

**Ellen Fletcher Student Handbook
2019 - 2020**

Name: _____



**Ellen Fletcher Middle School
655 Arastradero Road
Palo Alto, CA 94306
(650) 856-9810**

Fletcher Mission Statement

Ellen Fletcher Middle School is an inclusive community of students, families, and educators engaged in achieving high academic and social standards with respect for diversity in a positive school climate.

Melissa Howell – Principal
Leonel Argumedo – Assistant Principal
Pieter Dolmans - Dean



PAUSD Middle School eResource Logins
Password Protected

Find everything on: libguides.pausd.org/fletcherlibrarylibguide or via the Fletcher Library Schoology course

<u>Online source</u>	<u>Username and password</u>
<p><u>NoodleTools</u> (citations, works' cited, notecards, and more) <u>SIRS Discoverer</u> (research database) <u>OverDrive</u> (eBooks and audiobooks)</p>	<p>Access through your RapidID (id.pausd.org) account</p>
<p><u>EBSCO Host Databases</u> (includes Student Research Center, Points of View, and more)</p>	<p>User name: pausdms Password: talltree9</p>
<p><u>World Book Online Encyclopedia</u> (includes World Book eReference books)</p>	<p>User name: pausd Password: Talltree9</p>
<p><u>Gale Virtual Reference Library</u> (e-Reference books)</p>	<p>Password: palo34793 (no username needed)</p>
<p><u>Brain Pop</u> (educational videos, games & more)</p>	<p>User name: fletcherms Password: Talltree9</p>
<p><u>Palo Alto Library Databases</u> including <i>Biography in Context</i>, <i>Opposing Viewpoints</i>, and <i>Science in Context</i>, <i>History Resource Center</i>, and more</p>	<p>https://library.cityofpaloalto.org/resource/ Use your PAUSD Library Card # (on your student ID)</p>

Other school-related passwords (for online textbooks):

Math:

Social Studies:

Science:

Other:

Responsible Technology Use for Students at Fletcher Middle School

Do's	Don'ts
<p>General:</p> <ul style="list-style-type: none"> - Use technology for school work. - Use technology legally. - Use all technology responsibly and leave devices as you find them. - Protect your identity and only access your account. - Be sure to save your work frequently and check before you log off/close. - Always log off and close the browser. 	<p>General:</p> <ul style="list-style-type: none"> - No chat features. - No plagiarizing. - Do not change or alter settings or programs. - Do not share your passwords. - Do not forget to save. - Do not tamper with anyone else's account.
<p>Infinite Campus</p> <ul style="list-style-type: none"> - All students are expected to remember their student ID and password. - Check grades on assignments and overall grade periodically. 	
<p>Schoology & Google Drive</p> <ul style="list-style-type: none"> - Think of them as "school property." - Realize PAUSD staff members can view your postings. - Use for schoolwork only. - Participate in on-line discussions appropriately. 	<ul style="list-style-type: none"> - Students may not change another student's files unless authorized by their teacher. Ex: a collaborative Google Doc project.

Cell Phone/Electronic Devices at School

NOTE: For the purpose of this section and a clear understanding, the use of the term "cell phone" encompasses all prohibited electronic devices.

Students must not use cell phones during the school day. The phone must be turned off and secured in your locker until the end of the school day. Using a cell phone or having it visible is also prohibited during school sponsored events, e.g. dances and field trips, even if they extend beyond the regular school day hours.

There is a student phone located in the Guidance Office to be used for school business or in case of emergency.

Inappropriate or illegal use of a cell phone may lead to confiscation, disciplinary action, and/or police involvement. School staff may require a parent/guardian to come in to pick up a confiscated phone.

The school is not liable for phone loss or damage. Students or parents should alert the main office of any phone theft or damage and then promptly inform the Palo Alto Police Department.

Please discuss this policy thoroughly with your student.

Fletcher Dress Code

Philosophy and Purpose:

Adolescence is an important time in a student's academic, social-emotional, and physical development. Fletcher Middle School, as a community, is dedicated to supporting our students in their positive growth and maturity into healthy, safe individuals within a respectful learning environment.

When the Rules Apply

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

Expectations:

Students, staff, and parents will work together to communicate the purposes and rules of our school Dress Code. Staff will work toward consistent enforcement of the Dress Code and will communicate with parents when a pattern of difficulty complying with the dress code is evident. Students will dress appropriately for school, so that:

Upper Garments

It is fundamental that undergarments and midriffs be covered at all times. Tube tops or strapless tops are not allowed. No garments may be worn with very low or revealing necklines that show cleavage.

Lower Garments

Trousers, pants, shorts, dresses, and skirts must be worn so that underwear does not show when the student is standing or seated. Pants must be worn at the natural waist.

Gang Items

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

Footwear

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

Headwear

Hats, hoods, and all other non-religious headwear should not be worn indoors on campus. (Teacher discretion. Review classroom expectations)

Consequences:

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

NOTE: *The dress code applies to all school sponsored events including school dances, field trips, and special events.*

Attendance Policies and Procedures

SECONDARY ATTENDANCE POLICIES AND EXPECTATIONS

Attendance Policy (Board Policy: BP &AR 5113 & BP & AR 511.3.1)

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

Attendance Expectations

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

The following are the attendance expectations for all students:

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

Absence Reporting Procedure

It is the parent/guardian’s responsibility to report their student’s absences. Only parents/guardians can excuse a student’s absence. Parents/guardians must call or email the Attendance Office on the first day, and each subsequent day, of absence. Messages can be sent or a voicemail can be left at all times (see contact information below).

Fletcher Middle School: 650-354-1405 Fletcherattendance@pausd.org

If telephone contact is **not** made, the school requires the returning student bring a note signed by the parent/guardian. If the student is absent from class for any reason and has not cleared the absence with the Attendance Office, they will receive a phone call at home to alert the parent/guardian that they have been marked absent. The phone call is a reminder that the absence must be cleared. ***Any absence not cleared by the guardian within 72 hours will be treated as a cut.***

Detailed attendance information including student attendance records by course, period and day are available for both students and parents to review through the Infinite Campus Parent/Student Portal. If a student has been marked absent by mistake, the student should have their teacher sign a roll sheet correction form (available in the office) or get a note from the teacher and bring it to the Attendance Office so their attendance record can be cleared.

Excused Absences

Excused Absences fall into one of two categories:

1. Health –
 - a. Absences due to illness, medical appointments, or quarantine.
2. Warranted – These include, but are not limited to the following:
 - a. Doctor or Dental appointment (verified)
 - b. Court mandated appearance (verified)
 - c. Bereavement (verified)
 - d. Religious Purposes

Unexcused Absences

Unexcused Absences include, but are not limited to:

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

Health Related Absences:

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

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

Early Pick-Ups/Appointments:

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

STUDENTS MAY NOT LEAVE CAMPUS WITHOUT FIRST CHECKING WITH THE ATTENDANCE OFFICE.

