PARKING AT ADDISON

If you must park, limited space is available on Middlefield Road, Lincoln Avenue, and Webster Street. To avoid congestion, consider parking on a street adjacent to the school and walking a short distance. Some example areas are Addison (north side) and Fulton Avenues east of Middlefield Road, Byron Street south of Lincoln Avenue, Webster Street north of Addison Avenue, and Lincoln Avenue west of Webster Street. See <http://www.addison.pausd.org/map> for a map of the Addison neighborhood.

Parking around Addison is short term due to the Residential Parking Permit Program enforced by the City of Palo Alto. If you plan to visit Addison for more than two hours, a permit is required and can be checked out in the front office.

DROPPING-OFF & PICKING-UP

Because it was designed as a neighborhood school, Addison doesn’t have a good off-street zone for student drop-off and pick-up by automobile. Thus, the four city streets surrounding the school are the drop-off/pick-up “zones.” Each has its own features:

- **Addison Avenue:** *The side of the street fronting the school is a bike lane--waiting/parking there is prohibited. Cars should “pause and drop” and then ease into traffic, looking out for bicyclists. For an efficient drop-off, have students ready to get out when you stop, and exit from the right-hand doors only. Don’t get out of the car. Please*

do not park/drop-off/pick-up in the school bus red zone at the main entrance. The parking lot across the street from Addison School (on Addison Ave.) is strictly off limits for Addison parents. Cars parked there will be towed.

- **Middlefield Road:** Please do not park in either the bus stop zone near Addison Avenue (which blocks the crossing guard's vision and visibility), or in the mid-block Fire Lane entrance.
- **Lincoln Avenue:** Please do not park in the red-curb zones, or across the mid-block crosswalk at Byron.
- **Webster Street:** *Please avoid using the Webster side parking lot for parking or drop-off/pick-up, or making turns (full circle or 3-point).* The lot is too small and poorly situated to safely accommodate drop-off and pick-up. Parking is for staff only (except the auction-winner parking space).

CHILD CARE

After school child care at Addison, Addison Kids Club (AKC) is handled by Palo Alto Community Child Care (PACCC). The PACCC program runs from the close of the kindergarten school day until 6pm daily, serving children in grades K-5. The limited number of spaces are filled in the order applications are received. For fees and other information about PACCC's program at Addison, please contact Wendy Miller, AKC's School-Age Program Director, at (650) 323-4007.

General School Information

TEACHER/CLASSROOM ASSIGNMENTS

When the Addison faculty and principal assign students to classes for the school year, they try to develop balanced classes with social dynamics that will contribute to a positive classroom environment. “Sending” and “receiving” teachers consider the benefits of possible assignments for each student, as well as contributions each student and various student groupings might bring to a given class. Changes to class placement are rarely made.

In late April/ early May, parents can pick up an optional Parent Input Form from the office if they choose to share information regarding their child’s most optimal learning environment. Please note that teacher requests are not accepted. If a parent is concerned about a teacher/classroom assignment when school resumes, parents are asked to follow the guidelines below:

- A. Meet with the classroom teacher to discuss the concerns regarding the child’s current classroom experience.
- B. Meet with the site administrator if the concerns still remain after meeting with the classroom teacher.
- C. If necessary, provide an opportunity for the school administrator to address the concerns within the current classroom setting.

Given the fact that our student enrollment fluctuates during the first ten days of school, any requests initiated at the beginning of the school year will not be considered until after the first ten days of school. This time frame allows for the stabilization of school enrollment and provides an opportunity for a teacher to review the instructional program and expectations for the year with parents.

BIRTHDAY & PARTY CELEBRATION POLICY AT ADDISON

Healthy, well-rested, well-fed and exercised students are better able to learn and succeed in school. We want to make sure that our class parties and school birthday celebrations aren’t undermining our students’ success and providing the correct message about nutrition.

Many classrooms have instituted practices that celebrate and honor students’ birthdays without sugary treats. Some examples include:

- Bringing a gift or book for the classroom that the student (parent or teacher) reads to the class
- Passing out pencils or erasers instead of food treats
- Doing a special activity with the class for 15 minutes on your birthday

The Addison Staff has adopted a school-wide policy on celebrating birthdays and classroom parties that is conscientious about student nutrition.

Your child’s teacher will provide an update about their birthday party celebration policy in their newsletter.

We recommend that class parties have less food and only one item on the menu that is in a dessert/sugary category.

