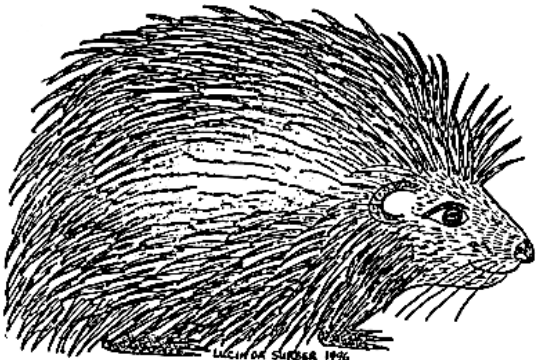
# Hoover Elementary School

# HANDBOOK 2018-2019



445 E. Charleston Road
Palo Alto, CA 94306
Phone: (650) 320-8106
Fax: (650) 493-8130
www.hoover.pausd.org
Office Hours: Weekdays 7:30 a.m. to 4:00 p.m.
PALO ALTO UNIFIED SCHOOL DISTRICT

*In Case of Absence or Tardiness:*
Please call the school office (320-8106) before 9 a.m. on the day of your child's absence or tardiness.

# Contents

*Page*

Principal's Message ..... 1
School Day Schedule ..... 2
District Calendar ..... 4
Guiding Principles ..... 5
Teaching & Learning ..... 6
*Instructional Program* ..... 6
*Programs and Services* ..... 7
*Schoolwide Programs* ..... 8
*Additional Instructional Programs* ..... 9
*Enrichment Programs* ..... 9
*Classroom Placement Procedures* ..... 10
Home School Partnership ..... 12
*Parental Support at Home* ..... 12
*Parental Support at School* ..... 12
*Leadership Opportunities for Parents* ..... 12
School Policies, Procedures, & Expectations ..... 14
*Administrative Policies* ..... 14
*Adults on Campus* ..... 15
*Adults on Campus at Lunchtime* ..... 15
*Attendance* ..... 15
*Behavior Expectations* ..... 18
*Communications* ..... 20
*Dogs on Campus* ..... 21
*Drop-Off/Pick-Up Table* ..... 21
*Food on Campus* ..... 22
*Health Policies, Illnesses and Accidents at School* ..... 25
*Homework* ..... 27
*Inappropriate Objects/Personal Items* ..... 29
*Lost and Found* ..... 29
*Open Houses* ..... 30
*School Safety* ..... 30
*Traffic Safety* ..... 31
PAUSD Board Policies ..... 35
*Conduct* ..... 35
*Bullying Prevention* ..... 37
*Bullying Complaint Procedures* ..... 39
*Sexual Harassment* ..... 44
*Nondiscrimination/Harassment (Board Policy 5145.3)* ..... 50
*Nondiscrimination/Harassment (Administrative Regulation 5145.3)* ..... 53
*Title IX Compliance* ..... 56
*Uniform Complaint Procedures (Board Policy 1312.3)* ..... 56
*Uniform Complaint Procedures (Administrative Regulation 1312.3)* ..... 60
Campus Map ..... 70
Board of Education ..... 71
Staff Roster ..... 72
Hoover PTA Executive Board ..... 73
Hoover Site Council ..... 74

# PRINCIPAL'S MESSAGE

*To:* Parents and Students
*From:* Mr. Jim Sherman, Principal

***COMMUNITY • COMMITMENT • COLLABORATION • COHESION***

Dear Hoover Families,

Welcome to the 2018-2019 school year! Quality learning is not an accident; it is our intention, our attention, our energy and our efforts that work in combination to create the best opportunities in learning for all of our children It is the strong partnership between our home and school ***communities.*** It is the ***commitment*** on the part of our staff to provide the best possible learning experiences for each of our students, our parent/guardian/PTA community to support and enhance student learning opportunities, Palo Alto Partners in Education to fund the supplementary staff and initiatives necessary to sustain the exceptional quality of our school programs, and our students themselves to grow their brains and do their best learning in school each day. Finally, it is the ***collaborative*** synergy of our staff and Site Council to assure that ***cohesive,*** standards-based best instructional practices, programs, and curricula are present in our classrooms, along with our PTA and PiE, who so generously fund our efforts that create optimum conditions for students to realize their unique potential.

This handbook is a summary of Hoover's guiding principles, practices, policies and standards and important District policies. You belong to a team of staff, parents and students who take pride in their school. The principles, policies, and procedures are designed to keep each of our community members safe and to promote the best possible social, emotional, and academic learning experiences for our students, staff, and families. Please read and discuss pertinent information in this handbook with your children. After reading, please sign the bottom of the acknowledgement page that will come home in your child's first Friday folder and return it to school as verification that you have reviewed its contents.

It is my honor to be the principal of this exceptional school, and I look forward to working together with you as partners throughout a most exciting, engaging, and productive school year!

With warmest regards,

*Jim Sherman*

*Principal*

# SCHOOL DAY SCHEDULE
# 2018-2019

| REGULAR DAY | Kindergarten | Primary Grades 1, 2, 3 | Intermediate Grades 4, 5 |
|---|---|---|---|
| **Start:** | 8:00 a.m. | 8:00 a.m. | 8:00 a.m. |
| **Recess:** | 10:00 a.m. | 10:00 a.m. | 10:00 a.m. |
| **End Recess:** | 10:20 a.m. | 10:20 a.m. | 10:20 a.m. |
| **Lunch** | Not applicable | 12:00 a.m. | 12:00 a.m. |
| **End Lunch:** | Not applicable | 12:40 p.m. | 12:40 p.m. |
| **End Day:** | **12:00 noon until October 12, 2018 Starting October 15, dismissal is at 2:00 p.m.** | **2:00 p.m.** | **2:30 p.m.** |

| WEDNESDAYS | Kindergarten | Primary Grades 1, 2, 3 | Intermediate Grades 4, 5 |
|---|---|---|---|
| **Start:** | 8:00 a.m. | 8:00 a.m. | 8:00 a.m. |
| **Recess:** | 10:00 a.m. | 10:00 a.m. | 10:00 a.m. |
| **End Recess:** | 10:20 a.m. | 10:20 a.m. | 10:20 a.m. |
| **Lunch** | Not applicable | 12:00 a.m. | 12:00 a.m. |
| **End Lunch:** | Not applicable | 12:40 p.m. | 12:40 p.m. |
| **End Day:** | **12:00 noon** | **1:30 p.m.** | **1:30 p.m.** |

| MINIMUM DAYS WINTER BREAK & LAST DAY OF SCHOOL | Kindergarten | Primary Grades 1, 2, 3 | Intermediate Grades 4, 5 |
|---|---|---|---|
| **Start:** | 8:00 a.m. | 8:00 a.m. | 8:00 a.m. |
| **Recess:** | 10:00 a.m. | 10:00 a.m. | 10:00 a.m. |
| **End Recess:** | 10:20 a.m. | 10:20 a.m. | 10:20 a.m. |
| **Lunch** | Not applicable | No lunch | No lunch |
| **End Day:** | **12:00 noon** | **12:25 p.m.** | **12:25 p.m.** |

**SCHOOL COLORS:**
Lime green and white

**SCHOOL MASCOT:**
The Hedgehogs

***Note:*** **SCHOOL STARTS AT 8:00 a.m.** ***Please be on time!***

All PAUSD schools use Infinite Campus to report attendance daily. After 8:00 a.m., students must receive a LATE SLIP from the office before proceeding to class. All absences and tardies will be completed electronically each morning by teachers and monitored by Central Attendance.

# BEFORE & AFTER SCHOOL SUPERVISION

## Early Arrival

The District provides limited before and after school supervision of students. Unless accompanied by an adult, students may not be on campus until 15 minutes prior to the opening of school, no earlier than 7:45 a.m. The playground is not supervised prior to that time. Students, who arrive earlier than 7:45, must be accompanied by a parent/guardian, or they will need to report directly to the office and be seated until the morning duty teacher arrives.

Parents of students who are consistently dropped off earlier than 7:45 a.m. will receive formal notification by the school office.

## Dismissal of Students

Once school is dismissed, all students not accompanied by an adult must leave campus for home and/or childcare. Fifteen minutes after the 2:30 p.m. dismissal time, the community and students are welcome on campus provided their presence does not disrupt staff meetings and/or teacher preparation activities. Children who are not picked up within 15 minutes of school dismissal will be sent to wait in the school office. Kindergarten students will also be escorted to the office and wait there to be picked up. Please pick up your children promptly.

Parents with children waiting for the dismissal of primary and/or intermediate students between 2:00-2:30 p.m., are welcome on campus with the following guidelines:

- Parents/guardians remain (with their children) on the benches in front of the principal's office.
- Children are supervised by their parent/guardian at all times.
- Teaching and learning programs are not disrupted.
- We are fortunate to be within a short walk to Mitchell Park. Parents who would like for their primary-aged students to run and play between 2:00-2:30 p.m., are welcome to escort them to the park to enjoy.

# Palo Alto Unified School District

## SCHOOL YEAR CALENDAR FOR 2018-19

**JULY 2018**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | H | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**AUGUST 2018** H15/E&M14 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | WD | WD | SD | 11 |
| 12 | 13 K8WD | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**SEPTEMBER 2018** 19 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | H | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

**OCTOBER 2018** 22 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | SD | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**NOVEMBER 2018** 16 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | H | 13 | 14 | 15 | 16 | 17 |
| 18 | LH | LH | LH | H | LH | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**DECEMBER 2018** 15 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | H | H | LH | LH | LH | 29 |
| 30 | LH | | | | | |

### Important Dates

8/13/18 .....First Day for 9 -12 Students
K-8 Teacher Work Day
No school for K-8 students
8/14/18 .....First Day for K-8 Students
---
1/7/19 .....K-8 Students Return to School
High School Teacher Work Day
No School for 9 -12 Students
1/8/19 .....9-12 Students Return to School
---
10/12/18 ...End of 1st Quarter
12/21/18 ...End of Semester (87 days)
3/8/19 .....End of 3rd Quarter
5/31/19 .....End of Semester (93 days)
---
5/31/19 .....Last Day for Students

### Non-Student Days

9/3 .....Labor Day
10/5 .....No School—Staff PD Day
11/12 .Veterans Day
11/19-23 ...Thanksgiving Break
12/24-1/4 ..Winter Break
1/21 .....ML King Birthday
2/14 .....No School—Staff PD Day
2/15 .....Lincoln's Birthday
2/18 .....Washington's Birthday
3/11 .....No School
4/1-4/5 .....Spring Break
5/27 .....Memorial Day

### Legend

H = Federal/State Holiday
LH = Local Holiday
SD = Staff Development Day
WD = Teacher Work Day
= Minimum Day for Schools

**JANUARY 2019** H17/E&M18

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | H | LH | LH | LH | 5 |
| 6 | 7 SWD | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | H | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**FEBRUARY 2019** 17 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | SD | LH | 16 |
| 17 | H | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

**MARCH 2019** 20 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | LH | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

**APRIL 2019** 17 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | LH | LH | LH | LH | LH | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

**MAY 2019** 22 days

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | H | 28 | 29 | 30 | 31 | |

**JUNE 2019**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | WD | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

*Adopted March 28, 2017 / rev 07-27-18*

# Guiding Principles
# 2018-2019

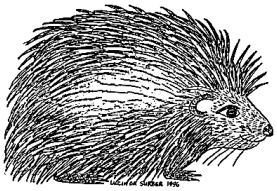
*We expect staff and parent commitment to,*
*and support of, Hoover's Guiding Principles.*

## Academics

- We provide a structured, cohesive, teacher-facilitated, student-centered instructional program, based on state and district-mandated standards. We emphasize the mastery of basic skills and application of content, which enable students to build a solid foundation for academic success.
- We provide a variety of opportunities for students to increase the depth of their learning and the complexity of their thinking.
- We maintain high expectations and utilize proven best practices in order to maximize each student's potential and facilitate the achievement of social and emotional growth and academic excellence.
- We emphasize accountability as a key ingredient of a student's academic achievement.
- We promote the development of autonomous learners, i.e. students who have strong communication skills and study habits, are organized, and work effectively independently and in groups.

## School Environment

- We provide a safe, engaging environment with clear academic and behavioral expectations and uninterrupted instructional time.
- We foster a love of learning, creativity, and curiosity.
- We emphasize the importance of the social and emotional growth of each child.
- We expect parental involvement in each child's personal and academic growth.
- We value and welcome parent participation that supports the safety of community members, teaching, learning, and community-building events at Hoover.
- We expect cooperation, communication, and respect among all members of our community.