Early Dismissals:

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

Truancy

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

- Absent from school without valid excuse three full days in one school year, or
- Tardy or absent for more than any 30-minute period on three occasions in one school year.

- Without a valid excuse on three occasions in one school year or any combination thereof.

Tardies (Under 30 minutes):

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

A student can be marked tardy not only at the beginning of the school day, but at the beginning of any period during the day.

Cuts (Tardies over 30 minutes)

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

Actions to Address Poor Attendance:

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

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

School Attendance Review Board (SARB): (ED Code, 48320)

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

Guidance Counselors and Administrators work together to support positive student attendance. They will review bi-weekly student attendance records and begin meeting with students who are showing a pattern of tardiness, three or more. Counselors and/or Administrators will speak with the students to establish an understanding of the situation and to help students learn to make better choices.

Parents will be updated in writing when their students are accumulating tardies. To encourage prompt attendance, the following consequences will be provided for students who are tardy. Tardy counts will be reset to zero at the semester.

- 3-5 tardies = 1 lunch detention (25 minutes of supervised quiet time in a classroom/office during the lunch break)
- 6-10 tardies = 2 lunch detentions and school privileges may be revoked
- 11-15 tardies = Saturday School (4 hours) and school privileges revoked
- 16+ tardies = 2 Saturday School, additional school privileges revoked, SST, potential SARB hearing or Assistant District Attorney.

Locker Guidelines

Two lockers are assigned to all Fletcher students, a book locker with a lock for books and supplies AND a P.E. locker with a separate lock for P.E. items. Students will receive their lockers at the beginning of the school year. Lockers will be reassigned each year. The Locks are like textbooks and are the property of the school. If a student loses their lock a \$5 replacement charge will be levied. Lockers will be assigned when the Hall Locker Contract is signed by both student and parent/guardian. All students should be using school locks unless special permission has been issued.

Students are expected to use their lockers for daily storage of school materials between classes. Students should check lockers before school, at brunch and lunch for materials. Book locker dimensions are 34” in height 9” wide and 13” deep.

While students find lockers an exciting and helpful new experience, lockers can be a challenge. We suggest practicing opening and closing the lock(s) at home with your student so s/he may become familiar with dial locks.

It is the responsibility of the student to manage his or her time in order to place materials in, or retrieve materials from, their lockers AND GET TO ALL CLASSES ON TIME.

Locker Guidelines

- Lockers are Ellen Fletcher/PAUSD property on loan to students.
- The school is not responsible for lost items, theft, damage, or vandalized personal property.
- The student/student’s family must pay for any school property missing from the locker or damage to the locker itself.
- Students must use locks provided by the district.
- Ellen Fletcher reserves the right to search lockers at any time.
- Students should keep only items necessary for school in the locker – NO VALUABLES! Lockers must be kept free of trash and debris.
- Musical Instruments should not be stored in lockers. They need to be stored in the music rooms.
- Students may use only their assigned locks and lockers, and not those of other students. Students should not share locks combinations! If they do, they risk loss of personal property, or being held accountable for damage done to their assigned lockers.
- Students may not leave their belongings in another student’s locker. Students are not to share lockers.
- Lockers must be in the same condition at the end of the school year as they were in the beginning of the school year. This means NO stickers, writing or damage on the inside or outside of the locker. Students may use magnets on the inside and locker inserts made for that purpose if they choose.
- Any locker decorations for timely occasions (birthdays, etc.) must be removed by the end of the week.
- Students may not be at lockers while classes are in session. Lockers are not an excuse for being late to class.
- If there are any problems with lockers, students should go to the Ellen Fletcher Main Office during brunch, lunch, or before or after school.

Academic Honesty Policy

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

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

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

Consequences: When a student has been found cheating, Consequences for Academic Dishonesty are Determined on a Case-by-Case Basis and May Include, But Are Not Limited to the Following:

Policy and Consequences

NOTE: Continued cheating may be treated as defiance of school authority as addressed in the Discipline Plan. Parents and pupils have the right to request a meeting with a school administrator according to Section 48904 of the California Education Code. If it is felt that due process has not been followed. The following chart contains common examples and is not all inclusive:

Discipline Policies and Procedures

Students May Not	1 st Offense	2 nd Offense - Ongoing
<ol style="list-style-type: none"> 1. Letting someone else see one's own or another's paper during an examination, test, or quiz. 2. Looking at someone else's paper during an examination, test, or quiz. 3. Using any kind of "cheat" notes. 4. Talking with another student during an examination, test, or quiz. 5. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work, including computer generated information and programs. 6. Forging a signature. 7. Using a cell phone or electronic device to capture or share information. 8. Copying or closely paraphrasing sentences, phrases, or passages from an un-cited source while writing a paper or doing research. 9. Giving test information to other students in other periods of the same teacher/same course. 10. Submitting individual projects not wholly one's own. 11. Fabricating or altering laboratory data. 	<ol style="list-style-type: none"> 1. Student receives an "F/Zero" for the assignment, test, or project. 2. Teacher notifies student, parent, counselor, and grade-level administrator. 3. Cheating incident is logged into Infinite Campus as first offense for cheating. 4. Student may be referred to ACS/grade level counselor. 5. Student serves a minimum of a detention; additional consequences depending the gravity of the situation(s) 	<ol style="list-style-type: none"> 1. Student receives an "F/Zero" for the assignment, test, or project. This may affect the overall grade for the class. 2. Teacher notifies student, parent, counselor, and grade-level administrator. 3. Cheating incident is logged into Infinite Campus as an additional offense for cheating. 4. A formal letter regarding cheating incident will be added to student's permanent school file. 5. Student may be referred to ACS/grade level counselor. 6. Meeting is held with student, parent(s), teacher, counselor, and grade-level administrator or principal. Consequences may include, but are not limited to loss of privileges.

Philosophy

The Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Discipline shall be used in a manner that corrects student behavior and produces a safe environment without intentionally creating an adverse effect on student learning or health.

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. Board policies and administrative regulations shall cultivate positive student conduct and provide a clear basis for sound disciplinary practices. Each school shall develop and communicate disciplinary rules to meet the school's particular needs.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, in accordance with Board policy and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

Palo Alto Unified School District

Administrative Regulation - AR 5131.63

Students and Student Services - Conduct and Discipline

STEROIDS *(Revised 5/06)*

School personnel, including coaches, shall not sell, distribute, or promote to student's performance-enhancing dietary supplement that promote muscle building. School personnel and coaches may provide only non-muscle-building nutritional supplements to student athletes for the purpose of providing additional calories and electrolytes. Permissible non-muscle-building nutritional

supplements are identified according to the following classes: carbohydrate/electrolyte drinks, energy bars, carbohydrate boosters, and vitamins and minerals.