Alternatives to heavily frosted cupcakes and doughnuts include fruit, bagels or pretzels.

You can find more suggestions and ideas at the website connected with Michelle Obama's, "Let's Move! America's Move to Raise a Healthier Generation of Kids" initiative (www.letsmove.gov).

LOST & FOUND

We encourage parents to label everything a child brings to school, as things do get lost. Most "found items" are kept in a small shed next to room 2 close to the entrance on Addison Avenue. Small or valuable "found items" are held in the office. Unclaimed clothing remaining in the Lost and Found for a long period of time will be donated.

SOCIAL/EMOTIONAL PROGRAM

Addison is a Project Cornerstone School. Project Cornerstone is a social-emotional program that is built upon the idea that the community as a whole works together to build developmental assets in our students. The 41 developmental assets have been adopted by PAUSD and the City of Palo Alto. We participate in the ABC (Assets Building Champions) Reading program where parent volunteers read and discuss common character education books. Parents are encouraged to get involved as a parent reader.

The staff also encourages the individual child to develop desirable qualities and characteristics through monthly "Life skills". The entire school is engaged in learning and practicing life skills as the platform for a positive school climate. Each month the school focuses on a particular skill - respect, generosity, responsibility, acceptance, courage, perseverance, honesty, cooperation, citizenship, etc. These monthly life skills will be highlighted on the back of the activities calendar sent home each month. Students are encouraged to develop and practice each life skill all year long.

Addison School Song

The Leaders of Tomorrow Addison School Theme Song

The ar - ches of Ad - di - son wel - come ev - ery one

Lead - ing us to learn - ing as we grow

Spe - cial tea - chers, spe - cial friends, here with us to - day

Help us be the Lead - ers of to - mor - row, we're

proud to be at Ad - di - son See how far we go

Here we are the Lead - ers of To - mor - row

The musical score is written in treble clef with a key signature of three sharps (F#, C#, G#) and a 4/4 time signature. It consists of six lines of music. Chords are indicated above the notes: E, A, E, A, E, A, E/D, A/C#, B, A, B7, A, B7, E, C#m, D, B7, A, G#m, F#m, B7, E, A, B7, E.

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Maintaining Safe & Welcoming Schools

CONDUCT

Board Policy 5131

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, while at school activities, or while using district transportation.

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

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

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including but not limited to, physical violence, possession of a weapon, or terrorist threats.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Discrimination, harassment, and/or intimidation of students or staff, including bullying, sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

(cf. 5131.2 - Bullying)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings, which are brought on campus or to a school activity and are lost, stolen, or damaged.

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

(Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

6. Obscene acts or use of profane, vulgar, or abusive language.

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty on schoolwork or tests
(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
8. Inappropriate attire
(cf. 5132 - Dress and Grooming)
9. Tardiness or unexcused absence from school
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
10. Failure to remain on school premises in accordance with school rules
(cf. 5112.5 - Open/Closed Campus)
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
12. Use of a cellular/digital telephone or other mobile communications devices during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee. Any device with camera, video, or voice recording function shall not be used in any way that infringes on the privacy rights of any other person.

If a disruption occurs or a student uses any mobile communications device for illegal or unethical activities such as cheating on assignments or tests, a school employee shall direct the student to turn off the device and/or shall confiscate it.

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

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

(Education Code 48901.5)

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

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12-Search and Seizure.

(cf. 5145.12-Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)
 (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
 (cf. 5020 - Parent Rights and Responsibilities)
 (cf. 5127 - Graduation Ceremonies and Activities)
 (cf. 5138 - Conflict Resolution/Peer Mediation)
 (cf. 5144 - Discipline)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
 (cf. 6020 - Parent Involvement)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6159.4 - Behavioral Interventions for Special Education Students)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6164.5 - Student Success Teams)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
 32280-32289 Comprehensive safety plan
 35181 Governing board authority to set policy on responsibilities of students
 35291-35291.5 Rules
 44807 Duty concerning conduct of students
 48900-48925 Suspension and expulsion
 51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
 313 Harmful matter
 417.25-417.27 Laser scope or laser pointer
 647 Use of camera or other instrument to invade person's privacy; misdemeanor
 653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
New Jersey v. T.L.O., (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Bullying at School, 2003

WEBSITES

CSBA: <http://www.csba.org>
 California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>
 Center for Safe and Responsible Internet Use: <http://cyberbully.org>
 National School Boards Association: <http://www.nsba.org>
 National School Safety Center: <http://www.schoolsafety.us>
 U.S. Department of Education: <http://www.ed.gov>
 Policy adopted: 01.12.10 and 06.03.14
 PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

BULLYING PREVENTION

Board Policy 5131.2

Students

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

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

Bullying Definition

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

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

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

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

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

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

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate

means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for alleged aggressors of bullying.