# TEACHING & LEARNING

## INSTRUCTIONAL PROGRAM

The curriculum follows a definite progression, building on skills and abilities acquired at each level. At appropriate levels and within the context of a literature-based, workshop approach, children are taught reading and writing. Children master basic math facts and skills and learn to apply these to higher-order mathematical thinking. Social studies, science, art, health education, conflict resolution, music, and physical education are also taught. Content to be mastered and expectations for students are clearly defined in the grade level standards adopted by the Palo Alto Unified School District. Other learning tools, e.g., research skills, outlining, note taking, and reporting (oral and written) are included. Although classroom instruction is student-centered, classroom activities are teacher-initiated, facilitated, and supervised. Best instructional practices are employed throughout the school day that include, but are not limited to; explicit direct instruction, inquiry, discovery, interactive modeling, whole group, flexible small group, and individual instruction/conferring, and use of the workshop model.

The following provisions have been made to assure optimum instructional/study time in the classroom with the least amount of disruption:

*Visitors are permitted in classrooms only during organized open-house days (three days each year are scheduled for this purpose) and specially schedules events. (See Calendar for dates.)*

*Field trips and assembly programs are scheduled to support the curriculum. Parents are an essential part of field trips, parties, plays, etc.*

Human resources which supplement the work of the classroom teacher are either part of the districtwide support staff and special service programs, or they are carefully planned, specifically focused extensions to the concept of one teacher being primarily responsible for every aspect of the students' learning. Both types of programs support and enhance the learning of students. Districtwide supplemental support programs include Special Education and related services, music instruction, library/media skills instruction, and SPECTRA Art. Locally developed supplemental support programs include the following:

*The Hoover kindergarten program utilizes aides who assist in a variety of ways during the daily instruction. It is essential that every parent of a kindergarten student volunteer at school. Grandparents, other family members or nannies may substitute for parents if necessary. If situational hardship prevents this important commitment, the parent(s) should contact the teacher.*

*The Hoover Literacy Program in grades K-5, utilizes two Literacy Instructional Assistants who, in conjunction with each teacher, support instruction in each classroom weekly. This program is funded by Partners in Education (PiE).*

*Hoover also has a part time Reading Specialist, who provides one-to-one instruction and small group interventions to students in Kindergarten, first, and second grade needing additional support in reading. This intensive accelerated program is available through teacher referral.*

*The Hoover Math Program is enhanced by the addition of two Math Instructional Assistants who work closely with the classroom teachers to provide a supportive and challenging program for all of our children. The Assistants work in every classroom on a weekly basis thanks to the generous parental contributions through Partners in Education (PiE).*

*The Hoover Science program utilizes two Science Instructional Assistants as support to provide all students in grades K-5 with a hands-on, process-oriented classroom experience. This program is funded by Partners in Education (PiE).*

*The Hoover Art Program utilizes an art instructor to provide students in grades K-5 with art each week. This assistance also provides teachers with additional art training. This program is funded by Partners in Education (PiE).*

*The use of qualified parent volunteers and community resource persons for one-time or short-term enrichment of the classroom program also is an option and takes place in many classrooms.*

## PROGRAMS & SERVICES

If a student has exceptional difficulty in any aspect of learning or is gifted/talented, the Student Study Team (SST) may review his/her needs and consult with parents to recommend appropriate types of assistance or enrichment. The resource specialist, speech/language specialist, school psychologist, classroom teacher, and principal are members of the SST. The following programs are available at Hoover:

- **Limited-English Proficient**: The English Language Development Teacher provides lessons in developing English language proficiency and works as a consultant with the classroom teachers.
- **Reading Support**: Individual or small group intensive reading instruction is provided by a reading specialist for students reading below grade level in first and second grade.
- **Special Education**: Eligible students receive instruction from the Resource Specialist to assist them with the core curriculum and classroom assignments. Students who qualify for Speech/Language assistance are usually provided with the additional help on a weekly basis.

### The Library

Hoover Library provides access to stories and information. Stories and information can make a world of difference. Students will visit the Hoover Library once a week, all year long. Here they will:

- Participate in literacy, information literacy and digital citizenship lessons with a credentialed Teacher Librarian
- Practice academic choice by selecting their own reading material to bring home

Visit our website to view activities, open hours, schedule and to connect to our many resources for students and families, such as our library catalog, book lists, online databases, encyclopedias and other services. Our website is available 24/7 at hoo.opals.pausd.org.

Students practice lifelong good habits in the library such as:

- Responsibly keeping a healthy library account with no over dues
- Safely caring for library materials
- Respectfully returning their books as they finish them
- Responsibly handling any problems that may arise (such as a lost or damaged book) by communicating honestly and promptly

Parents and caregivers can help children by:

- Reading with your child every night.
- Designating a place at home to store library books.
- Encouraging your child to place books in backpack the evening before library visit.
- Support your child's book selections. Ask your child why and how she chose the book she chose. Read it with her.

The Hoover Community supports the Hoover Library. All of our books, technology, resources and supplies are purchased with funds provided by:

- Hoover PTA
- Hoover School Site Council
- Lost Book Fund (write check to PAUSD for a lost book)

All the support you give these tremendous organizations ripples to the Hoover Library. Thank you! If you can help beyond supporting these tremendous organizations, please consider volunteering in the library during your child's class visit. Contact Mrs. Howell or your child's teacher. For further questions, please contact the school librarian.

# SCHOOLWIDE PROGRAMS

## Asset Building Champions (ABC)

We are fortunate to have a thriving ABC program at Hoover. Parent volunteers are trained in the developmental assets model for positive youth development, and prepared to read a specially selected children's book and lead related activities and discussions in classrooms each month. The program's goal is to help school communities achieve the following:

- Create a common language and vocabulary about student respect and behavior expectations among all members of the school community — students, parents and caregivers, teachers and staff.
- Help students develop skills to handle physical, verbal, relational and digital bullying and to STAND UP if they see someone else being bullied. (For more information go to www.projectcornerstone.org)
- Increase the number of caring adults on campus so that all students feel that there is at least one adult they can turn to if they have a problem.
- Contribute to a positive school climate where every student feels valued and supported to achieve and thrive. (For more information go to www.projectcornerstone.org)

## Buddy Classes

Our classes also pair up for regular "buddy" activities where older and younger children are paired for reading, math, science, and other special activities. Kindergartens are paired with third grade, first grade pair with fourth grade, and second grade pair with fifth grade students.

## Lunch Program

Students are encouraged to bring a light snack that they can eat during morning recess, and a healthy lunch. In cooperation with the PAUSD Food Service Program, children may purchase a "hot lunch" entrée offered between 12:00-12:30. Menus and fee schedules are available in the school office and on the PAUSD website http://www.pausd.org/ (see Meal Plans).

Families eligible for free or reduced priced meals may apply by downloading the Free and Reduced Meals form on the PAUSD website or request one from our school office.

Parents interested in participating in our lunch program may choose one of the following methods of payment for meal purchases:

1. ***Cash Payment Method:*** This option is for parents who prefer to pay for school meals with cash. At the elementary schools, it is recommended that parents deliver cash to the school office which will be deposited into the student meal account.
2. ***Account Payment Method:*** You can send a check, made out to PAUSD, to the school office with your child's lunch account, which is your child's student ID number or mail to Student Nutrition Services at 25 Churchill Avenue, Palo Alto, CA 94306. Funds will be deposited in students' account.
3. ***All lunches at the elementary schools are pre-ordered, in class, by 9:00 a.m. each school day.*** If your child will be coming to school late and you wish to order a school lunch, please call the school office and let us know (650) 320-8106.

# ADDITIONAL INSTRUCTIONAL PROGRAMS

## Music

Instrumental music instruction is offered twice a week to students in 5th grade. Some musical instruments are available on loan from the School District. However, because the number of instruments is limited, priority goes to students for whom the expense of outside rentals would be difficult. Most students rent their instruments for the year from local music stores at a nominal fee.

District music teachers also teach twice-weekly general music classes to 4th graders, and a weekly primary music class to K–3rd graders.

## Visual & Performing Art

Spectra Art is a classroom program that combines art history and appreciation with hands-on art activities. Students work in a variety of media such as charcoal, acrylics, watercolor, and pen and ink, depending upon the age level. A Spectra-trained art teacher provides this instruction weekly in all classrooms. Ceramics are also offered in addition to the Spectra program at Hoover. This program is supported by PiE donations.

Dance classes are offered to K-2 students through the YMCA.

Children's Theater – A Children's Theater performance is held at each elementary school site in PAUSD in two-year rotations.

## Physical Education

In addition to the PE offered by classroom teachers, district specialists teach active physical education lessons incorporating physical fitness, loco-motor skills, and sportsmanship. Classes are twice weekly for 4th and 5th graders, and weekly for K-3rd graders.

# ENRICHMENT PROGRAMS

The Hoover School Site Council, PTA Executive Board, along with the principal and entire staff and parent community have identified and established **programs and activities to deepen and enrich learning and development for all students at our school**.

## Student Support & SEL

In addition to striving for academic excellence, our district and school have a commitment to support all areas of student social and emotional development. At Hoover we will continue our focus on these priorities. First, in addition to the services provided by our school psychologist who is on campus two-and-a-half days per week. We will continue our partnership with Acknowledge Alliance (formerly known as the Cleo Eulau Center) to address the social and emotional wellness of our students. We will have a counselor on our campus three days per week to offer individual and group support, as well as teacher consultation to improve student connectedness and strengthen our student support systems. We are also fortunate to have a Social and Emotional Learning (SEL) supports in place in the form of schoolwide use of Responsive Classroom strategies, Yoga classes taught by Patty Leitch, and Project Resilience, a program with lessons in resilience-building provided by trained counselors from Acknowledge Alliance.

## Educational Technology

As a result of District Bond money, generous parent donations to our auction, and donations from previous fifth grade graduating classes, Hoover students enjoy a 1:1 student/laptop ratio in grades 3-5, a 2:1 student/iPad ratio in grades K-2, interactive whiteboards, document cameras, and cameras in each classroom, and access to three maker's carts. Each makers cart is equipped with tools, such as "Bee Bots" for coding and "Kiva Planks" for building and designing. Makers carts will assist in enhancing our STEAM (Science, Technology, Engineering, Art, and Mathematics) efforts. In addition, key characteristics of design challenges, which can be supported through maker's carts are consistent with the

shifts for student creative problem solving and cooperative work, which are important in the Common Core State Standards and the Next Generation Science Standards.

### Science Enrichment - Junior Museum

The Palo Alto Junior Museum & Zoo Educational Outreach Program brings hands-on standard-based science programs into all our K-5 classrooms. Over 70 lessons complement our core science instruction by including hands-on encounters with live animals, natural artifacts and science tools and materials. Hoover PTA generously funds this program.

### Invention Convention

The Hoover Invention Convention is one of our flagship events of the year with a remarkable 70-150 students participating in the projects and experiments that solve real-life problems that students find important. Consult the school calendar for Invention Convention dates.

### Noon Time & Afterschool Activities

Additional initiatives to enrich the educational and social-emotional experiences of our students include the expansion of noontime and afterschool programs. Throughout the week, students participate in Coding, Zumba Dance, Walking Club, Chess, Wizbots, etc. Noontime programs are optional activities for all students 1st-5th grade. For more information on the schedule, fees, and scholarship availability for afterschool programs, please visit our school website.

### On-Site Child Care

Palo Alto Community Child Care (PACCC) provides on-site child-care in portables located on the edge of the school campus from school dismissal time until 6:00 p.m., Monday through Friday at the HOOVER Club (HKC). For fees and other information, call the PACCC office at (650)493-2361 or Kids Club at (650) 565-8847.

## CLASSROOM PLACEMENT PROCEDURES

When the Hoover staff and principal assign students to classes for the next school year, they endeavor to meet the needs of individual students and develop classes wherein balance and dynamics contribute to a positive learning environment. The process of achieving well-balanced classes is complex and takes a great deal of time and intention. Many criteria are considered including: academic and creative achievement across the curriculum, speaking and listening, leadership, and social and emotional skills, learning style, friendships, demeanor (shy/outgoing), and special needs. To help maintain positive class dynamics, staff members consider which students should and should not be placed together. Each student placement receives careful attention. Parents are given the opportunity to provide written input to the principal each May. Changes in enrollment during the summer may make subsequent changes in class assignment necessary. New students enrolled during the summer are reviewed and assigned to classes by the principal.

The principal approves all class placement proposals and assigns each balanced class to a teacher.

No one knows a child as well as his/her parent, but no one knows as well as the teacher how a child works and learns within the classroom setting. Please trust that your child's needs and learning behaviors are very carefully considered in assigning placement for the next grade. Using the above-mentioned criteria, they aim for heterogeneous classes that allow for maximum instructional effectiveness, and truly need latitude to provide this balance. Should a parent feel there is additional information that could inform the placement process regarding how their student best learns, an optional Placement Input Form is available from the office in early May. Please do not make a specific teacher request. Parent preference is one component of many when assigning students to classes.

## Admission Policy/Lottery

In order to provide equal access to the District's choice school programs (Hoover, Ohlone, Mandarin Immersion, and Spanish Immersion) admission is determined by random drawing, or lottery. Parental commitment (attending an Open House, an orientation meeting, and signing a statement) will be required prior to entry in the random drawing, to assure that parents are making an informed choice. A prospective student must live within the boundaries of the PAUSD and be registered in the district.