School personnel, including coaches, shall follow the manufacturer's recommendations when discussing the use of any drug or food supplement with a student athlete. In order to minimize the health and safety risks to student athletes, school personnel shall not supply or recommend any drug, medication, or food supplement solely to enhance an athlete's performance.

Notice

The principal or designee shall ensure that the following warning, reproduced in 10-point font type, is posted in every locker room of schools with classes in grades 7-12 and contained in any contracts for the lease or rental of the school's athletic facilities: (Civil Code 1812.97)

Warning: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function. Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.

Legal References

EDUCATION CODE

51260-51269 Drug education, especially:

51262 Use of anabolic steroids; legislative finding and declaration

CIVIL CODE: 1812.97 Warning Statement; posting in athletic facilities

HEALTH AND SAFETY CODE: 110423.2 Dietary supplements

CALIFORNIA INTERSCHOLASTIC FEDERATION BYLAWS

California Interscholastic Federation Constitution and Bylaws 2005-2006

WEB SITES

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

California Interscholastic Federation <http://www.cifstate.org>

National Center for Drug Free Sport: <http://www.drugfreesport.com>

National Institute on Drug Abuse: <http://www.nida.nih.gov>

Harassment Policy

It is the policy of the Palo Alto Unified School District to provide a school environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all students and adults are treated with dignity and respect. Therefore, no student shall be subjected to sexual overtures or conduct, verbal, visual, or physical, which is intimidating, hostile, offensive, or unwelcome. Such conduct by adults or students is deemed unacceptable behavior and will not be tolerated by the school district.

(BP5157 /AR5145.7) <http://pausd-web.pausd.org/community/board/Policies/5000.shtml>

Palo Alto USD
Students BP 5157

GENDER IDENTITY AND ACCESS

The Palo Alto Unified School District is committed to providing a safe, supportive, and inclusive learning environment for all students, including transgender students, and to ensuring that every student has equal educational opportunities and equal access to the District's educational programs and activities. California and federal law (Cal. Ed. Code § 220 and Title IX, 20 U.S.C. § 1681) requires schools to treat transgender students equally and fairly. State and federal law and District policy require that all programs, activities, and employment practices be conducted without discrimination based on, among other things, actual or perceived gender identity, gender expression, or gender. California Education Code § 201 further provides that public schools have an affirmative obligation to combat bias, and a responsibility to provide equal educational opportunities to all pupils. Additionally, District policy requires that all schools and all personnel promote mutual respect and acceptance among students and staff. Thus, the District has a legal obligation to ensure that transgender students are safe, supported, and fully included in all school activities, programs, facilities, and educational opportunities. No person shall be subjected to discrimination on the basis of actual or perceived gender identity, gender expression, gender, or sexual orientation. (Cal. Ed. Code § 220, 20 U.S.C. § 1681 (Title IX))

The Board considers harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression to be a major offense. The District shall investigate all complaints of harassment, discrimination, intimidation, or bullying and take appropriate action against any student or employee who is found to have violated this policy. Harassment, discrimination, intimidation, or bullying of a student by another student in violation of this policy may constitute cause for disciplinary action. Students shall be advised that harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression are unacceptable conduct and will not be tolerated. Students shall be informed that they should contact the school principal or designee if they experience such harassment, discrimination, intimidation, or bullying. Harassment, discrimination, intimidation, or bullying by an employee in violation of this policy constitutes cause for disciplinary action, up to and including dismissal.

The Superintendent or designee shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy. The regulations shall provide an adequate description of this policy to parents, students and employees, provide appropriate complaint and resolution procedures, and establish due process for persons accused of harassment, discrimination,

intimidation, or bullying based on sexual orientation, gender identity, and gender expression. The Superintendent, or designee, shall ensure that students receive age-appropriate information and education related to sexual orientation, gender identity, and gender expression. In addition, the Superintendent or designee shall designate qualified individuals to provide appropriate training and educational programs on the issue of harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression. Each school must ensure that all students, including LGBTQ students, are provided a safe and supportive learning environment that is free of harassment, discrimination, intimidation and bullying. Administrators, faculty and staff are required to intervene when they witness harassment, discrimination, intimidation and bullying of any student if they can do so safely. Complaints alleging discrimination, harassment or bullying based on a student's gender identity, gender expression, or gender nonconformity, are to be handled in the same manner as other discrimination/harassment/bullying complaints. Consistent with the Uniform Complaint Procedures, complaints alleging discrimination or harassment based on a student's gender identity, gender expression, or gender nonconformity should be given immediate attention; fully and appropriately investigated in a timely manner; and resolved through appropriate corrective action. This policy is intended to supplement, and not replace, state and federal laws prohibiting sexual harassment. Complaints under those laws shall be processed through the procedures established by appropriate state and/or federal agencies.

Policy PALO ALTO UNIFIED SCHOOL DISTRICT adopted:12.8.15 Palo Alto, California

Grounds for Suspensions or Expulsions

In the case of Education Code 48900 infractions (see chart on pages 58 and 59 of this handbook), a student may be suspended (in or out of school), depending on the seriousness of the situation. A suspension is defined as the removal of a student from ongoing instruction for disciplinary purposes. An administrator or teacher will contact parents concerning a suspension. Expulsion, if indicated, is determined exclusively by the Palo Alto Unified School District and not by Fletcher administration. A student shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the student is enrolled determines that the student has violated the Education Code of the State of California as specified in in the parent handbook.

Additional information about these infractions is available in the student services section of the Board policy. Actions must relate to school activities.

Due Process Procedures

Students and parents have the right to know for what action students are being disciplined. Written documentation of behavior should be provided. Students shall have an opportunity to respond to accusations. Students and/or parents who feel that disciplinary actions have been unfairly applied have the right to appeal to an administrator. If the matter is not resolved, they may seek a hearing at the district level.

Prohibited and Restricted items

Objects that are not directly related to a classroom project or assignment and approved by a staff member are not permitted on campus. The presence of inappropriate objects can create a disruption. A student who brings an object to the campus is responsible for the object brought onto the campus. The school cannot assume responsibility for lost/stolen, damaged or vandalized personal property.