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

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

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

Intervention

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

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

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

Complaints and Investigation

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

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

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

All complaints alleging bullying based on a non-protected status (i.e. weight), shall be investigated and resolved at the site-level. At each school location, the principal/designee is responsible for providing information about complaints alleging violations of this policy to the complainant.

All members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected and the site-

level administrator shall take action reasonably calculated to stop the bullying, stop it from reoccurring, and provide interim interventions, as needed, to support the alleged target.

If the complaint is about the principal or a staff member's direct supervisor, then the Superintendent/Designee or appropriate administrator shall be asked to address the complaint. When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

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

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

Discipline

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

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

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

Policy adopted: 06.03.14

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

BULLYING COMPLAINT PROCEDURES

Administrative Regulation 5131.2

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

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

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

Bullying Definitions

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

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

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

- (i) A message, text, sound, or image.
- (ii) A post on a social network internet website including, but not limited to:
 - a. Posting to or creating a burn page. “Burn page” means an Internet website created for the purpose of having one or more of the effects listed above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

(Education Code 48900(r))

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

(Education Code 48900(s))

Indicators of Bullying Behavior

Behaviors may include, but are not limited to, the following:

- *Verbal*: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.
- *Nonverbal*: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- *Physical*: Hitting, punching, pushing, shoving, poking, kicking, tripping, blocking egress, strangling, hair pulling, fighting, beating, pinching, slapping, "pantsing", biting, spitting, or destroying property.
- *Emotional (Psychological)*: Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- *Cyber-bullying*: Sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. This policy pertains to cyberbullying that is related to school activity or attendance and is directed toward a pupil or school personnel.

Notifications

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

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

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

Procedures

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

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

A. Reporting a Complaint

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

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

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

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

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

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

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

B. Documenting a Complaint

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

C. Interim Measures

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

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

D. Investigating a Complaint

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

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

Complaint Investigation Procedures

1. The principal/designee shall investigate all allegations of bullying that are not based on a protected status.

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

E. Factors in Reaching a Resolution

- In reaching a decision about the complaint, the principal or designee may take into account:
- a. Statements made by the complainant, the individual accused, and other persons with knowledge relevant to the allegations of bullying.

- b. The details and consistency of each person's account.
- c. Evidence of how the alleged target reacted to the alleged bullying incident.
- d. Evidence of any past instances of bullying behaviors by the alleged aggressor and the type, frequency, and duration of these bullying behaviors.
- e. The relationship between the alleged aggressor and the alleged target.

F. Resolution

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

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

G. Remedial Action

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

Examples of appropriate action include:

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

H. Disciplinary Action

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

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

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

Enforcement

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

Regulation approved: 06.03.14
 PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, CA

NON-DISCRIMINATION/HARASSMENT POLICIES

NON-DISCRIMINATION/HARASSMENT

Board Policy 5145.3

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

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

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

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

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

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

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

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

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

(Education Code 234.1)

Grievance Procedures

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

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

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

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

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

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

Policy adopted: 02.11.14

Palo Alto Unified School District, Palo Alto, California

NON-DISCRIMINATION/HARASSMENT

Administrative Regulation 5145.3

Students

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

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

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

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

Process for Initiating and Responding to Complaints

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

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

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

Transgender and Gender-Nonconforming Students

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

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

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

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

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

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

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

- 2. Determining a Student's Gender Identity:** The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
- 3. Addressing a Student's Transition Needs:** The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it.
- 4. Accessibility to Sex-segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to

participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

- 5. Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
- 6. Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
- 7. Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

*Regulation approved: 06.03.14
PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, CA*

NON-DISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

Board Policy 0410

Philosophy, Goals, Objectives, and Comprehensive Plans

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

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

Notification

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

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

Access for Individuals with Disabilities

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

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

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

*Policy adopted: 01.12.10, 10.09.12, & 05.06.14
Palo Alto Unified School District, Palo Alto, California*

Title IX Compliance

Title IX of the Civil Rights Act provides that “no person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance.”