Placement on the lottery list is by application only. The appropriate form can be obtained from the Hoover School office, District Office, or online after completing the district registration process. If there are any vacancies in the final days before school opens in the fall, District needs, such as overflow from other schools, may be accommodated at the discretion of the principal.

Lottery drawings to create kindergarten classes at each school are held in the spring at the District Office. Parents whose children's names are drawn during the initial drawing have 48 hours in which to accept or decline the space. If the space is declined, the child's name will be removed from the list.

Parents whose children's names are not selected during the initial Kindergarten lottery draw shall be placed on a waiting list. Should a seat become available, a lottery drawing for that seat will be held, parents will be notified about the available space and will have 24 hours in which to accept or decline the space. If the seat is declined, the child's name will be removed from the list.

All Kindergarten students on the waiting list at the end of the year, shall have their lottery application form moved to the next grade level through third grade. After third grade, parents will need to reapply to indicate continued interest in the school.

Parents of students in grades 1-5 may apply at any time to have their child's name added to the lottery for that particular grade. Should a seat become available, a lottery drawing for that seat will be held, parents will be notified about the available space and will have 24 hours in which to accept or decline the space. If the seat is declined, the child's name will be removed from the list.

# HOME-SCHOOL PARTNERSHIP

## PARENTAL SUPPORT AT HOME

**Parents are expected to:**

Read the Hoover School Handbook carefully, with special attention to its statement of philosophy. Bear in mind that the Handbook is a summary; if you wish additional details, please the school's Single Plan for Student Achievement or SPSA. Available on the Hoover website, or in the school office. It is important that families who choose Hoover actively support the school's objectives.

1. Encourage standards of excellence in academic matters and ethical behavior, and teach their children courteous consideration of others and respect for the school staff.
2. Encourage curiosity, creativity, and resilience in the process of learning and problem solving.
3. Encourage systematic study habits by providing a time and place for homework that is quiet and free from distraction.
4. Familiarize themselves with school rules and policies and ensure that their children know and understand school expectations.
5. Ensure regular and punctual attendance of their children and notify the school promptly regarding their children's absence. (See Attendance, page 18.)
6. Respond to the Friday Progress Report by discussing the report with the student, following through on teacher recommendations, and returning the signed report immediately.
7. Promptly sign and return all school-related papers requiring parental response.
8. Show their children, by participation at Hoover School in areas that support the program, that education is important.

## PARENTAL SUPPORT AT SCHOOL

Enrollment in Hoover does require a special commitment from parents. Your support of the guiding principles, goals, procedures, and standards of the Hoover program is absolutely essential. Please let the staff know if you have questions or difficulties.

There are many opportunities to participate in our school community! PTA and Site Council are vital groups in sustaining our programs. Room parents coordinate support for each classroom through volunteer sign-ups at Back-to-School Night. Throughout the year parent participation is vital in the following areas:

ABC Readers
Traffic safety
Noon supervision
The Copy Squad
Field trip chaperones
Bike Rodeo support
Children's Theater support
Library support
Art support
Event coordination/support
Book fairs
Noon activities
PiE/PTA contributions
Invention Convention
Fifth grade graduation
Auction/fundraising
Carnival volunteers

We need your help to make this school an even better place to learn and grow each and every year and invite you to make a joint promise toward that goal.

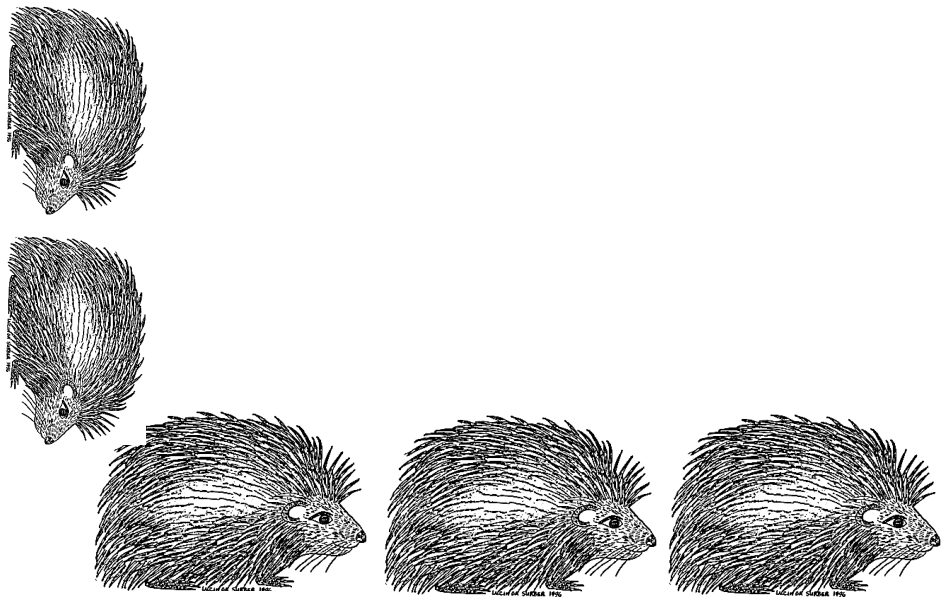
## LEADERSHIP OPPORTUNITIES FOR PARENTS

PTA and Site Council strive to represent the ideas and concerns of the school community in many site-based decisions. The Hoover School Parent/Teacher Association (PTA) brings parents together, and acts

as a liaison between the staff and the school community to ensure open communication and understanding and enhancement of the school program. PTA fundraising monies are used: to support and enhance instruction and instructional programs, host school and community events, and to provide discretionary funds for each teacher to supplement classroom materials and activities.

Like PTA, the Site Council also depends upon parent participation. It consists of five parents, elected at large, and five members of the Hoover School staff, including the principal. The Site Council is responsible for administering the Single Plan for Student Achievement (SPSA). The Site Council shares in decision-making regarding school programs and goals and emphasizes direct support of the academic program through providing instructional materials, new equipment, and program support.

While we recognize the tremendous demands on families, Site Council and PTA are important forums for communicating information and providing feedback and they are only as effective as you make them. Please participate as fully as you can. Even a little time can make a big difference to your child's success and that of the school.



# SCHOOL POLICIES, PROCEDURES, & EXPECTATIONS

## ADMINISTRATIVE POLICIES

1. ***Dissemination of Policy.*** In order to ensure that all students, employees and parents have knowledge of this policy and administrative procedure, the administration will:
   - **a.** Include the Sexual Harassment Policy in the Board Policy Manual.
   - **b.** Provide copies of the Sexual Harassment Policy to all students and parents.
   - **c.** Provide appropriate in-service regarding the Sexual Harassment Policy for all administrators and supervisors.
   - **d.** Encourage annual review of the Sexual Harassment Policy and administrative procedure as part of student and staff orientation activities.

2. ***Confidentiality.*** Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints handled under this process are confidential and therefore will only be discussed on a need-to-know basis as a means of investigating and resolving the matter.

3. ***Retaliation.*** The district forbids retaliation against anyone who reports sexual harassment.

4. ***Examples of Conduct which may be Considered Inappropriate:***
   - **a.** ***Verbal or written conduct:*** Making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions; graphic commentary about an individual's body; sexually degrading words used to describe and individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.
   - **b.** ***Visual conduct:*** Leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, posters or cartoons.
   - **c.** ***Physical conduct:*** Inappropriate touching or impeding one's movement; assault.

5. ***Procedures for Complaints and Resolutions***
   - **a.** ***Step One*** – Students who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the person engaging in such conduct that such conduct is offensive and must stop. If students do not feel comfortable doing this or are unable to do so, they shall make their concerns known to a school counselor, assistant principal, principal or another staff member at the site, who will inform the person that the offensive behavior must stop.
   - **b.** ***Step Two*** – If actions taken by the student or school official do not cause the offensive behavior to cease or if the behavior is of a severe nature or if the offensive behavior is from adult to student, the school official shall immediately inform the principal, or if the situation demands, the principal's supervisor, who will within ten days, if possible, complete an investigation. If the investigation confirms the allegations, prompt corrective actions shall be taken. The principal shall consult with the Coordinator of Health and Human Services about the allegations and the investigation prior to taking corrective action. If deemed appropriate by the principal, the students' parents/guardians shall be notified.
   - **c.** ***Step Three*** – If the complaint is not resolved in Step Two, students may appeal to the Superintendent or designee by filing the complaint, the corrective action taken by the principal and any written response by the student in the Office of the Superintendent. The Superintendent or designee shall hear this appeal within ten (10) days of receipt of any written complaint and render a decision promptly. Both parties shall be afforded a full and fair opportunity to present their side of the issue in a hearing with the Superintendent or designee. The decision of the Superintendent shall be final.

## ADULTS ON CAMPUS

In order to ensure a safe environment for children, parents and staff during the school day, all visitors are asked to sign in and received an identification tag from the school office. Please do not enter the playground or classroom area unless prior arrangements have been made with school personnel. Parents who are waiting for their children to be dismissed should remain in the vicinity of the parking area, or school office.

Parents seen on campus without an identification badge will be asked to go to the office to sign in and get a badge. Teachers, school staff, and parents are able to make this request for the safety of our community.

Parents needing to pick up their child during school hours are asked to check in with school office personnel who will arrange for the child to come to the office.

Parents who wish to confer with their child's teacher are requested to contact the teacher via email. note to request a meeting time.

## ADULTS ON CAMPUS AT LUNCHTIME

The principal and staff value and welcome our parents' involvement and presence on campus and we also value student's self-reliance and independence. Parents/guardians are expected to send lunch with their student in the morning each day, or participate in the school lunch program. We understand that occasionally lunches need to be dropped off after the start of the school day. Should this happen, ALL lunches shall be placed on the drop-off/pick-up table in front of the office labeled with the student's name and room number. Students know and understand where the table is located and are capable of picking them up. Parents/guardians can further support student independence and responsibility by reminding them to check the table if they do not have a lunch. Adults at school also help students to remember where to go. The one exception to this rule applies to kindergarten students. Parents/guardians of kindergarten students may sign in at the office and deliver lunches to their child's backpack or lunch table.

Daily delivery of lunches to the drop-off and pick-up table is strongly discouraged, as it impedes students' eating, socializing g and free playtime. In order to enhance social interaction among students, parents may not eat lunch with students without having made prior arrangements with the principal. This includes parents who volunteer as noon supervisors.

## ATTENDANCE

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 tardiness, 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 and in sight of an adult at all times throughout the school day, to promote safety.
- 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. Please complete an Absence Reporting form in the Hoover office before leaving on a trip. 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. 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 (650) 320-8106 X3 before 8:30 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, 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."

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

# BEHAVIOR EXPECTATIONS

At Hoover Elementary School, we strive to create and maintain a community based on caring and respect for all of our members, including students, staff, parents, and guardians. In order to achieve this goal, we have developed several ways to encourage positive behaviors that foster a safe and supportive environment both inside and outside the classroom.

One way is through "classroom norms." At the beginning of each school year, each class works together to develop and agree on norms (i.e., rules) around the schoolwide expectations of making safe, respectful, responsible choices. These norms provide the basis for the accepted way all classroom members will behave and treat each other. Many teachers will inform parents of these class-developed norms, so parents can act in partnership with the teacher in supporting appropriate classroom behavior. Parents are encouraged to learn what the class norms are, review them with their child, and encourage their child to behave in accordance with them throughout the year.

In addition to classroom norms, students and parents are asked to review together the following schoolwide policies regarding behavior at the beginning of the year and periodically throughout. Discussing this information together with your child will promote consistency in understanding and help parents/guardians to uphold the expectations at home. Open, clear communication between home and school is an essential part of a safe and respectful environment. Just as parents will be notified whenever there are significant incidents involving their children, parents are encouraged to share their concerns or observations with school staff (primarily the classroom teacher or principal).

## School and Playground Expectations

We expect students and adults to make safe, respectful, responsible choices.

1. We take responsibility for our learning.
   This means:
   - We arrive at school on time.
   - We are prepared for class.
   - We demonstrate a serious and responsible attitude in daily work.
   - Homework is completed and turned in on time.
2. We take responsibility for our own behavior.
   This means:
   - We are honest and truthful.
   - We admit when we've made a poor choice, make amends and make better choices next time.
   - We express our feelings respectfully and calmly to others.
3. We follow the directions of adults in charge.
   This means:
   - We look at the speaker.
   - We communicate respectfully with teachers or adults in charge.
4. We settle our differences in a peaceful manner.
   This means:
   - We calm down or "cool off" before problem solving.
   - We work toward a solution by listening to each other.
   - We try to agree on a solution that feels fair to everyone and use it.
5. We are sensitive to the needs and feelings of others.
   This means:
   - We appreciate and respect differences.
   - We use appropriate language at all times.
   - We are active listeners.
   - We are helpful.
   - We treat others with kindness, patience, courtesy, and understanding.