This may include but is not limited to:

- Alcohol, drugs, tobacco, any controlled substance
- Cell phones/camera phones
- Raw Eggs
- Firecrackers, poppers, explosives, noise makers, stink bombs
- Handheld electronic games
- iPods, CD Players, other personal electronic devices
- Laser pointers
- Lighters and matches
- Obscene or profane material in print, graphics, or video
- Paint balls
- Pepper spray
- Permanent markers and/or spray cans of any type
- Sharp objects
- Skateboard or scooter (must be locked in proper location)
- Squirt guns
- Steroids (see policy under "Discipline Policies and Procedures")
- Water balloons
- Weapons/dangerous items including:
 - Box cutters
 - Pocket knives - Accidental Possession of a Pocketknife. Students are sometimes allowed to have pocketknives at home. Pocket Knives are not allowed at school at any time for any reason. School restrictions are like airport restrictions regarding knives of any kind. If a student has accidentally left a pocketknife in his or her pocket or backpack, he or she should immediately bring it to the office. An administrator will give the pocketknife to the student's parent upon parent request. If a student shows or reveals a pocketknife to another student in any way, even for a moment, school suspension and expulsion rules will be administered.
 - Guns of any kind (play, water, cap, squirt, imitation firearms, toys that look like guns, BB guns, pellet guns) and knives of any kind including: locking, pocket of any size, switchblade, Swiss Army, steak etc. These items will be confiscated. Any weapons or illegal, dangerous items or substances brought to school will lead to immediate discipline and/or police action

Suspensions and Expulsions - CA Education Code 48900

<i>Physical Injury</i>	Caused, attempted to cause, or threaten to cause physical injury to another person. This includes aiding or abetting the infliction or attempted infliction of injury to another person.
<i>Willful Use of Force or Violence</i>	Willfully used force or violence upon another person, except in self-defense. This includes aiding or abetting the infliction or attempted infliction of injury to another person.
<i>Dangerous Objects</i>	Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object (including but not limited to firecrackers, laser lights, "poppers" and lighters).
<i>Imitation Firearm Possession</i>	Possessed an imitation firearm.
<i>Drugs/Alcohol</i>	Arranged, negotiated, offered, possessed, sold, used or otherwise furnished, or been under the influence of ANY controlled substance (including SOMA), alcohol and/or any other intoxicants.
<i>Look-Alike Substance</i>	Sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented that liquid, substance, or material as a controlled substance, alcoholic beverage, and/or intoxicant.
<i>Robbery/Extortion</i>	Committed or attempted to commit robbery or extortion.
<i>Damage to Property</i>	Caused or attempted to cause damage to school property or private property. Property includes electronic files and databases. This includes vandalism and arson to school property or private property.
<i>Theft</i>	Stole or attempted to steal school property or private property. Property includes electronic files and databases.
<i>Receipt of Stolen Property</i>	Knowingly received stolen school or private property. Property includes electronic files and databases.
<i>Tobacco</i>	Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to: cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
<i>Obscenity/Profanity/Vulgarity</i>	Committed an obscene act or engaged in habitual profanity or vulgarity.
<i>Drug Paraphernalia</i>	Unlawfully possessed or offered, arranged or negotiated to sell any drug paraphernalia.
<i>Disruption/Defiance</i>	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.
<i>Hostile Educational Environment</i>	Bullied, intimidated, threatened, harassed (in any form), menacing any person on campus.
<i>Hate Violence</i>	Caused or attempted to cause threatened to cause, or participated in an act of hate violence. (Ed Code 48900.3)
<i>Threats/Terrorist Threats</i>	Made terrorist threats against school officials, or school property or both. (Ed Code 48900.4)
<i>Assault/Battery on School Employee</i>	Threaten school officials and/or school property. (Ed Code 48900.7)
<i>Witness Harassment or Intimidation</i>	Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness.
<i>Sexual Harassment</i>	Committed or attempted to commit a sexual assault or sexual battery.
<i>Bullying</i>	Committed physical, verbal or cyberbullying.

Student Routines

School Hours: The first bell rings at 8:05 a.m. daily. *Students should not arrive at school before 7:50 a.m.* The school day ends at 3:00 p.m. on Monday, Tuesday, Thursday and Friday except on minimum days. Every Wednesday there is early dismissal at 1:40 p.m. On minimum days, school ends at 12:20 p.m. See the calendar section of this handbook for minimum days. Unless students are participating in an organized after school activity, they need to leave the school grounds within 20 minutes of dismissal each day. There is no supervision for students on campus after that time. **Students are not allowed to visit/be present on any PAUSD campus while those schools are in session. This applies to Fletcher minimum days, and other early release days.**

Backpacks: Did you know that backpacks are not allowed in classrooms, locker rooms or assemblies? School policy states that backpacks must be kept in student lockers. Refusal to abide by this school policy may result in consequences as described on [page 30](#) of the Fletcher Handbook. Backpacks found in the hallways will be recovered by the campus supervisor and turned into the assistant principal's office. For more information on this topic, refer to [page 12](#) in the Fletcher Handbook.

Brunch/Lunch: Students may bring a lunch and snack from home. The District Food Services does sell items at brunch and lunch. Please go to the Fletcher website under "Lunch" for information on lunch accounts.

Telephone Use: Students and families are asked to make arrangements for after school activities and transportation before leaving home in the morning. There is a telephone in the office available for students during brunch, lunch or after school for emergencies. Parents may call and leave messages for students. Please do not ask your student to check for text or voicemail messages during school hours. Cell phones must be **OFF** from 8:05 to 3:00 p.m.

Restrooms: Students are to use the restrooms during brunch and lunch. If a student must use the restroom during class time, the student must obtain permission from the teacher and obtain a hall pass. Facilities for handicapped students are available.

Personal Property: The school is not responsible for theft and/or damage to personal property. Students are responsible for loss or damage to their personal items such as calculators, cell phones, iPods, books, and instruments. Students are strongly encouraged **NOT** to bring small electronic devices to school, including cell phones. Please put labels on all articles of clothing, personal items, backpacks and instruments. Please leave articles of value at home.

Lost and Found: Lost and found items will be located in the office. At the end of each quarter, unclaimed items will be donated to the PTA Council Wardrobe Center, or another charity clothes closet.

PTA eNews: In addition to the monthly newsletter, there will be weekly e-mail updates of the school calendar, upcoming events, reminders and important school news through eNews. Refer to our website at www.Fletcher.pausd.org for eNews instructions.

UpToUs Networks: The PTA manages parent networks for school wide and grade level electronic communication. Important school news and opportunities for parent involvement are managed through UpToUs. Refer to our website at www.Fletcher.pausd.org for a link to UpToUs instructions.

Tiger Talk: The PTA newsletter, *Tiger Talk*, is published periodically online. There will be a notice on eNews when it is available. It will contain an update of future events, principal's message, and other school and district information. Please ask the office if you wish to receive a hard copy in the mail.

Visitors: A visitor is anyone who is not a registered student including parents, that come onto school campus. All visitors must check in at the office and receive a visitor's badge, which must be worn at all times while on campus. There are designated parent visitation days, which are on the school calendar. While on campus, all parents must wear their visitor's badge. Other than scheduled parent volunteers and parent visitation days, there should not be any other visitors to school unless it has been previously arranged.