[20 U.S.C. §1681(a)]

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

District Compliance Coordinator for Title IX Regulations:

Associate Superintendent – Educational Services
Palo Alto Unified School District Office
25 Churchill Avenue, Palo Alto, CA 94306
Phone: (650) 329-3709

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

SEXUAL HARASSMENT

Board Policy 5145.7

Students

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

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

(Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

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

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

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

Instruction/Information

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

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

Complaint Process/Grievance Procedure

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

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

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

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

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

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

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

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

Enforcement of District Policy

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

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

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

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

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

Disciplinary Action

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

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

Confidentiality and Record-Keeping

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

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

Policy approved: 02.11.14

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

TOBACCO FREE SCHOOLS

In order to support and reinforce the District's educational efforts to prevent student tobacco use through adult modeling, the Board of Education established on July 1, 1992 a Board Policy and Administrative Regulation (BP/AR 5131.62) declaring Palo Alto Unified School District tobacco-free. It is the responsibility of all staff and community members to implement this policy in school buildings and school-owned vehicles, on school grounds, and at school-sponsored events off campus. A student may be suspended or recommended for expulsion from the school in which the student is enrolled if the student has violated California Education Code, Section 48900, as follows: Possessed or used tobacco or products containing tobacco or nicotine. Consequences may range from a warning to suspension or expulsion.

UNIFORM COMPLAINT PROCEDURES

The Palo Alto Unified School District maintains a uniform complaint procedure for investigating complaints of: (1) discrimination, including discriminatory harassment, intimidation, or bullying on the basis of actual or perceived characteristics of age, sex, sexual orientation, ethnic group identification, race, ancestry, nationality, national origin, religion, color, or mental or physical disability, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics;

and (2) complaints of violations of the laws and regulations governing consolidated categorical aid programs, Adult Education, Career/Technical Education, Child Development, Special Education and Nutrition services. The District has the primary responsibility to ensure compliance with the applicable state and federal laws and regulations governing educational programs. The District has designated the Associate Superintendent of Educational Services as the Compliance Officer to receive and investigate uniform complaints that fall within these categories and ensure District compliance with law.

Any individual, public agency or organization may file a written complaint of noncompliance. Complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying shall be initiated not later than six months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. Copies of the complaint procedures and form are available from the school or District office free of charge. After filling out the complaint form, it should be directed to the Compliance Officer listed above. The Compliance Officer will investigate the complaint and provide a written report of the investigation and decision within sixty (60) calendar days.

If dissatisfied with the District's decision, the complainant may also appeal in writing to the California Department of Education within 15 days of receiving the District's decision. The appeal to the California Department of Education must include a copy of the complaint filed with the district and a copy of the district's decision.

A complainant may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a state or federal court include, but are not limited to injunctions and restraining orders. In a complaint of unlawful discrimination, complainant may seek civil law remedies no sooner than sixty (60) days from the filing of an appeal with CDE, except that such time limitation does not apply to injunctive relief.

Additionally, any individual, public agency, or organization may file complaints about specified situations pertaining to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or misassignments. Such complaints are subject to a different complaint procedure. A complaint may be filed anonymously. The complaint shall be filed with the Principal of the school or his or her designee. The Principal or appropriate District official will remedy valid complaints within thirty (30) working days from the date the complaint was received and shall complete a written report within forty-five (45) working days of the initial filing.

A complainant not satisfied with the resolution of the Principal or appropriate District official has the right to describe the complaint to the Board during a regularly scheduled hearing. If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the Principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the District's decision.

UNIFORM COMPLAINT PROCEDURES

Board Policy 1312.3

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

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

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

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

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

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

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

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

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

Policy adopted: 02.11.14

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

UNIFORM COMPLAINT PROCEDURES

Administrative Regulation 1312.3

Community Relations

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

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

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

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

Compliance Officer

The following compliance officer shall receive and investigate complaints and shall ensure district compliance with the law:

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

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

Notifications

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

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

The notice shall:

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

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

Procedures

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

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

A. Reports and Complaints

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

i. Oral reports to any school employee or administrator:

- a. A staff member who receives a report of discrimination, including discriminatory harassment, intimidation and/or bullying, shall, within one school day of receiving the report, notify the site Principal/designee. In addition, any school employee who observes any incident of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying involving a student shall, within one school day, report this observation to the Principal/designee, whether or not the victim makes a report.
 - Where an oral report is made of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying involving the Principal/designee to whom the report would ordinarily be communicated, the employee who receives the report or who observes the incident shall instead report to the Compliance Officer within one school day.
- b. The Principal/designee shall, within one day of receiving an oral report of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying,

shall inform the individual making the report of the resolution options under these procedures, including the right to file a written complaint. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