6. We act safely and keep our school clean.
   This means:
   - We respect our own and others' property, bodies and personal space.
   - We only participate in activities that are safe for ourselves and others.
   - We clean up after ourselves.
   - We follow school and playground rules.
   - We recycle and compost our snacks and lunch

## General Rules

1. School starts at 8:00 a.m. Students and their parents/guardians are responsible for getting to class on time. A warning bell will ring at 7:57 a.m. If students are not in with their teacher by 8:00 a.m., teachers will mark them absent online in Infinite Campus. Students arriving after 8:00 a.m., must come to the office to get a tardy slip before going to class.
2. Yard supervisors are in charge of the playground. Students are to treat all yard supervisors with respect.
3. Stay within the limits of the school grounds during school hours. Do not leave school grounds at any time without being signed out by your parent.
4. Always walk when going to lunch, recess, or moving throughout campus under the overhangs on the red top.
5. Students are not to share food of any kind during morning snack and lunch.
6. When the bell rings, stop playing, return equipment, use the restroom if needed, and walk to class immediately.
7. Walk bikes, scooters and skateboards on school sidewalks and on campus. All bikes, scooters, and skateboards must be stored at or near the bike racks provided.
8. Electronic devices such as cell phones must remain off and in backpacks during the school day.
9. Toys and personal items are not to be brought to school.
10. Take pride in keeping the school grounds and the environment clean by making sure trash, recycling and compostable items are placed in the appropriate cans provided.
11. Play only in areas designated for your grade level.

## Physical Education Requirements

1. Rubber-soled shoes should be worn for student safety on PE days. Flip-flops and sandals are not appropriate for physical education class.
2. Demonstrate skills necessary for team sports, such as leadership, team cooperation, and sportsmanship.
3. Demonstrate a sense of responsibility by caring for Physical Education equipment and modeling safe practice on the playground.

## Grounds for Suspension *(California Education Code §†48900)*

In the case of the following issues, a child may be suspended (in or out of school) from Herbert Hoover School, depending on the seriousness of the infraction. A suspension is defined as the removal of a student from ongoing instruction for disciplinary purposes. The principal will discuss with parents or guardians the reasons for a student suspension. Expulsion, if indicated, is determined exclusively by the Palo Alto Unified School District.

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Possessed, sold or furnished firearm, knife, explosive, or other dangerous object.
c. Possessed, used, sold, furnished or been under the influence of drugs, alcohol, a controlled substance or intoxicant.
d. Offered, arranged, or negotiated to sell look-alike controlled substances, alcohol, or intoxicants.

e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school or private property, including electronic files and databases.
g. Stole or attempted to steal school or private property.
h. Possessed or used tobacco or product containing tobacco or nicotine.
i. Committed obscene act or engaged in habitual profanity or vulgarity.
j. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
k. Disrupted school activities, willfully defied valid school personnel in the performance of their duties.
l. Knowingly received stolen school property or private property.
m. Possessed an imitation firearm.
n. Committed or attempted to commit a sexual assault or battery.
o. Harassed, threatened, or intimidated a student who is a complaining witness in a school discipline matter.
p. Offered, arranged, or negotiated to sell, or sold the prescription drug SOMA.
q. (None)
r. Aided or abetted the infliction or attempted infliction of injury to another person.

*California Ed. Code §†48900.2 Committed sexual harassment*
*California Ed. Code §†48900.3 Participated in an act of hate violence*
*California Ed. Code §†48900.4 Engaged in harassment, threats or intimidation against school personnel or pupils.*
*California Ed. Code §†48900.7 Threatened school officials and/or school property.*

# COMMUNICATIONS

## To and From School

Making sure your children do well in school is important to us all, and communication is a key element of that process. Check the backpacks! All school-to-home communications will be sent on Fridays. This may include letters from teachers or daycare, school surveys, special announcements, and student work.

## Electronic

Please also watch for school news in the weekly collaborative Hoover/PTA eNews. Hoover School and PTA are collaborating to streamline weekly communications! The eNews now contains both school and PTA calendars and important information regarding upcoming events and announcements. This will be shared electronically on Fridays and archived on the Hoover website. Paper copies are available upon request. Parents with children in grades 1-5 will also receive a Friday Progress Report, a vital link in parent-teacher communications at Hoover. Friday Progress Reports are sent approximately twice a month in addition to an interactive parent news letter from your classroom teacher. Feel free to write notes to your child's teacher on the Friday Progress Report.

## Regarding Student Progress

Hoover School values effective communication with parents. To ensure quality parent-teacher conferencing, primary teachers will schedule appointments in October/November for each parent. Your student's teacher will provide more information about parent conferences. Throughout the year, teachers are available, by appointment, for communication regarding a student's progress, knowledge, and skill acquisition. Should you wish to discuss any questions, concerns, or information related to your child's progress in school, please request a teacher conference. The best way to set up an appointment is via email request, as teachers are engaged in welcoming students to class first thing in the morning and may have after-school duty. If you need to get information to your child or child's teacher urgently, please call the office at (650) 320-8106, and office staff will assure that the information is delivered promptly.

### Other School-Related Items

Ms. Bimpson welcomes calls and appointments about any other school-related issues and is available to join parent/teacher discussions upon request.

### Email

With regard to email communication, please allow 24-48 hours for Ms. Bimpson and/or staff members to send responses. Hoover staff members are not typically near laptops during the school day and may need extra time to thoughtfully respond. Again, in case of an emergency, or the need to convey urgent information to your child, your child's teacher, or the principal, call the office at (650) 320-8106. Please do not send urgent or sensitive information via email. If an email is longer than five sentences, ask for a conference in person, or by phone.

## DOGS ON CAMPUS

Most of us treat our dogs as members of our family. Many dogs are enrolled in obedience school to ensure that the pet is well behaved. We play fetch with our dogs and provide necessary veterinary care. It is a tradition for some parents to walk their children and dogs to and from school each day. Yet veterinarians tell us that the most socialized dog can exhibit aggressive behavior in crowds; for example, 400 students before and/or after school.

Unless authorized by the principal, dogs may not be brought to school. When the principal approves bringing a dog on campus, adherence to the following guidelines is required:

- Keep your dog on a tight lease. (Palo Alto Leash Law)
- Only adults should hold the leash.
- Closely monitor your dog and the behavior of the children around you.
- Enter and leave campus as quickly as possible in order to reduce the opportunity for the dog to become over-excited or to misinterpret the actions of others.

As part of our joint duty to continuously review issues of safety at our schools, the District will continue to evaluate permitting dogs on campus while school is in session.

## DROP-OFF / PICK-UP TABLE

One of the many tools staff use to support our students in the further development of independence skills and self-reliance is the drop-off/pick-up table. Students are made aware regularly that they are to check the drop-off/pick-up table in front of the main office any time an item, such as a lunch, homework, instrument, project, etc. has been left at home and is needed at school. Parents/guardians dropping off a forgotten/needed item are to label a sticky note with their child's name and room number and tape the sticky note to the item.

Parents of kindergarten students are able to drop items off at their child's classroom. Students in grades 1-5 are capable of checking the table.

### Field Trip Volunteer Drivers' Requirements

BEFORE you can drive students on a school outing, you must complete and sign the Parent Field Trip form. Proof of car and home insurance, along with a copy of your driver's license will need to be submitted to the school office. Your information will be kept on file for one year and you will be required to provide new forms each year. All forms are can be obtained in the school office.

### Insurance

The following figures represent MINIMUM COVERAGE you must have: public liability and bodily injury – $100,000/$300,000 per occurrence; property damage – $25,000 per occurrence.

- Number of passengers in your vehicle may not exceed the number specified for your vehicle by the California State Motor Vehicle Code.
- You are also required to provide seatbelts for all passengers.
- You must have a current driver's license.
- No child under twelve may ride in front passenger seat if equipped with an air bag.

## FOOD ON CAMPUS

Hoover is a nut-free zone in Kindergarten. If you have a child in kindergarten please check ingredient labels carefully to assure that foods brought to school for snacks and lunches contain no peanuts.

Nut-free tables are provided at each grade level in grades 1-5 as an option for those with nut allergies.

Please provide a healthy food options for morning snack and lunch, that could include fruits, vegetables, yogurt, cheese, lean meats, and homemade meals. Try to avoid chips, sugary drinks, snacks, and candy.

Parents/guardians are asked **not** to send food items of any description for birthday celebrations. Good alternatives include pencils, pens, erasers, hand-made cards/art, and other safe, school-appropriate non-food items. Please plan on providing one item for each student in the class if you choose to celebrate at school.

Food can be brought on campus for class parties, publishing parties, and special events. Teachers and/or school staff will send information regarding the type of food to provide for such events. We are actively avoiding such treats as donuts, cupcakes, cookies, and candy.

### Dietary Guidelines

Healthy, well-rested, well-fed and physically active students are better able to learn and succeed in school. At Palo Alto Unified, we want to make sure that nutrition at school supports healthy eating, student success and is backed by research.

Research shows that sugar is one of the major causes of today's epidemic in childhood and adult Type 2 diabetes, cardiovascular disease, obesity and chronic diseases [1,2,3,4,5,6,7]. The presence of sugar and artificial additives may have a negative effect on physical and mental health. [8,9]

We in PAUSD are taking a leadership role by providing an environment at each of our campuses that supports healthy eating through education and serving healthy foods.

In accordance with this vision, we encourage classrooms, school-sponsored and PTA-sponsored activities to follow these guidelines:

No food in classrooms with the following exceptions:

- If snacks or foods are served during snack time or events, healthy foods are strongly encouraged such as natural real foods, unprocessed and without artificial food coloring, dyes, or flavors, like fruits and vegetables. We would like to strongly discourage foods with added sugar such as candy, cakes, cookies, soda and juice.
- Food is part of the curriculum.
- Celebrations will follow the celebration guidelines.
- Food as incentive is allowed if part of an IEP or 504 Plan or for approved medical reason(s). However, it is highly encouraged to consider options described in the alternatives to rewards guidelines section.

*[1] Hedley A, Ogden C, Johnson C, Carroll M, Curtin L, Flegal K. "Overweight and Obesity among U.S. Children, Adolescents, and Adults, 1999-2002." Journal of the American Medical Association 2004, vol. 291, pp. 2847-2850.*
*[2] Whitaker R, Wright J, Pepe M, Seidel K, Dietz W. "Predicting Obesity in Young Adulthood from Childhood and Parental Obesity." New England Journal of Medicine 1997, vol. 337, pp. 869-873.*

*[3] U.S. Department of Health and Human Services (HHS). The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity. Rockville, MD: HHS, 2001.*
*[4] Freedman D, Dietz W, Srinivasan S, Berenson G. "The Relations of Overweight to Cardiovascular Risk Factors among Children and Adolescents: the Bogalusa Heart Study." Pediatrics 1999, vol. 103, pp. 1175-1182.*
*[5] McGill H, McMahan C, Zieske A, Sloop G, Walcott J, Troxclair D, Malcolm G, Tracy R, Oalmann M, Strong J. "Associations of Coronary Heart Disease Risk Factors with the Intermediate Lesion of Atherosclerosis in Youth: the Pathobiological Determinants of Atherosclerosis in Youth (PDAY) Research Group." Arteriosclerosis, Thrombosis, and Vascular Biology 2000, vol. 20, pp. 1998-2004.*
*[6] Pinhas-Hamiel O, Dolan L, Daniels S, Standiford D. "Increased Incidence of Non-insulin-dependent Diabetes Mellitus among Adolescents." The Journal of Pediatrics 1996, vol. 128, pp. 608-615.*
*[7] Muntner P, He J, Cutler J, Wildman R, Whelton P. "Trends in Blood Pressure among Children and Adolescents." Journal of the American Medical Association 2004, vol. 291, pp. 2107-2113.*
*[8] "Food Dyes: A Rainbow of Risks", Center for Science in the Public Interest, https://cspinet.org/sites/default/files/attachment/food-dyes-rainbow-of-risks.pdf.*
*[9] "Ingredients of Concern", Center for Science in the Public Interest, https://cspinet.org/eating-healthy/ingredients-concern.*

## Celebration Guidelines

In an effort to be more thoughtful about our students' health, the PTA and our school teachers ask you to please consider alternatives to foods you bring to school for your children's birthdays and classroom holiday parties.