We do not encourage student visitors to campus. A student who wishes to bring a visitor to school must request a permission form from the office and get permission from the teachers at least two days before the visit with a signed release from the visiting student's parent or guardian. Student visitors must be 6th, 7th, or 8th grade students only.

Visits are restricted to one day only and are primarily for students from out of town. Students from other local schools will not be permitted to visit.

Academic Information

Binder Reminder: This is a spiral notebook issued to students at the beginning of school. This notebook is very helpful, as it includes items such as daily schedules, yearly calendar, student expectations, and a school map. Teachers use this notebook to help students work on organizational skills. Suggested donation for the Binder Reminder is \$10.00.

Homework BP 6154: 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.

Makeup Work

Students who miss school work 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.

AR 6154

If weekend homework is deemed necessary, the average cumulative amount of work required should not exceed a regular day's assignment.

Students may choose to use weekends for review, voluntary work, or completion of make-up assignments.

Project-based assignments may be assigned as homework; however, these tasks should not require group meetings outside of class, significant assistance from parents, or costly materials. Teachers should monitor and be mindful of the logistical challenges of group assignments outside of the classroom.

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.

With the exception of Advanced Placement classes, homework should not be required over the summer months.

Homework will not be assigned before or during the review days at the high schools which precede semester finals.

Besides Winter break, any homework given over school holidays should not exceed the homework given on a typical evening.

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

Homework grading practices should encourage learning and use positive motivation to promote completion of the homework. Teachers should employ homework grading practices that avoid punitive treatment of late homework, and make allowances when circumstances affect a student's ability to complete the work on time.

Excused Health Absences

Students with excused health absences are allowed to make up any assignments, quizzes, or tests missed during the absence. For short absences, students are encouraged to contact another student in the same class, refer to their assignment sheets, Infinite Campus, Schoology, their Binder reminder, or email the teacher. (Teachers distribute their preferred protocol at the opening of school and at Back to School Night.) Students have a one-day extension for every day missed. Students cannot be expected to do homework when they are ill; however, it is in their best interest to make up the work as quickly as possible when they return so they do not fall further behind.

Homework for Middle School Grades

1. At the middle school grades, homework should primarily consist of reading, practice and application of key skills and concepts, application of writing skills, preparation for future classes and beginning research. At this level, homework should continue to build independent study habits.
2. Long-term assignments at the middle grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
3. With support of administration and staff, teachers should make efforts to coordinate with one another to establish deadlines, due dates for projects/assignments, and tests in an effort to minimize student over-extension.
4. 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 test review:
 - 6 = 60 minutes average M-F
 - 7-8 = 70-80 minutes average M-F

Students who elect to study music, can expect to be assigned practice time that is in addition to the above loads.

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. The use of online communication tools is strongly encouraged at the secondary level.
3. Encourage students to monitor their own assignments.
4. Monitor homework time requirements and feasibility of assignments using student assignments, student feedback, and parent feedback.
5. Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.
6. 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.
7. Inform parents and students of opportunities for student assistance.
8. 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.
9. Provide a process for student or parent feedback if there is a concern.
10. Work with grade and department level colleagues to promote consistent homework practices and reasonable total time requirements for each evening.

Homework Guidelines for Site Administration

Site administrators shall:

1. Provide professional development on homework, including overview of the policy, effective strategies and practices, and time for collaboration with grade level teams or departments to plan, as needed.
2. Be responsible for ensuring compliance with the homework policy, including the use of feedback processes to support its implementation.
3. Have on-going discussions with staff regarding effective homework strategies and practices.
4. Coordinate schoolwide resources and practices that support homework completion, e.g. use of planners, library facilities and academic support programs.
5. Ensure this policy is easily accessed (and translated as needed) on the school's website or upon request.
6. Provide information to parents on the purpose of effective homework and sharing practices that will help families support their children (for example: newsletters, open houses, and websites).

Site Expectations

Student Responsibilities – Students shall:

- Keep careful track of homework assignments by recording them in their binder reminder, use if appropriate by checking Schoology and teacher websites, by viewing Infinite Campus, and/or by asking clarifying questions.
- Give maximum effort in completing and turning in assignments on time.
- Meet with teachers immediately after a planned or unplanned absence to arrange to make up all work that was missed by an agreed upon date.
- Meet/communicate with teachers prior to a planned absence to determine expectations and arrange for makeup of missed assignments.
- Communicate with their teachers and parents if homework appears to be excessive or too difficult, if directions/expectations are unclear, or if challenges arise.

- Make use of all school resources when support is needed by going to Homework Center, seeing teachers, by arrangement, before/after school or during lunch, going to tutoring and meeting with the school counselor.

Parent Responsibilities

Parents will:

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

Homework Requests

Students are asked to check Infinite Campus/Schoology to check for assignments or select classmates from each class and exchange phone numbers. When a student is absent, it is their responsibility to contact either Infinite Campus/Schoology or their teacher or classmates to get the homework for the day. Parent request may be made only **after three (3) consecutive school days of absence and should be addressed to the Attendance Office before 8:30 a.m.** Homework may be picked up after 3:15 p.m. or on the following day. Please call ahead to be sure work has been left for your student.

Conferences: If parents/guardians want to meet with their student’s teacher, they should contact the teacher directly. The 6th grade teachers hold conferences in the fall semester.

Reporting Pupil Progress: All Reports Cards are mailed home, with the exception of Wheel Reports, which are sent home via the students at the end of each wheel. The dates for the end of quarters and Wheel segments are noted in the calendar. Please allow about two weeks for Report Cards to be processed and mailed.

Students receive “progress” grades at the end of the first and third quarter and “official grades” at the end of each semester. Midway through each quarter, teachers send Progress Reports (Warning Notices) to Parents. When a student’s current grade is a “D” or an “F” at this time, parents will be notified so that the student has the opportunity to improve his/her work. Notes may be sent to inform parents of concerns or issues their child is having, a significant drop in grades, or special progress their child is making; not all parents will receive these notes.

Academic Expectation for promotion to the next grade level will be mailed home. Counselors will meet with identified students and their families regarding retention.

Questions: If you have concerns regarding classroom related issues, please contact your student’s teacher or grade level counselor.

Incompletes: Students receiving an “I” grade (incomplete) at the end of the first semester must have the completed work turned in by the end of the third week of March. After this time period, if the grade has not been changed, the “I” becomes an “F.” An incomplete may not be given at the end of the school year in June or at the first or third quarter.

8th Grade Retention: State guidelines regarding 8th grade student retention will be implemented by PAUSD following Board of Education action. Additional information regarding the regulations may be obtained from the Associate Superintendent of Educational Services, 25 Churchill Avenue, Palo Alto, (650-329-3700).