- c. If the individual making the oral report does not want to be identified or does not give names of the perpetrators, the school may still have a duty to respond in some way depending upon the seriousness of the allegations and the risk of future harm to the student or others.
 - ii. **File a formal written complaint under these procedures** with the District Compliance Officer. If a written complaint is submitted to a school site administrator, the administrator shall, within two school days of receiving it, send the complaint to the District Compliance Officer.
- B. Interim Measures:** After a report or complaint is made, the responsible administrator (Principal/designee and/or the Compliance Officer) shall determine whether interim measures are necessary to stop, prevent or address the effects of discrimination, including discriminatory intimidation or retaliation, harassment, or bullying during and pending any informal resolution and/or investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher. Interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of the discrimination.
- C.** Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the harassment, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in this AR under Section G – Remedial Action.
- D. Optional Informal Resolution at the Site Level:** When a written complaint alleging unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, against an individual is submitted under these procedures, with the consent of the individual who is the subject of the complaint and his/her parent/guardian, the site Principal/designee may engage in informal efforts to resolve the complaint. The Principal/designee will notify the District Compliance Officer that informal resolution has been requested. The informal resolution process must be completed within 10 days of receipt of the complaint.

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

The individual who is the subject of the complaint or his/her parent/guardian may not be asked or required to meet directly with the accused individual as part of the informal resolution process. The subject of the complaint or parent/guardian filing the complaint, or their representative, must be advised that he or she may file a formal complaint at any time during or after the informal process,

Optional Mediation: In cases of student-on-student unlawful discrimination including discriminatory harassment, intimidation and/or bullying, when the student who complained, his/her parent, and the accused student so agree, the Principal/designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator.

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

E. Formal Complaint

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

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

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

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

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

- ii. **Initial Interview with the Subject of the Complaint:** At the beginning of an investigation, the Compliance Officer shall describe the district's complaint procedure to the subject of the complaint and his/her parent or guardian, and discuss what actions are being sought in response to the complaint. The subject of the complaint shall have an opportunity to describe the incident, identify witnesses who may have relevant information and provide other evidence or information leading to evidence of the alleged conduct.

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

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

The Compliance Officer shall interview individuals who have information relevant to the investigation, including, but not limited to, the subject of the complaint and, where

appropriate, his or her parents/guardians, the person accused of unlawful discrimination, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information. The Compliance Officer will also review any records, notes, or statements related to the complaint and may take other steps such as visiting the location where the conduct is alleged to have taken place.

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

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

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

- iv. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Compliance Officer may take into account:
- a. Statements made by the subject of the complaint, the individual accused, and other persons with knowledge relevant to the allegations
 - b. The details and consistency of each person's account
 - c. Evidence of how the subject of the complaint reacted to the incident
 - d. Evidence of any past instances of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, or other misconduct by the accused individual

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

- a. How the misconduct affected the subject of the complaint
 - b. The type, frequency, and duration of the misconduct
 - c. The age, race, gender/gender identity and/or disability of the subject of the complaint and the individual accused of the conduct, and the relationship between them
 - d. The number of persons engaged in the alleged conduct
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents of discrimination at the school
- F. **Written Report on Findings and Follow-Up:** Within 60 calendar days of receiving the complaint, the Compliance Officer shall conclude the investigation and prepare a written report of his/her findings, as described below. This timeline may be extended for good cause. If an extension is needed, the Compliance Officer shall notify the complainant and explain the reasons for the extension.

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

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

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

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

Individual remedies offered or provided to the subject of the complaint, such as counseling, academic remedies, or other measures taken to eliminate any hostile environment and prevent the discrimination from recurring.

Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence may include counseling and academic support services for other affected students, training for faculty and staff, revisions to the school's policies, and campus climate surveys.

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

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

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

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

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

H. Disciplinary Action: Students who are found to have engaged in discriminatory conduct may be subject to discipline up to and including expulsion. Disciplinary action may include oral warnings, written warnings, mandatory training, counseling, suspension, transfer, or expulsion for students. Such disciplinary action shall be in

accordance with Board Policy and state law. Suspension and recommendations for expulsion must follow applicable law.

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

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

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

- 2. Complaints Alleging Noncompliance with Other Federal or State laws:** A complaint alleging noncompliance with federal or state laws or regulations governing specific educational programs or the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may also be filed under this procedure.