We have included some of the ideas from those school communities and those from our own parents and teachers, as well. Your child's teacher and your class Room Parent will communicate more on this subject, but here are some ideas:

- As a class, consider beginning a practice of having multiple birthday celebrations by month - all on one day.
- Consider alternatives to food. Try to not make food the focus - plan activities such as dancing, games, crafts, or singing.
- Talk to students about the reasons for healthy makeovers and involve them in the planning of the party.
- Bring age appropriate "food-less goodies," such as pencils, bookmarks, or stickers.
- Make a small gift to the classroom, such as art supplies, posters, or books. Be sure to check with the teacher for anything that might be especially needed.
- For Holiday Celebrations, make efforts to create games, activities and crafts rather than have the party centered around food and sweets.
- Bring a basket of gently used books and have each child in the class get to choose a book (birthday child chooses first)
- If food is involved in this celebration, we strongly encourage the following:
    - If you bring a birthday snack to share, be sure to alert the teacher and Room Parent ahead of time of your plans. And bring in a snack that has no added sugar (natural foods such as fresh fruit, bananas, berries, melons, and vegetables, popcorn, cheese, fresh squeezed juices). Please consider the possibility of food allergies in our children and remember to be gluten and nut free and consider foods without artificial additives and preservatives.
    - If you have time, make treats from scratch to eliminate artificial ingredients, like high fructose corn syrup, partially hydrogenated oils, artificial flavors and colors and preservatives. Again, please consider the possibility of food allergies in our children and remember to be gluten and nut free, and consider foods without artificial additives and preservatives.

Your child's teacher and class Room Parents will discuss in more detail their own classroom practice, but the PTA and the teachers thank you in advance for helping to create a healthier culture for our kids. Find more ideas and discussion in this document Healthy Alternatives for School Celebrations, Rewards, Fundraisers and Snacks from Kansas City (https://www.tpchd.org/files/library/3379ffef0bb808ad.pdf).

## Fundraising

Fundraising presents another opportunity to make your school environment healthier. Some options such as bake sales, as lucrative as they may be, are not in our children's best interests. There are, however, alternatives that allow for raising needed funds without compromising the health of children and their families.

1. Encourage the solicitation of non-food items in auctions. Collectibles and large ticket items are attractive and typically raise more money than food items;
2. Plan events and activities that promote fitness (a run/walk or dance marathon);
3. Offer an experience (musical concert);
4. Provide a product (book) or service (car wash, recycling, consulting session, fitness training, photography, company tour);
5. Replace traditional bake sales with "bakeless" bake sales. Instead of buying ingredients and baking an item, parents make a donation in an amount similar to what they would have spent or provide a gift card or gift certificate to a favorite vendor;
6. Ask fundraising companies to provide your schools with fundraising catalogs that feature only non-food or healthy food products;
7. Encourage school fundraisers at restaurants that do not serve fast food but instead have healthy options;
8. Enlist students in developing healthy, profitable fundraising ideas;
9. Enlist students in creating something to sell: art projects, building/making a simple item and customizing it;
10. Include a donation-only option;
11. Identify how much your school needs to raise for the year and suggest a donation amount to families. Know that some will give more and some will give less. Then you can do one or two smaller fundraisers to make up for any shortfall. If your school meets the requirements, donations could be tax deductible — be sure to let donors know of the benefits. Consult with site principal in advanced if considering this alternative.

*Source: Healthy Alternatives for School Celebrations, Rewards, Fundraisers and Snacks from Kansas City (https://www.tpchd.org/files/library/3379ffef0bb808ad.pdf).*

## Rewards

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

Consequences of Using Food Rewards:

1. ***Compromises Classroom Learning:*** Schools are designed to teach and model appropriate behaviors and skills to children. Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It's like saying, "You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food." Classroom learning about nutrition remains strictly theoretical if schools regularly model unhealthy behaviors.
2. ***Contributes to Poor Health:*** Foods commonly used as rewards, like candy and cookies, can contribute to health problems for children, such as obesity, Type 2 diabetes, hypertension and cavities. Food rewards provide unneeded calories and displace healthier food choices.
3. ***Encourages Overconsumption of Unhealthy Foods:*** Foods used, as rewards are typically high in fat, added sugars and sodium with little nutritional value. Decreasing the availability of these foods is one strategy schools can use to address the current childhood obesity epidemic.

4. ***Contributes to Poor Eating Habits:*** Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.
5. ***Increases Preference for Sweets:*** Food preferences for both sweet and non-sweet foods increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.

If rewards are given in the classroom, schools shall encourage the use of non-food based rewards whenever possible. Alternatives to food-based rewards are:

Elementary School Students:

1. Make deliveries to office
2. Teach class
3. Be a helper in another classroom
4. Read morning announcements
5. Sit with friends
6. Have lunch or breakfast in the classroom
7. Have a private lunch in the classroom with a friend
8. Play a favorite game or do puzzles
9. Extra recess time
10. Free time at the end of class
11. Dance to music in the classroom
12. Walk with the principal or teacher
13. Fun physical activity break
14. Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
15. Teacher or volunteer reads special book to class
16. Fun movie
17. Certificate, trophy, ribbon, plaque
18. Teacher performs special skill, e.g., singing, guitar playing Listen to music or a book on audiotape
19. Read outdoors or have class outdoors
20. Extra art, music or reading time
21. Access to items that can only be used on special occasions, e.g., special art supplies, toys gift certificate to school store (nonfood items)
22. Commendation certificate or letter sent home to parents
23. Resources
24. Show-and-tell
25. Earn points or play money for privileges or non-food items

*Source: Alternatives to Food Rewards, Connecticut State Board of Education, https://healthymeals.fns.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf.*
*Find more ideas and discussion in this document: Healthy Alternatives for School Celebrations, Rewards, Fundraisers and Snacks from Kansas City (https://www.tpchd.org/files/library/3379ffef0bb808ad.pdf).*

# HEALTH, POLICIES, ILLNESSES & ACCIDENTS AT SCHOOL

## Illnesses

If your child exhibits signs of illness such as cough, runny nose, nausea, headache, or fever, please do not send him/her to school. Any child who arrives at school ill or becomes ill while at school will be kept at the office until the parents come for pick up. Please keep your child home during the first few days of a cold or similar illness to avoid spreading it. A child must be fever free, without fever reducing medication**, for 24 hours prior to returning to school.**

## Chronic Health Conditions

If your child has a chronic health condition, asthma, seizures, or severe allergies (anaphylactic reaction), our school office can help keep your child safe and healthy. Complete the appropriate form and return it to your school as soon as possible to our office staff. The forms are available in our office and can also be downloaded from the PAUSD website (http://pausd.org/parents/services/health/index.shtml). This will help us prepare to care for your child. Please make sure that you ALWAYS keep your emergency card up to date.

## Medications

Students needing to take **any** prescription or non-prescription medication during school hours must have the parent bring the medication, in the original container, to the School Office, where it will be dispensed as ordered. The parent or guardian must also fill out a *Physician/Parent Authorization Form to Dispense Medication* and have it signed by the dispensing physician (available at the School Office). A new form needs to be filled out every year. The school provides no medications, including aspirin. No medications of any kind, including inhalers, may be kept at school by the student him/herself.

## Immunizations

California state law requires that all children attending school be immunized against diphtheria, whooping cough, tetanus, measles, mumps, rubella, polio, chickenpox, and Hepatitis B unless this is contrary to religious beliefs. In Santa Clara County, children also must be tested for tuberculosis.

## Contagious Diseases

If you discover that your child has a contagious illness (like chicken-pox, strep throat, head lice, etc.) notify the secretary, who will inform the teacher and inform classmates' parents of possible exposure.

## Head Lice

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 & 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.

## Accidents

In case of accidents or emergencies, the office staff will attempt to contact you first. If a parent or guardian cannot be reached, the other contacts identified on the Emergency Card will be called to come pick up the sick or injured child. It is vital that you keep the card updated with your most current daytime telephone number. Students can be released only to adults authorized on the emergency card, these names should also be kept up to date.

## First Aid

School personnel are trained to administer first aid to children who are injured or become ill at school, but we do not have a school nurse on site. School staff may not diagnose problems and may not treat children for illnesses and injuries incurred at home.

### 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.

## HOMEWORK

The principal, staff, and parents at each school shall regularly review the homework policy, which includes regulations for the assignment of homework and describes the responsibilities of students, staff, and parents/guardians.

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 regarding overall classroom progress toward expected outcomes.

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 makeup 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.

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.

### 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

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. 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.

### Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205.
*(Education Code [2]48980) [2]*
*(cf. 5121 - Grades/Evaluation of Student Achievement)*
*(cf. 5145.6 - Parental Notifications) [3]*

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*

At Hoover School, our homework practices are consistent with these guidelines. We feel that homework can prepare children for upcoming class topics, reinforce skills learned in class, or help children apply what they have learned in school in a creative or nontraditional way. Nightly reading at home supports our schoolwide emphasis on the importance and value of reading. We also encourage parents to engage in family games and fun activities that enhance mathematical reasoning and basic facts proficiency in addition, subtraction, multiplication and division, as appropriate to the different ages and grade levels of our students.

We believe that homework provides an important link between home and school, and helps parents learn about their children's learning. In some classrooms, homework packets are sent home weekly with a designated date for their return. In other classrooms, students will receive nightly assignments.

## INAPPROPRIATE OBJECTS/ PERSONAL ITEMS

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: toys, balls smaller than a child's head, 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.

While students have the right to bring cell phones on campus, (ED Code 48901.5) they must be turned off once a student is on campus or a staff member will take the phone to the office to have it picked up at the end of the day. Hoover is committed to monitoring and protecting student exposure to unknown websites. Furthermore, if a child needs to contact his/ her parent for any reason, he/she is welcome to use the phone in the office.

## LOST & FOUND

- Please place student's name on all his/her personal belongings.

- A lost and found rack will be placed near the school office. Please have your child check this periodically for lost items.
- All unmarked and unclaimed items will be donated to charity at the end of each trimester.

## OPEN HOUSES

Our Open House program provides both parents of children currently attending Hoover and parents of children in the lottery pool the opportunity to see the instructional program in action. (See the Calendar for Open House dates.) Open House is intended an informative, pleasant morning to visit classrooms, observe teaching and learning, and meet other parents. During mid-morning recess, the MP Room is open to visitors for refreshments, and the principal is available to answer questions.

## SCHOOL SAFETY

### Emergency Procedures

**I. IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, WHEN COMMUNICATION AND TRANS-PORTATION ARE NOT DISRUPTED:**

**ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR ANOTHER SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:**

**Until regular dismissal time and released only then if it is considered safe,**

***OR***

**Until released to an adult authorized by the parents or legal guardian whose name appears on the School's Emergency Card.**

If students are on their way back to school, they will be brought to school if bused, or they should proceed to school.

If students are on the way home from school they are to continue home.

**II. IN THE EVENT OF A MAJOR DISASTER, IN WHICH TRANSPORTATION AND COMMUNICATION ARE RENDERED INOPERATIVE:**

- ***No student will be dismissed from school*** unless a parent (or individual previously designated by a parent on the Emergency Card) comes for him/her.
- ***No student will be allowed to leave with another person***, even a relative or babysitter, unless that particular person is listed on the student's emergency form or tag in our files. With this in mind, if your student's card or tag is not up-to-date, please request a new one from the school office.
- ***Students on buses*** when a major earthquake strikes ***will remain in the custody of the bus driver and will, if possible, be delivered to the nearest accessible school site.***

All parents or designated parties who come for students must sign them out at the office or at the temporary Student Release Area. Signs will be posted if this alternate location is required.

We are prepared to care for your student in times of critical situations. If you are not able to reach the school, we will care for your student here. We will provide first-aid and we will be in communication with local emergency services.

**WE DO ASK FOR YOUR HELP IN THE FOLLOWING AREAS**

- **Please DO NOT CALL THE SCHOOL.** We must have the lines open for emergency calls. Turn on your radio or television to get the latest information on each District site. Unless the

District has been forced to evacuate the site because of unsafe conditions, your student will be at his/her school.

- As soon as possible, come to school to pick up your student and any others for whom you are the emergency card designee.
- Park on the streets. The school driveway and parking areas will be closed except for emergency vehicles.
- Report to the Student Release Area on the Charleston Road side of campus to get an authorization slip to release your student.

Be sure you have told your student to follow the directions of school personnel in cases of severe emergency.

**USE OF THE EMERGENCY ID TAG**

- This tag will be used for identification and record purposes of your child in the event of a disaster of major proportions. **Fill out the front, INCLUDING PARENT SIGNATURE, and return immediately.** The information on it must be accurate and up-to-date. This tag will be placed in your child's classroom emergency kit and will be updated annually. If changes occur during the school year, notify the school so we can update the card.
- In the event of a major disaster, the tag will be placed on the student for identification, for treatment information if necessary, and for release records when the student is released to your or your designated alternate.
- In the event of an earthquake/disaster of minor proportions, the students will follow routine evacuation procedures; then, if possible, school will be resumed. **THE CHILDREN WILL NOT BE SENT HOME EARLY!**
- In the event of an earthquake/disaster of major proportions such as the 1906 and 1989 earthquakes, students will follow routine evacuation procedures, as outlined in the Site Emergency Plan used by each school. After evacuation, roll will be called and each elementary student tagged with this tag. Students will be cared for at the school site until you or your designated alternate can come to pick up the student. For this reason, it is necessary for us to know the city in which you work. The designated alternate should be someone other than the parent/guardian with legal custody, and someone who has a good to excellent chance of picking up your child. Here again the alternate(s) should be someone with whom you have discussed this situation and the plan is mutually agreed upon.
- A signed medical release form should be given to each designated alternate for use in securing needed medical treatment for your child.
- Long distance telephone lines may function while local lines do not. Therefore, we have asked you to include an out-of-state telephone as an emergency contact.