Smarter Balanced Testing – California Assessment of Student Performance and Progress (CAASPP): Parents will be advised of district and/or schoolwide testing dates and will be asked to schedule medical/dental appointments before or after testing days. Contact your student’s teacher or grade level counselor if you have any questions regarding these tests. For additional information about the CAASPP and the California School Dashboard and System of Support from the California Department of Education, visit: www.cde.ca.gov/ta/tg/ca/ and www.cde.ca.gov/ta/ac/cm/

Student Activities

Student Government: Student Council is the student leadership group elected to represent and share student ideas, interests, and concerns with teachers and administrators. Five officers for each grade level are elected at the end of each school year. They organize student activities, assemblies, social events, community projects and fundraisers. Students have an opportunity to use and apply their student experience and learning about leadership, public speaking, and decision-making within a school

system. Student Council is also involved in all issues related to school reform, working closely with the School Climate Committee and Site Council to promote both school and district goals.

Student Body Card: The Student Body Card reflects student support of student government and school activities. It is purchased at the beginning of the year on Back to School Check-In Day or in the office after school starts in the fall. Money from the sale of the Student Body Cards helps the Student Council sponsor social activities and other events. The card entitles the student to a discount on tickets for school activities.

Birthday Celebrations: Celebrating individual birthdays or other events with food, flowers or balloons **are discouraged**. They become exclusionary in nature and are therefore contrary to our mission statement. Items such as flowers or balloons must remain in the office all day as they pose a distraction in the classroom. Food items create concerns regarding allergies.

Social Events/Parties/Dances: The school staff and parents will work together to provide enjoyable activities appropriate to the age and social development of all students. The social events and/or school dances will occur after school or in the evening. The following are school rules and guidelines for after school events.

Tickets

- Dances are for current Ellen Fletcher students ONLY.
- TICKETS WILL NOT BE SOLD at the door or after school on the day of the dance. (Permission slip required)
 - Students must have their ticket at the door for admittance. If they have lost their ticket, we will check the ticket sales and the ticket number will be by the student's name if they bought one.
 - Students may not use another person's ticket. We do check names at the door and if a student is found with another student's ticket, parents will be called to pick the student up and they will be barred from the next dance.
- If a student has received an action referral during the week prior to the dance, more than 6-10 tardies/absences, outstanding fines, or failing grades, the student will not be able to attend the dance. If they bought a ticket that week prior to getting a referral, they may turn it in for a refund.

Arrival and Departure

- Students will be informed of the dance hours and no one will be admitted after the specified time unless accompanied to the door by their parent.
- It is strongly recommended that parents pick students up after the dance within a specified time frame as noted on permission slip.
- Students may have their cell phones, but the cell phone needs to be turned off, just like the regular school day of during the dance; otherwise it will be taken for the duration of the dance.
- No one may leave the dance before it is over unless they are picked up at the door by a parent. Arrangements to leave early must be made in writing by the parent with the school prior to the dance. If students need to leave the dance for any other reason, a chaperone will call home for permission and instructions from the parents.
- If students are absent from school on the day of a dance, they will not be able to attend the dance.

Reasons Why Students May Need to be Picked Up Early

- Appropriate dress for dances is regular school attire. If a student's clothing is disruptive or offensive, or if it does not meet the regular school day dress code, the administrator in charge will ask the student to change into appropriate clothes or contact the parents to take their child home. This means: no sagging, no spaghetti straps, no bare midriff showing, no short skirts or shorts, etc. Students must follow the same dress code as for school hours.
- Good conduct is expected from our students at all times. Rudeness or offensive behavior towards other students, staff, or parent chaperones is not acceptable. Parents will be contacted to take their child home if their child's behavior is found to be unacceptable. Please note that this includes offensive or unsafe dancing.

Clubs: Students, parents, or teachers can organize lunchtime clubs by submitting a request to the Ellen Fletcher administration, provided there is a staff or parent sponsor and available location identified. Clubs usually meet once per week at lunch. Student Council funds lunch club sponsors. Sign-ups usually occur in Triangle in the fall and late January (for spring).

Yearbooks: The students produce Yearbooks annually. This is a vivid memory of the school year. It is strongly recommended that a yearbook be purchased at the beginning of the school year. There are PTA scholarships available through the counselors. Near the end of the year there are very few extra yearbooks available for purchase.

Student Resources

Student Counseling: Fletcher's counselors are available to provide support to students and families. If additional counseling is called for, Counseling & Support Services for Youth (CASSY) provides short-term, individual, group and family counseling and referral services to middle school students and their families. CASSY is a community non-profit organization. They can be reached at (408)493.5289

Fletcher is fortunate to have Guidance Counselors who serve as case managers. Counselors or CASSY personnel provide short-term individual and small group counseling for students experiencing difficulties with school adjustment, academic success and other social/emotional concerns. The Counselors serve as a resource to Fletcher teachers and parents and make referrals to the school psychologist and the Counseling and Support Services for Youth (CASSY) interns, when appropriate. They provide articulation links between elementary and middle school teachers along with school staff. They orient new students and their families and facilitate Student Study Team meetings. Additionally, they oversee class placements and handle schedule change requests.

Library: The Ellen Fletcher Library is an exciting and innovative media center. It has both a strong book collection and up-to-date technology for research and information gathering.

The library program is student-oriented. It is a flexible program that teaches information literacy, encourages reading, and supports and enhances classroom learning. The program encourages reading for pleasure by sponsoring reading incentive activities throughout the year and by making sure the collection takes into account the varied interests and abilities of the students.

Ellen Fletcher is a “virtual” library via the library’s webpage. Access to it is from the Ellen Fletcher home page at www.EllenFletcher.pausd.org.

The Library maintains a quiet yet stimulating atmosphere to accommodate to the needs of the school population. Students can come to the library with their teacher or with a library pass. To use the technology in the library, students must follow the school rules related to computer use. All materials are checked in and out at the circulation desk. If students have overdue items, they will be unable to check out additional materials until they return the overdue items. Charges for lost or damaged materials will be in accordance with replacement and processing costs.

Library Hours: Monday, Tuesday, and Thursday 8:00 a.m. – 4:30 p.m.
 Wednesday 8:05 a.m. – 2:00 p.m.
 Friday 8:00 a.m.– 3:10 p.m.

Textbooks: The teachers will distribute textbooks in the classrooms. In most cases, these books are to be kept at home, and a classroom set of books is provided for use at school. Students are responsible for their textbooks. Textbooks must be returned in good condition at the end of the school year. Students are responsible for returning textbooks.