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

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

Appeals to the California Department of Education

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

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

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

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

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

Civil Law Remedies

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

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

Complaints alleging discrimination based on race, color, national origin, sex/gender, disability or age may also be filed with the U.S. Department of Education, Office for Civil Rights. (www.ed.gov/ocr) Such complaints must generally be filed within 180 days of the alleged discrimination.

*Regulation Staff approved: 10.10.11, 08.29.12, and 02.11.14
PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, CA*

UNLAWFUL DISCRIMINATION NOTICE 2014-2015

The district will not tolerate discrimination, including discriminatory harassment, intimidation, bullying or any other behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's programs and activities whether directed at an individual or group. This includes but is not limited to discriminatory harassment, intimidation, and/or bullying based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Reporting and Intervention

Any student who believes he or she has been subjected to unlawful discrimination, including discriminatory harassment, intimidation or bullying or any other individual who believes that a student has suffered unlawful discrimination is encouraged to notify school staff immediately. In addition, an anonymous reporting link is on the district website as a means of affording individuals a way to report any incidents of bullying confidentially:

<http://pausd.org/parents/BullyingPrevention/index.shtml>

School staff who witness unlawful discrimination are required to immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) Staff is also required to report the incident to the Principal or designee.

The Principal or designee must notify the parents/guardians of the individuals involved in the incident. He/she also may involve school counselors, mental health counselors, and/or law enforcement where appropriate.

Complaints and Investigation

The district is committed to conducting a prompt investigation of all complaints of unlawful discrimination. Any student, parent/guardian, third party or other individual or organization who believes that he/she or another student or group has been subjected to unlawful discrimination,

or who has witnessed such conduct, may report the conduct orally to any school employee or administrator, and/or file a formal written complaint with District Compliance Officer pursuant to AR1312.3 - Uniform Complaint Procedure (“UCP”).

Complaints under the UCP will be resolved within 60 days of receipt of the complaint.

The following position is the designated Compliance Officer to handle UCP complaints regarding unlawful discrimination and to answer inquiries regarding the district's nondiscrimination policies:

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

Discipline

Students who engage in discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR), up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Other possible responses include, but are not limited to, those listed in AR 1312.3 Section F– Remedial Action, such as counseling and academic support for the subject of the complaint, separating the subject of the complaint and the individual who engaged in the discrimination, and follow-up inquiries to ensure that the discriminatory conduct has stopped. Steps may also include training or other interventions for the larger school community.

Though an incident of alleged discriminatory harassment, intimidation, and/or bullying may occur outside a district program or activity, if the effects of the incident result in discriminatory harassment, intimidation, or bullying in a district program or activity that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the program or activity, the school must respond promptly and effectively to eliminate the harassment that is occurring in the district program or activity, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser and interventions for the targeted student, as described above.

Prohibition Against Retaliation

Retaliation against a student, parent/guardian or other individual because he or she has filed a complaint or assisted or participated in an unlawful discrimination proceeding, or who has otherwise acted to assert the rights of students to be free from unlawful discrimination is also prohibited. Any student or employee found to have retaliated against another in violation of this policy will be subject to discipline as described above.

Students who knowingly file false discrimination complaints or give false statements in an investigation will be subject to consequences including discipline measures up to and including suspension and expulsion.

For complete information concerning the filing of uniform complaints, please see Board Policy 1312.3 – Uniform Complaint Procedures and Administrative Regulation 1312.3- Uniform Complaint Procedures.

WILLIAMS UNIFORM COMPLAINT

Administrative Regulation 1312.4

Any individual, public agency or organization may file complaints about specified situations pertaining to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, teacher vacancies or misassignments, and deficiency in instruction and/or services to any student, by completion of grade 12, has not passed one or both parts of the high school exit exam. Such complaints are subject to a different complaint procedure. A complaint may be filed anonymously. The complaint shall be filed with the Principal of the school or his or her designee. The Principal or appropriate District official will remedy valid complaints within thirty (30) working days from the date the complaint was received and shall complete a written report within forty-five (45) working days of the initial filing.

A complainant not satisfied with the resolution of the Principal or appropriate District official has the right to describe the complaint to the Board during at a regularly scheduled hearing. If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the Principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the District's decision.

For more information concerning the filing of uniform complaints, copies of the Board Policies and Administrative Regulations pertaining to these complaint procedures are available upon request at the school or District offices or at:

<http://pausd.org/community/board/Policies/1000.shtml>.