## TRAFFIC SAFETY

At Hoover, we believe that everyone is responsible for traffic safety. To reduce traffic, we encourage you and your child to walk, bike, or carpool as much as possible. Get to know your neighbors, get some exercise, and come to school together!

If children must be driven, a little additional thoughtfulness and extra time for unexpected delays can help keep our drop-off areas safe for all. Remember that your actions as a pedestrian, cyclist, or driver speak louder than any formal instruction in traffic safety ever can.

If you have any questions or concerns about safety, please contact the Principal. If you'd like to get involved with traffic safety, please contact the PTA Traffic Safety chairpersons.

## School Access

The Hoover School entrance for cars is near the Carlson Street intersection at East Charleston Road. You can only enter the school driveway by driving west on Charleston (from Middlefield). Taking a left turn onto campus going east on Charleston (coming from Alma Street) is illegal. Do not drop off or pick up students on Charleston: it would block the bike lane and interfere with cars entering and exiting the campus. Do not make a left turn leaving the campus in the morning. Please use main transportation arteries (Middlefield Road, Alma Street, El Camino Real, East Meadow Street, East Charleston Road) when transporting children to and from school. Be civil and do not cut through or park in the neighborhoods, if possible. Additional parking can be found in Mitchell Park. It's a five-minute walk to Hoover. Please consider carpooling, bicycling or walking to school. Bicyclists and pedestrians can also reach the school by the path along JLS (Waverley cont.) or through Mitchell Park. The speed limit on Hoover's campus is always 5mph.

Please do not drive through the JLS. Middle School parking lot to drop off Hoover students, or use Stevenson House as a drop off/turn round. Please do not park at Stevenson House or the church parking lot.

## Arriving on Foot or by Bicycle

Students walking or biking to school must use designated crosswalks, walkways, and sidewalks to get to school. Please consult the Safe Routes to School map on the Hoover website.

Children may be able to pedal a bicycle before they have the skills, maturity, and judgment to ride to school safely. We strongly encourage parents to determine that their children are competent riders BEFORE they are permitted to ride to school unaccompanied, regardless of age.

The bicycle racks are located between the Administration Building and Room 8 and next to portable 15. Students are permitted to be at the bicycle racks only when arriving at school or leaving.

When entering and leaving the Hoover campus, students must always use the bike paths to access the crosswalks in order to reach the bike racks. Students should never ride in the lane provided for cars, as this is unsafe. Parents should instruct their children to observe stop signs upon leaving the school.

It is recommended that only students in grades 3, 4, and 5 be allowed to ride bicycles to school unaccompanied by an adult. All third-grade children receive basic instruction in school on safe biking procedures. However, we strongly encourage parents to determine if their children are competent riders BEFORE they are permitted to ride to school alone, regardless of age. Parents of ALL students in grades 3-5 being permitted to ride on their own, must indicated this preference on the After-School Pick Up form.

STATE LAW REQUIRES PROTECTIVE HELMETS FOR ALL CYCLISTS UNDER 18 YEARS OF AGE, THIS INCLUDES SCOOTERS, SKATEBOARDS AND ROLLERBLADES. All of these wheeled devises must be walked on school grounds, in crosswalks and parked only in bake racks. Please use a sturdy lock to lock your device.

## Arriving by Bus

The District Transportation Department is responsible for scheduling buses, supervising drivers, and responding to problems. Bus schedules and bus rules are mailed to the parents of all children who ride the bus prior to the opening of school. If you have any questions or concerns, call the Transportation Department at (650) 329-3747.

Bus drivers have legal responsibility and authority for supervision of riders. Children not conforming to bus rules may be denied the privilege of riding. No pets, animals, insects, or large or dangerous articles (including glass) may be carried on buses.

If your child will be taking a bus to school, please review the following information with her/him:

- Student must arrive 5 minutes prior to their bus pick up time.
- Wait safely in the designated area at the bus stop.
- Be calm and orderly while getting on and off the bus.
- Stay in your seat, facing forward.
- Keep head, hands, and feet inside the bus.
- Follow the bus driver's directions.

Please note that the driver may not let anyone off at a stop different from his/her regular stop without a dated note signed by the parent.

### Arriving by Car

If you drive to school, please consider carpooling with another family. Not only will our campus be safer for our children with fewer cars moving through the area, but it can also help with busy schedules.

The driveway area tends to be a busy area for parents on the go. Please allow yourself some extra time and try to park a block or so from campus and walk to school. Not only will this help ease the congestion in the school driveway, but also you may find you are more relaxed in the long run. Please respect the neighborhood environment: do not block driveways; make U-turns, double park, or park on corners, in crosswalks, or in front of fire hydrants.

Please note that the police do patrol the area around school regularly and that tickets for traffic violations will be issued.

### Kindergarten Drop-Off

The Kindergarten drop-off is between the portables and Kindergarten classrooms. It's for kindergartners only, though all children in a car with the kindergarten child, may unload to avoid a second unloading event. Traffic monitors will be helping children out of the cars and into the schoolyard. We need two volunteers here every morning 7:45-8:00.

### Grade 1-5 Drop-Off

Students in grades 1 through 5 can be dropped off and picked up in the special lane provided on the JLS side (backside) of the campus, in front of classrooms 1-8. Please pull all the way forward or close to the last car in line against the right curb. Do not let children out in the second lane from the curb.

### Pick-Up

At the end of their school day all students should be picked up at the drop-off and pick-up area in front of classrooms 1-8. In the afternoon, form two lines as you enter the campus, to keep traffic-backup off Charleston; merge into one lane at the right turn by the Kindergarten Playground. Please pull all the way forward or close to the last car in line against the right curb. Do not let children in on the second lane from the curb. **Do not leave your car unattended in the drop-off/pick-up area.** If you wish to park, you must pull forward to the parking spaces to the left of the drop-off lane or by Hoover Kids Club marked "Visitor". If your student passengers are not in the pick-up waiting area, either park or exit and circle through again. Children may not walk across the parking lot at any time. Use the walkway along the sport fields fence and cross only at the designated crossings.

### Drop-Off/Pick-Up, Driveway Safety

Please take a few minutes to familiarize yourself with the Hoover Traffic Safety Plan map on the next page. In addition, please observe the following procedures when dropping off and picking up your child:

- Please observe the 25 mph speed limit near the school, and watch for children walking or biking to school.
- Observe the 5 mph speed limit on all parts of the school campus.

- There are two lanes in the parking lot. Between 7:30 a.m. and 2:45 p.m. each day, the right lane is for cars dropping off or picking up. The left lane is for cars driving through or parking.
- Watch out for pedestrians in the school crosswalks. Please stop just before the crosswalk, and when it is clear pull all the way through to the front of the area marked by orange cones. Do not stop, park, or wait in the crosswalk.
- Please pull all the way forward if you are first in line. Do not stop partway as this blocks other cars from accessing the driveway and creates additional congestion on the street.
- Only load and unload children in the drop-off/pick-up area next to the curb. Have them exit through the right-hand doors next to the sidewalk.
- NEVER let children in/out of your car while on the street or in the second lane of the driveway.
- Encourage your child to exit or enter quickly. One slow car can impact the entire flow and safety of the driveway.
- If your child needs extra assistance, please park in a regular space and accompany and/or help them.
- If you or your child needs to walk across the parking lot, please do so only at the marked pedestrian crosswalk.
- Leave the Bus Zone clear for buses; do not park or drop off in the signed area directly in front of the school (red zone)
- Please only park in the visitor-designated parking spaces
- Please wait for the car in front of you and then exit the lot in the same order as you entered.
- Please share this information with all drivers who may pick up your child. If you do not pick up or drop off your children, then please inform your driver of our traffic safety rules.

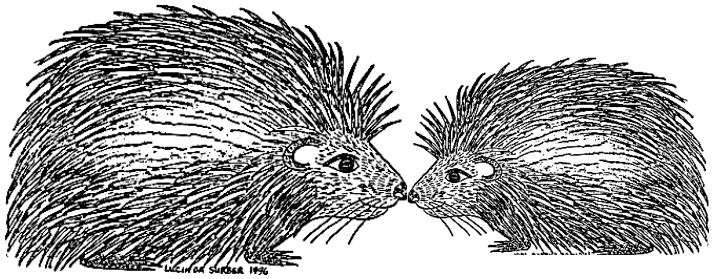
### Adult Crossing Guards

An adult crossing guard will be on duty approximately one-half hour before and after school at the intersections of Charleston and Middlefield, Charleston and Nelson, Charleston and Carlson, and Charleston and Alma. Students should plan their routes with these protected corners in mind.

Please report any crossing-guard absence immediately to the non-emergency number of the Palo Alto Police Department (PAPD): (650) 329-2413. A patrol unit should be dispatched to cover the intersection.

### Reporting Problems, Collisions, or Near Misses

Report all accidents involving students to the PAPD at (650) 329-2413 even if there are no injuries. Also contact your school office to fill out the PAUSD incident report form. The information provided goes a long way to track the safety of our streets and help with building a safer community for all.



# PAUSD Board Policies

## 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.
*Policy adopted: 01.12.10 and 06.03.14*
*PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California*

# BULLYING PREVENTION

## Board Policy 5131.2

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

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

### Bullying Definition

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

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

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

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

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

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

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

The district is committed to providing students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values

education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

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

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

### Intervention

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

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

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

### Complaints and Investigation

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

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

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
(650) 833-4262
complianceofficer@pausd.org

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

All members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected and the site-level administrator shall take action reasonably calculated to stop the bullying, stop it from reoccurring, and provide interim interventions, as needed, to support the alleged target.

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

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

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

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

### Discipline

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

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

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

*Policy adopted: 06.03.14*
*PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California*

## 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, email, 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 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*

# SEXUAL HARASSMENT

## Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment against students in the educational setting by an employee, student or third party. Under federal and state law, the term sexual harassment includes sexual violence. 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.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 1312.3 - Uniform Complaint Procedures)*
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 5131 - Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5137 - Positive School Climate)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5157 - Gender Identity and Access)*
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

## Scope and Definitions Related to Sexual Harassment Complaints

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; or under Title IX a hostile environment has been created if the unwelcome conduct of a sexual nature is sufficiently serious that it denies or limits the student's ability to participate in or benefit from the educational program.

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.
   *(cf. 5131 - Conduct)*
   *(cf. 5131.2 - Bullying)*
   *(cf. 5137 - Positive School Climate)*
   *(cf. 5145.3 - Nondiscrimination/Harassment)*
   *(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

The district will review and address any report or complaint of sexual harassment involving a student, employee or third party against another student, employee or third party. Specifically:

a. Any sexual harassment or sexual violence report or complaint involving a student complainant or a student respondent shall be addressed under BP 5145.7 and the Uniform Complaint Procedures, and it will **not** be addressed under BP/AR 1312.1, 4119.11/4219.11/4319.11, or AR 4031. Any other report or complaint of unlawful discrimination involving a student complainant or a student respondent shall be addressed through BP/AR 5145.3 and the Uniform Complaint Procedures.
b. Any sexual harassment or sexual violence report or complaint, between employees or between employees and third parties, but **not** involving student complainants or student respondents, shall be addressed through BP/AR 4119.11/4219.11/4319.11 and AR 4031.
c. Any sexual harassment or sexual violence report or complaint between third parties which took place in the educational setting shall be referred to the District Compliance Officer to determine how to appropriately address the complaint.
d. Though an incident of sexual harassment may occur off campus or unrelated to school activity, if the effects of the incident may result in harassment, intimidation, or bullying at school or at a school activity, which is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the District Compliance Officer or Principal/designee shall, under these Uniform Complaint Procedures, promptly investigate, determine what occurred, eliminate any harassment, intimidation, or bullying that occurs at school or at a school activity, prevent its recurrence, and address its effects.

A "report" or "complaint" is defined as any oral or written communication to a school district employee or administrator which alleges behavior or misconduct that may constitute sexual harassment or sexual violence. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school district employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

An "educational setting" includes participation in educational programs and activities of the school or district, including all the academic, educational, extracurricular, athletic, and other programs and activities of the school, whether those programs or activities take place in a school's facilities, on a school bus, or at a class or training program sponsored by the school at another location.

A "third party" includes someone who is connected to the school or the district for educational, business or extra-curricular purposes. For example, a third party may include a vendor, volunteer, coach, or other person who is on school or district grounds during the hours of operation or who is present in the educational setting.