Homework Habitat: Fletcher’s After-School Homework Center includes generalized homework help and academic support. Homework Habitat includes specific math support through Math Advantage and specific writing support through the Writing Center. Both are managed through Homework Habitat. Credentialed Fletcher teachers and Instructional Aides are available to assist students in the Library from 3:10 p.m. to 4:30 p.m. on Mondays, Tuesday and Thursdays. Students must sign in. Parents may sign a student out before 4:30 p.m. **However, students will not be allowed to leave before 4:30 p.m. without written permission from parents.**

After School Athletics: After school athletics on PAUSD middle school campuses are managed by the City of Palo Alto. Scholarships for athletics are available through the City of Palo Alto Recreation Department. Call the Recreation Department at (650) 329-2390 for more information.

Service Opportunities: Youth Community Service (YCS) is a club open to all students to provide service to the school and community. Service opportunities are also available through leadership elective classes.

Social Kindness Program

Social Kindness program at Ellen Fletcher is designed to align with our mission statement focused on building a positive school climate within the framework of fostering student connectedness and developmental assets.

Staff members collaborate with counselors to design and implement these activities on an ongoing basis. The lesson descriptions below are examples of social kindness activities and are under continuous review; therefore, they may change from year to year, but fall within the focuses as described. Please contact your child’s grade level counselor if you have any questions or would like more information about these programs.

Mission Statement Lesson - At the beginning of the school year this lesson focuses on the Ellen Fletcher mission statement of inclusion and diversity within a positive school climate.

TASK - Tigers Achieving Social Kindness-This is a core group of 8th graders that lead the social kindness efforts within the student body.

Cyber Safety - Joe’s Story-A cyber safety lesson for 6th graders that show the serious negative impact of cyber-bullying and strategies to deal with it and prevent it. 7th grade-Focus on cyber bullying and what can be done if it happens.

How Full is Your Bucket Lesson (6th grade) - A developmental assets lesson during Tiger Camp that help students become aware of their own assets (positive qualities and strengths) that they already have and gain throughout their lives. They also learn how their assets can empower them, make them stronger and resilient when faced with hard times.

“Including Samuel” Ability Awareness Lesson (6th grade) - A lesson that includes viewing a video that explores how students w/disabilities are included in the classroom and school community to increase awareness of disability based harassment, the consequences of such harassment and how to respond if they experience or witness it. Schedule permitting, AXIS Dance troupe will perform for 6th graders to show individuals with all ability levels are able to participate in dance performance.

Ability Awareness (Simulation 7th & Lesson 8th) - Students will do specific hands on activities to experience what it would be like to have different disabilities/challenges, and to continue to remind them of disability-based harassment, the consequences of such harassment and how to respond to it.

Think b4 You Speak - A lesson for 7th graders that teaches the history of the word “gay”, the negative consequences of the word as we use it today and strategies to eliminate the inappropriate use.

Game Playing - Opportunities for students from different grade levels to break down barriers and stereotypes through informal game playing.

Stand Up (6th grade) - A lesson plan that helps students to gain a broader understanding of social cruelty, defining the roles, increasing empathy for the victims, developing action plans to reduce bullying.

Empathy Awareness (8th grade) - A lesson for 8th graders that teaches students about the impact of the use of derogatory terms in everyday language. Students brainstorm everyday occurrences and discuss the negative implications specific words can bring.

What Drives Me (7th grade) - In an effort build community, students write about and share/show something unique or interesting about themselves.

Nightmare on Puberty Street (7th or 8th grade) - A live theatre performance (done every two years) that focuses on life issues such as peer pressure, thoughts of suicide, body image and communication with parents and peers.

Resiliency and Growth Mindset Lessons (7th and 8th grade) - Identifying examples of growth mindset and resiliency in shaping reactions to challenges.

Silent Beats Video/Stereotype Lesson (8th grade) - A video and lesson that focuses not only on the definition and different types of stereotypes, but how to address and stop stereotyping.

Gender Stereotyping and Peer Pressure Lessons - A lesson that focuses on social dynamics and relational aggression, with the goal of having the students re-examine their own group dynamics and make resolutions to interact in more positive and supportive ways. A presentation that focuses on developing an awareness of and sensitivity to homophobia and sexism, and the effects on LGBTQ+, heterosexual youth and how to be an ally.

NIOS Week - Not in Our Schools Week is a week where we continue our work towards our mission statement of having an inclusive community respect for diversity, high social standards and positive school climate. There are different activities throughout the week that promote kindness, acceptance, respect, and openness toward everyone on our campus.

Mental Health Services

PAUSD contracts with Counseling Support and Services for Youth (CASSY) at the secondary level to offer free, comprehensive site-based counseling supports to students. These services are provided by licensed and pre-licensed mental health professionals and include, assessments, ongoing counseling, crisis intervention and treatment, mental health education and consultation to children, families and school staff.

School based counseling is described as mental health supports provided by CASSY mental health professionals at the school site. Services offered are evidence based, positive and strengths focused, and include individual, group and family therapies in areas such as: stress management, coping and social skills, strategies to deal with grief and loss, anger management, conflict resolution, substance abuse therapy, and parenting skills. When needed, the school counselor may also refer the student to outside professionals if school-based counseling is not sufficient to meet a student’s or a student’s family’s needs. Parents interested in referring their child to on site counseling services may contact their child’s counselor who will refer to CASSY.

Prevention and Support Services:

In some instances, children, families and school communities need support and guidance in order to experience school success. Supports available include:

Suicide Prevention and Related Mental Health Promotion:

PAUSD is dedicated to providing prevention and instruction, staff development and intervention to promote student mental health. If you believe that your child is suicidal, please call the Santa Clara County Suicide Prevention Hotline at (408) 379-3790 or 911. (BP, AR 5141.52).

Child Abuse Reporting:

District employees are mandated reporters, as defined by law, to report all known or suspected incidents of child abuse and neglect. (BP & AR 5141.4)

Bullying:

The district strives to create a safe, healthy and nurturing learning environment for every student and therefore, it is a violation of district policy for a student to bully, harass, or intimidate another student or engage in such behaviors that infringe upon the safety or emotional well-being of any student; including acts of bullying, intimidation or harassment through words and actions (BP & AR 5131.2)

Dress and Grooming

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process. (BP 5132)

Student Wellness

The Board of education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. (BP 5030)

BP 5145.3 - Nondiscrimination /Harassment**Board Policy**

Adopted: Tuesday, February 11, 2014/Tuesday, September 12, 2017

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 discriminatory harassment, intimidation, and/or bullying of any student, 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.

[\(cf. 0410 - Nondiscrimination in District Programs and Activities\)](#), [\(cf. 5131 - Conduct\)](#), [\(cf. 5131.2 - Bullying\)](#), [\(cf. 5137 - Positive School Climate\)](#), [\(cf. 5145.7 - Sexual Harassment\)](#), [\(cf. 5145.9 - Hate-Motivated Behavior\)](#), [\(cf. 5146 - Married/Pregnant/Parenting Students\)](#), [\(cf. 6164.6 - Identification and Education Under Section 504\)](#)

Unlawful discrimination includes discriminatory harassment, intimidation, or bullying, consisting of physical, verbal, nonverbal, or written conduct, based on one of the categories listed above, that is so severe, persistent 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.

Discriminatory harassment under Board Policy 5145.3 includes harassment on the basis of gender, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

While sexual harassment and sexual violence are forms of discrimination and discriminatory harassment on the basis of sex, this policy shall not be used to address sexual harassment or sexual violence complaints. All sexual harassment and sexual violence reports or complaints involving students shall be addressed through BP 5145.7 and BP/AR 1312.3.

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 or a school activity 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 shall respond promptly and effectively to investigate the complaint, determine what happened, eliminate any harassment that occurs at school or a school activity, 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.

The Board also prohibits retaliatory behavior or action against any person who reports, testifies about, files a complaint, or otherwise participates in a District complaint, investigation or grievance process relating to 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 unlawful 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 or 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/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 district 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 the Principal/designee or District Compliance Officer within one school day. ([Education Code 234.1](#))

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.

For Title IX information, a copy of the Procedures for Complaints and Resolutions, or assistance in filing a complaint, please contact:

Title IX / Civil Rights Coordinator
Palo Alto Unified School District Office 25 Churchill Avenue
Palo Alto, CA 94306
complianceofficer@pausd.org

100% Spelling Words
Students are expected to spell and use these words correctly 100% of the time.

<u>A</u>	<u>E</u>	<u>I</u>	<u>R</u>	<u>U</u>
about	enough	I'm	read	until
again	especially	into	really	usually
all right	everybody	its	received	
almost	everyone	it's	right	<u>V</u>
a lot	everything			vary
already	except	<u>K</u>	<u>S</u>	very
also	excited	knew	said	
always		know	Saturday	<u>W</u>
another	<u>F</u>		school	want
anyone	favorite	<u>L</u>	sense	was
are	final	laugh	separate	wear
	first	let's	should	weather
<u>B</u>	friends	library	someone	we're
beautiful	February		something	went
because		<u>M</u>	sometimes	were
before	<u>G</u>	might	stopped	what
believe	getting	myself		when
buy	going		<u>I</u>	where
by	guess	<u>N</u>	terrible	whether
	guy	new	that's	who
<u>C</u>		no	their	whole
can't	<u>H</u>		then	who's
close	happened	<u>O</u>	there	whose
clothes	happily	o'clock	they	with
could	haven't	off	they're	woman
	hear	once	thought	women
<u>D</u>	heard	one	threw	won
dear	here	our	through	won't
deer	hole		to	wouldn't
didn't		<u>P</u>	too	write
different		people	two	
does		pretty		<u>Y</u>
doesn't		probably		your
don't				you're

Class Notes / Learning Log / Textbook Notes

Teacher _____
 Period/Subject: _____

Name: _____
 Date: _____

Topic: _____

What Goes in the left column?	What goes in the right column?
1. Vocabulary/Terms	1. Vocabulary/Term definitions
2. Important short phrases or quotes	2. Significance or explanation of phrases or quotes
3. Names of important people	3. Explanations or significance and detail about important people
4. Title of a list	4. Listed points in a list
5. Equations, formulas, symbols explained in the notes	5. Equation, formula, symbol explanation
Other points for the left column: Questions which you would like to ask the teacher or a fellow student	Other important information to consider for the right column: Remember to fill in missing information later!

Summary, Reflection, Analysis

In one sentence, summarize what you learned from the reading or lecture.

What is most important for you to remember?

Reminders for E-Mailing Your Teachers

Remember, Students: Your teacher is like your boss! Don't get into a bad habit of writing sloppy, inconsiderate, or unprofessional e-mails to your boss. Someday, you will have a job, and some day, you will be expected to write carefully, courteously, and professionally to that person. So, let's start now with your teachers, shall we?

Example:

Don't be fake, but do start with a simple pleasantry since you are probably writing to ask for some kind of favor...

Dear Ms. Garcia
Hello, Ms. Garcia!
Hi, Ms. Garcia:

Start with a polite salutation. It will make your teacher more willing to read what you have to say.

How are you? I was sick today, so I missed the Parts of Speech assignment. I checked on Schoology already, but I don't understand how to do it. Could you please meet with me tomorrow morning before school to explain it to me?

Explain your reason for writing, and ask politely for what you need.

Thanks,
Sincerely,
See you tomorrow,

Choose a polite or thankful closing when you sign off. (Yours truly, Your student, etc. also work.)

Jimmy _____

Don't forget to sign your name! Otherwise, your teacher may not recognize your email address and won't know who you are.

- **Never, ever use texting lingo or spelling** when e-mailing a teacher. Example: hey. kan i kum 2 ur howz l8r? lol ;) That may be okay when you are e-mailing your friends, but it is NOT acceptable when you are e-mailing your "boss."
- And of course, don't forget to **check your spelling, capitalization, and punctuation** before you click "Send!"

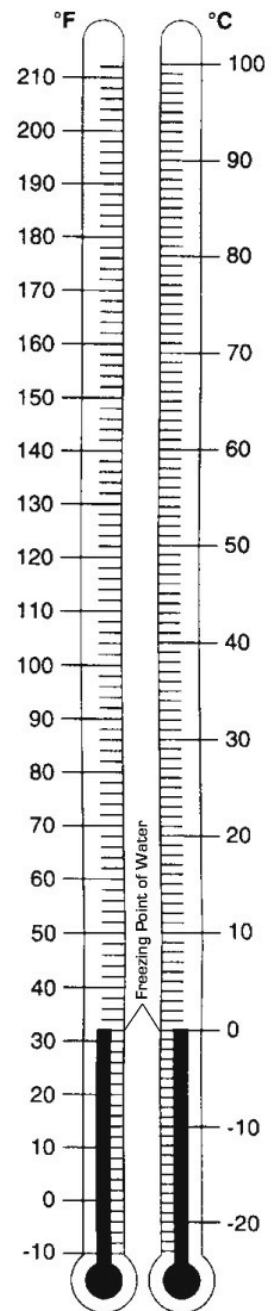
SCIENCE {unit conversions}

ENGLISH TO METRIC CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.58	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.30	grams
pounds	0.45	kilograms
pounds	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.02	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	.023	pound force
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.3	cubic feet
liters	1.06	quarts
liters	0.26	gallons



TEMPERATURE

Fahrenheit to Celsius:
subtract 32, then multiply
by 5 and divide by 9.

Celsius to Fahrenheit:
multiply by 9, divide by 5,
then add 32.