## Examples

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. Unwelcome or demeaning conduct or comments of a sexual nature directed at or about an individual related to actual or perceived gender, gender identity and gender expression, sex, sexual behavior, sexual orientation, or other related personal characteristics

4. Graphic verbal comments about an individual's body or overly personal conversation
5. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
6. Spreading sexual rumors
7. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
8. Massaging, grabbing, fondling, stroking, or brushing the body
9. Touching an individual's body or clothes in a sexual way
10. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
11. Displaying sexually suggestive objects
12. Sexual violence, including, but not limited to, sexual assault or sexual battery as defined in Education Code 48900(n), or sexual coercion
13. Dating violence, stalking, and relationship abuse
14. An employee engaging in, soliciting, or encouraging a sexual relationship or sexual activity with a student(s) based on written, verbal, and/or physical contact or fraternization with a student(s). In some circumstances, an employee's physical contact with a student may also take on sexual connotations and rise to the level of sexual harassment. For example, an employee's behavior, such as repeatedly hugging and putting their arms around a student under inappropriate circumstances, could rise to the level of unwelcome touching of a sexual nature.
*(cf. 4119.21/4219.11/4319.21-Professional Standards)*
15. Sexual relationships between employees and students.
*(cf. 4119/21/4219.11/4319.21- Professional Standards)*
16. Sexual relationships between employees and former students if the employee pursued an intimate or sexual relationship with the former student while the student was enrolled in the District and while the employee was employed with the District.
*(cf. 4119.21/4219.21/4319.21 – Professional Standards)*
17. Sexual relationships between employees and students or former students may also violate Title IX.
*(cf. OCR 2001 Guidance on Sexual Harassment)*

**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 and sexual violence, including the fact that sexual harassment and sexual violence could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment or sexual violence
3. Encouragement for a student to immediately contact a teacher, the Principal/designee or any other available employee if the student has been subjected to sexual harassment by a student, employee, or a third party in the educational setting
4. Explanation that, when a report of sexual harassment is made to a Principal/designee, that administrator shall inform the student and/or parent/guardian of the right to file a written complaint through the District's Uniform Complaint Procedures, BP/AR 1312.3, and also explain how to access those procedures
5. Encouragement for student bystanders to report observed instances of sexual harassment, even where the target of the harassment has not complained
6. Information about the District's procedure for investigating sexual harassment complaints under BP 5145.7 and the Uniform Complaint Procedures 1312.3 and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a criminal complaint or an OCR complaint, as applicable

## Complaint Process/Grievance Procedure

***Uniform Complaint Procedures.*** All reports and complaints alleging sexual harassment or sexual violence shall be addressed immediately in accordance with this policy and the Uniform Complaint Procedures - BP/AR 1312.3.

***District Compliance Officer.*** The following individual is designated to handle complaints under the Uniform Complaint Procedures regarding sexual harassment prohibited by BP 5145.7 and to answer inquiries regarding the District's sexual harassment policies. This individual is also the District's Title IX Coordinator:

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
(650) 833-4262
complianceofficer@pausd.org

***Student Reports.*** Any student who believes they have been subjected to sexual harassment or who has witnessed sexual harassment may report the conduct to any school employee.

School Employee Observation and Reports. Within one school day of receiving a sexual harassment report or complaint from a student, parent/guardian or other person, the school employee shall report it to the site Principal/designee.

Any school employee who observes an incident of sexual harassment involving a student 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 target of the harassment makes a report or files a complaint. *(Education Code 234.1)*

***Reports about Principal/designee.*** Where a sexual harassment report or complaint involves 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.

***Principal Actions after Receiving a Report.*** The Principal/designee shall, within one school day of receiving the report from a student, an employee or a third party, forward the complaint itself or a transcription of the oral report to the District Compliance Officer.

The Principal/designee shall also inform the student and/or student's parent/guardian of the right to file a written complaint through the Uniform Complaint Procedures, BP/AR 1312.3. The Principal/designee shall provide a free copy or a link to the Uniform Complaint Procedures. The Principal/designee shall document when and how they informed the student and/or the parent/guardian.

***Reports about Adult Sexual Relationships with Students.*** In all allegations of an employee or third party adult engaging in a sexual relationship with a student or a former student, the District Compliance Officer shall assess whether a referral is necessary to either law enforcement or other appropriate agency.

***Notification of Factual Findings from other Entities.*** If the District is on notice of a factual finding that a District employee engaged in behavior with a student, (including a student from a different school or district), which may constitute sexual harassment or sexual violence as defined in this policy, the District Compliance Officer shall investigate the circumstances surrounding the factual finding.

If the District is on notice of a factual finding that a student engaged in behavior with another student, (including a student from a different school or district), which may constitute sexual harassment or sexual violence as defined in this policy, the District Compliance Officer shall investigate the circumstances surrounding the factual finding.

If the District Compliance Officer is able to determine that the factual finding rises to the level of harassment in violation of this policy, the District shall promptly eliminate the harassment in the educational setting, prevent its recurrence in the educational setting, and address its effects in the educational setting.

For the purposes of this section, a "factual finding" includes a finding of fact made by another public or private school, a law enforcement agency, a child protection agency, a court, the Commission on Teaching Credentials or any other finding of fact provided to the District which indicates that an employee or student engaged in behavior which may constitute a violation of this policy and poses a risk to the safety of the District's students.

***Other Complaint Options.*** A student may also file a sex discrimination complaint with the Office for Civil Rights (OCR) of the United States Department of Education. Instructions for filing a complaint can be found at:

https://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

## 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
   *(cf. 5131.5 - Vandalism and Graffiti)*
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
   *(cf. 4131 - Staff Development)*
   *(cf. 4231 - Staff Development)*
   *(cf. 4331 - Staff Development)*
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
   *(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*
   *(cf. 5125 - Student Records)*
5. Taking appropriate disciplinary action as set forth below or in Section I of AR 1312.3
6. Taking appropriate remedial actions including, but not limited to, those listed in Section H of AR 1312

## Disciplinary Action

If it is determined that an employee has violated this policy by engaging in sexual harassment, sexual violence, a sexual relationship with a student, or retaliation, the District shall take action to address the violation and any substantiated risk, including appropriate disciplinary action. Disciplinary action may include action to dismiss the employee, in accordance with law, board policy, and applicable collective bargaining agreements.
*(cf. AR 4218 –Dismissal/Suspension/Disciplinary Action; Education Code sections 44932 et seq.)*

Any student who engages in sexual harassment or sexual violence in the educational setting, in violation of this policy, 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. Suspensions and recommendations for expulsion shall follow applicable law.
*(Education Code sections 48900 et seq.)*

Students who knowingly file false complaints of sexual harassment or sexual violence or give knowingly 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 student in violation of this policy.
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

When disciplinary action is recommended after the uniform complaint process is complete, the District Compliance Officer shall promptly determine the appropriate sanction and forward the matter to the Principal/designee and/or appropriate District administrator who will promptly implement any disciplinary process.

## Confidentiality

All complaints and allegations of sexual harassment or sexual violence shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)
*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)15]*
*(cf. 5125 - Student Records) [16]*

However, when a complainant notifies the District of the harassment but requests confidentiality, the Principal/designee or the District Compliance Officer shall inform the complainant that the request may limit the District's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the District will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant notifies the District of the harassment but requests that the District not pursue an investigation, the District will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

## Record-Keeping

The District Compliance Officer, in consultation with the Superintendent or designee, shall maintain a record of all reported cases of sexual harassment and sexual violence to enable the District to monitor, address, and prevent repetitive harassing behavior in the educational setting.

## 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
   *(Education Code 48980; 5 CCR 4917)*
   *(cf. 5145.6 - Parental Notifications)*
2. Be displayed on the District website, in a prominent location in the main administrative building and in other areas where notices of District rules, regulations, procedures, and standards of conduct are posted *(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

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex 48900 Grounds for suspension or expulsion 48900.2 Additional grounds for suspension or expulsion; sexual harassment 48904 Liability of parent/guardian for willful student misconduct 48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships 1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter Title IX Coordinators, April 2015
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter Sexual Violence, April 4, 2011 Sexual Harassment: It's Not Academic, September 2008 Revised Sexual Harassment Guidance, January 2001
WEBSITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
Adopted: Tuesday, February 11, 2014; Tuesday, December 8, 2015; Tuesday, September 12, 2017

# Nondiscrimination/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 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.
*(cf. 4131 - Staff Development)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.
*(cf. 1240 - Volunteer Assistance)*
*(cf. 6145 - Extracurricular and Cocurricular Activities)*
*(cf. 6145.2 - Athletic Competition)*
*(cf. 6164.2 - Guidance/Counseling Services)*

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)*
*(cf. 4118 - Suspension/Disciplinary Action)*
*(cf. 4119.21/4219.21/4319.21- Professional Standards)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 5131 - Conduct) (cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
*(cf. 5145.2 - Freedom of Speech/Expression)*

## Grievance Procedures

All reports or complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying involving a student complainant or a student respondent shall be addressed in accordance with the District's Uniform Complaint Procedures in BP/AR 1312.3.
*(cf. 1312.3 - Uniform Complaint Procedures)*

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

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
(650) 833-4262
complianceofficer@pausd.org

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

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 website or any other location that is easily accessible to students.
*(cf. 1113 - District and School Websites)*
*(cf. 1114 - District-Sponsored Social Media)*
*(cf. 6163.4 - Student Use of Technology)*

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.

A student may also file a discrimination complaint with the Office for Civil Rights (OCR) of the United States Department of Education. Instructions for filing a complaint can be found at:
https://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

*Legal Reference:*
*EDUCATION CODE*
*200-262.4 Prohibition of discrimination 48900.3 Suspension or expulsion for act of hate violence 48900.4 Suspension or expulsion for threats or harassment 48904 Liability of parent/guardian for willful student misconduct 48907 Student exercise of free expression 48950 Freedom of speech 48985 Translation of notices 49020-49023 Athletic programs 51500 Prohibited instruction or activity 51501 Prohibited means of instruction 60044 Prohibited instructional materials*
*CIVIL CODE*
*1714.1 Liability of parents/guardians for willful misconduct of minor*
*PENAL CODE*
*422.55 Definition of hate crime 422.6 Crimes, harassment*
*CODE OF REGULATIONS, TITLE 5*
*4600-4687 Uniform Complaint Procedures*
*4900-4965 Nondiscrimination in elementary and secondary education programs*
*UNITED STATES CODE, TITLE 20*
*1681-1688 Title IX of the Education Amendments of 1972*
*UNITED STATES CODE, TITLE 42*
*2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended*
*2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*100.3 Prohibition of discrimination on basis of race, color or national origin*
*104.7 Designation of responsible employee for Section 504*
*106.8 Designation of responsible employee for Title IX*
*106.9 Notification of nondiscrimination on basis of sex*
*COURT DECISIONS*

*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*
*Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130*
*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*
*CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES*
*California Student Safety and Violence Prevention - Laws and Regulations, April 2004*
*FIRST AMENDMENT CENTER PUBLICATIONS*
*Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006*
*NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS*
*Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004*
*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*
*Dear Colleague Letter: Harassment and Bullying, October 2010*
*Notice of Non-Discrimination, January 1999*
*WEBSITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*California Safe Schools Coalition: http://www.casafeschools.org*
*First Amendment Center: http://www.firstamendment.org*
*National School Boards Association: http://www.nsba.org*
*U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr*
*Adopted: Tuesday, February 11, 2014; Tuesday, September 12, 2017*

# NONDISCRIMINATION/HARASSMENT

## Administrative Regulation 5145.3

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; 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. Sexual harassment includes sexual violence, pursuant to Title IX of the Education Amendments of 1972, 38 U.S.C. §1681. *(Education Code 234.1; 5 CCR 4621)*

The District Compliance Officer(s) may be contacted at:

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
(650) 833-4262
complianceofficer@pausd.org

*(cf. 1312.3 - Uniform Complaint Procedures)*

### Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, intimidation, retaliation, 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. Publicize the district's nondiscrimination policy and related complaint procedures, including the District Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's website and other prominent locations and provide easy access to them through district-supported social media, when available.
   *(Education Code 234.1) (cf. 1113 - District and School Websites)*

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. The notice shall inform students and parents/guardians that consistent with federal and state law and education codes, students shall have the right to participate in gender-segregated school programs or activities and access gender segregated facilities based on their gender identity.
   *(cf. 5145.6 - Parental Notifications)*
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. 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 nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, 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.
   *(cf. 1240 - Volunteer Assistance)*
   *(cf. 4131 - Staff Development)*
   *(cf. 4231 - Staff Development)*
   *(cf. 4331 - Staff Development)*
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so, and shall, within one school day, report the conduct to the Principal/designee, whether or not the alleged target makes a report or files a complaint.
   *(Education Code 234.1)*
7. At the beginning of each school year, inform each Principal/designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and to ensure their safety from threatened or potentially discriminatory behavior.

## Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
   *(cf. 5131.5 - Vandalism and Graffiti)*
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
   *(cf. 4112.6/4212.6/4312.6 - Personnel Files)*
   *(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*
   *(cf. 5125 - Student Records)*

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that the student knew was not true
   *(cf. 4118 - Suspension/Disciplinary Action)*
   *(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
   *(cf. 5144 - Discipline)*
   *(cf. 5144.1 - Suspension and Expulsion/Due Process)*
   *(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
   *(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

## Process for Initiating and Responding to Complaints

Any student who feels or has been subjected to unlawful discrimination, including discriminatory harassment, intimidation, retaliation or bullying is encouraged to immediately contact the Principal/designee or any other staff member. In addition, any student who observes any such incident should report the incident to the Principal/designee or any other staff member whether or not the alleged target makes a report or files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation or bullying or to whom such an incident is reported shall immediately report the incident within one school day to the Principal/designee, whether or not the alleged target files a complaint.

The Principal/designee shall notify the District Compliance Officer of the report or complaint within one school day.

Any report of unlawful discrimination involving the Principal/designee, the District Compliance Officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee.

A "report" or "complaint" is defined as any oral or written communication to a school district employee or administrator which alleges behavior or misconduct that may constitute unlawful discrimination. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school district employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

When any report or complaint of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the Principal/designee or the District Compliance Officer, one or both of those administrators shall inform the student complainant and/or parent/guardian of the right to file a written complaint under the District's Uniform Complaint Procedures in AR 1312.3 as well as the other information, options and documentation set forth in AR 1312.3 subsection A.ii.

Upon receiving a written complaint under the Uniform Complaint Procedures, the District Compliance Officer or designee shall immediately investigate the complaint in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures. Even if the student chooses not to file a written complaint under the Uniform Complaint Procedures, the Principal/designee or District Compliance Officer shall address the report of discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, as explained in AR 1312.3 subsection E. The parties that would have been the complainant and respondent shall receive a written notice of outcome within the timelines described in AR 1312.3.

The District shall take any needed interim measures, promptly investigate, determine what occurred, end any discrimination, prevent its recurrence and address its effects in order to ensure all students have access to the educational program and a safe school environment.

## Transgender and Gender-Nonconforming Students

Additional guidance regarding Gender Identity and Access can be found at Board Policy/Administrative Regulation 5157.

*Adopted: Tuesday, June 3, 2014; Tuesday, January 26, 2016; Tuesday, September 12, 2017*

# 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)]*

The Title IX / Civil Rights 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

# 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's Uniform Complaint Procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing 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 (5 CCR 4610)
   *(cf. 3553 - Free and Reduced Price Meals)*
   *(cf. 3555 - Nutrition Program Compliance)*
   *(cf. 5141.4 - Child Abuse Prevention and Reporting)*
   *(cf. 5148 - Child Care and Development)*
   *(cf. 6159 - Individualized Education Program)*
   *(cf. 6171 - Title I Programs)*
   *(cf. 6174 - Education for English Language Learners)*
   *(cf. 6175 - Migrant Education Program)*
   *(cf. 6178 - Career Technical Education)*
   *(cf. 6178.1 - Work-Based Learning)*
   *(cf. 6178.2 - Regional Occupational Center/Program)*
   *(cf. 6200 - Adult Education)*
2. Any complaint alleging the occurrence of unlawful discrimination, including discriminatory harassment, (such as sexual harassment, sexual violence or harassment based on a protected characteristic), intimidation, or bullying against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 [12] or 220 [13], Government Code 11135 [14], or Penal Code 422.55 [15], or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

## Scope and Definitions Related to Unlawful Discrimination Complaints

The district will review and address any report or complaint of unlawful discrimination involving a student, employee or third party against another student, employee or third party. Specifically:

a. Any sexual harassment or sexual violence report or complaint involving a student complainant or a student respondent shall be addressed through BP 5145.7 and the Uniform Complaint Procedures. Any other report or complaint of unlawful discrimination involving a student complainant or a student respondent shall be addressed through BP/AR 5145.3 and the Uniform Complaint Procedures.

b. Any unlawful discrimination report or complaint, including sexual harassment or sexual violence complaints, between employees or between employees and third parties, but **not** involving student complainants or student respondents, shall be addressed through BP/AR 4119.11/4219.11/4319.11 and AR 4031.

c. Any unlawful discrimination report or complaint, including sexual harassment or sexual violence complaints, between third parties which took place in the educational setting shall be referred to the District Compliance Officer to determine how to appropriately address the complaint.

A "report" or "complaint" is defined as any oral or written communication to a school district employee or administrator which alleges behavior or misconduct that may constitute unlawful discrimination. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school district employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

A "third party" is defined as someone who is connected to the school or the district for educational, business or extra-curricular purposes. For example, a third party may include a vendor; volunteer; coach; or other person who is on school or district grounds during the hours of operation or who is present in the educational setting.
"Educational setting" includes all educational programs and activities of the school or district, including all the academic, educational, extracurricular, athletic, and other programs and activities of the school, whether those programs or activities take place in a school's facilities, on a school bus, or at a class or training program sponsored by the school at another location.
*(cf. 5145.7 - Sexual Harassment)*
*(cf.4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 4030 - Nondiscrimination in Employment)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student
*(Education Code 222)*
*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
*(cf. 3260 - Fees and Charges)*
*(cf. 3320 - Claims and Actions Against the District)*

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan
*(Education Code 52075)*
*(cf. 0460 - Local Control and Accountability Plan)*

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements
*(Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)*
*(cf. 6173.1 - Education for Foster Youth)*

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements
   *(Education Code 51225.1, 51225.2)*
   *(cf. 6173 - Education for Homeless Children)*
8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions
   *(Education Code 51228.3)*
   *(cf. 6152 - Class Assignment)*
9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school
   *(Education Code 51210, 51223)*
   *(cf. 6142.7 - Physical Education and Activity)*
10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
11. Any other complaint as specified in a district policy

## Retaliation and Confidentiality

The Board prohibits any 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 under the Uniform Complaint Procedures. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant. An individual who believes he or she has been subjected to retaliation defined herein may also file a complaint under the Uniform Complaint Procedures.

In investigating complaints, the confidentiality of the parties involved shall be protected, as required by law. As appropriate for any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the District shall keep confidential the identity of all parties except when the Principal/designee or the District Compliance Officer has a duty to share the parties' identifying information as necessary to gather a response to the complaint, in order to take subsequent corrective action if misconduct is found to have occurred, and/or to conduct ongoing monitoring. When a complainant requests confidentiality, the Principal/designee or the District Compliance Officer shall notify the complainant that the request may limit the District's ability to investigate the harassment or take other necessary action. An intentional breach of the complainant's confidentiality by a student or employee may be considered a violation of this policy or a retaliatory act.
*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*
*(cf. 5125 - Student Records)*
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.
*(cf. 4131 - Staff Development)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall maintain records of all UCP complaints, the investigations of those complaints, and the resolution of the complaints in confidential complaint files for a minimum of two years. All such records shall be maintained and/or destroyed in accordance with applicable state law and district policy.
*(cf. 5125 - Student Records)*
*(cf. 3580 - District Records)*

## Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency. However, the District may still be obligated to address and investigate any complaint alleging child abuse or neglect of a student by an employee or third party which took place in the educational setting.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing. The District Compliance Officer or Human Resources manager shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.
*(Education Code 35186)*
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

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
   *(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference:*
*EDUCATION CODE*
*200-262.4 Prohibition of discrimination 8200-8498 Child care and development programs 8500-8538 Adult basic education 18100-18203 School libraries 32289 School safety plan, uniform complaint procedure 35186 Williams uniform complaint procedure 37254 Intensive instruction and services for students who have not passed exit exam 41500-41513 Categorical education block grants*
*48985 Notices in language other than English*
*49010-49013 Student fees*
*49060-49079 Student records*
*49490-49590 Child nutrition programs*
*52160-52178 Bilingual education programs*
*52300-52490 Career-technical education*
*52500-52616.24 Adult schools*
*52800-52870 School-based coordinated programs*
*54000-54028 Economic impact aid programs*
*54100-54145 Miller-Unruh Basic Reading Act*
*54400-54425 Compensatory education programs*
*54440-54445 Migrant education*
*54460-54529 Compensatory education programs*
*56000-56867 Special education programs*
*59000-59300 Special schools and centers*
*64000-64001 Consolidated application process*
*GOVERNMENT CODE*
*11135 Nondiscrimination in programs or activities funded by state*
*12900-12996 Fair Employment and Housing Act*
*CODE OF REGULATIONS, TITLE 5*
*3080 Application of section*
*4600-4687 Uniform complaint procedures*

*4900-4965 Nondiscrimination in elementary and secondary education programs*
*PENAL CODE*
*422.6 Interference with constitutional right or privilege*
*UNITED STATES CODE, TITLE 20*
*1681-1688 Title IX of the Education Amendments of 1972*
*6301-6577 Title I basic programs*
*6601-6777 Title II preparing and recruiting high quality teachers and principals*
*6801-6871 Title III language instruction for limited English proficient and immigrant students*
*7101-7184 Safe and Drug-Free Schools and Communities Act*
*7201-7283g Title V promoting informed parental choice and innovative programs*
*7301-7372 Title V rural and low-income school programs*
*Management Resources:*
*WEBSITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/index.html*
*Adopted: Tuesday, September 27, 2011; Tuesday, October 9, 2012; Tuesday, June 21, 2016; Tuesday, September 12, 2017*

# UNIFORM COMPLAINT PROCEDURES

## Administrative Regulation 1312.3

Except as the Board of Education may otherwise specifically provide in other Board policies, these Uniform Complaint Procedures shall be used to investigate and resolve complaints alleging (1) unlawful discrimination, including discriminatory harassment, (such as sexual harassment, sexual violence or harassment based on a protected characteristic), intimidation, bullying, and retaliation, and (2) violations of other state and federal laws and regulations. The steps for each type of complaint are explained below.

**District Compliance Officer**
The following individual shall be responsible for receiving and coordinating the District's response to complaints, investigating or delegating the investigation of complaints, and ensuring district compliance with the law:

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
(650) 833-4262
complianceofficer@pausd.org

The Superintendent or designee shall ensure that the District Compliance Officer and those designated to investigate or otherwise resolve complaints have received training and are knowledgeable about the laws and programs for which they are responsible, . This should include knowledge and training about the applicable laws governing the program, including federal and state anti-discrimination laws, the district's grievance procedures, the appropriate steps for investigating and documenting investigations, the applicable legal standards for reaching decisions on such complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.
*(cf. 9124 - Attorney)*

**Avoiding Conflict**
The District Compliance Officer, a designee, or an outside consultant shall not be designated to investigate a uniform complaint if that person (1) is named as being involved with the underlying facts of the complaint or (2) has a conflict of interest that would prohibit that person from fairly and impartially investigating the complaint.

For the purposes of an investigation under the Uniform Complaint Procedures, a conflict of interest includes a personal, professional, or financial interest that has the potential to compromise or bias the professional judgment or objectivity of the holder of the interest. The investigator assigned to investigate shall disclose to the Superintendent or designee any potential conflicts of interest, including a relationship or familiarity with the complainant, respondent, and/or individuals who are likely to be witnesses, as well

as any interest the investigator might have in the outcome of the matter. Because the Board of Education is obligated to provide and/or hire an investigator for uniform complaints, the act of paying the investigator's salary or fee is not considered to be an impermissible financial conflict of interest.

If the Superintendent or designee determines that an assigned investigator has a conflict of interest, the complaint and investigation shall be delegated to an impartial, trained, and available administrator or outside investigator.

Any complaint filed against or implicating the District Compliance Officer or other assigned investigator may instead be filed with 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. (5 CCR 4622)

The district's Uniform Complaint Procedures under Board Policy and Administrative Regulation 1312.3 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.
*(cf. 0420 - School Plans/Site Councils)*
*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 3260 - Fees and Charges)*
*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*
*(cf. 5145.6 - Parental Notifications)*

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. A respondent to an unlawful discrimination complaint may also file an appeal with the CDE in the same manner as the complainant.
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 of the district's receipt of the complaint. This time period may be extended by written agreement of the complainant and respondent.
    c. A complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying should 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 unless the time for filing is extended in writing by the Superintendent or designee for up to 90 calendar days following the expiration of the six month time period. (e.g., 5 CCR §4630.).
    d. A complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision. A respondent to an unlawful discrimination complaint also shall have the right to file an appeal with the CDE in the same manner as the complainant.

e. The appeal to the CDE shall 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.
g. While it is the District's intent to notify a parent/guardian about a Title IX report involving their student, the District must consider any student request not to notify a parent/guardian based on the law.
*(cf. 5145.6 - Parental Notifications)*

**Complaint Procedures/Grievance Procedures**

***I. 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 addressed 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 District Compliance Officer shall maintain a log of complaints received, providing each with a code number and a date stamp. 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:***

A "report" or "complaint" is defined as any oral or written communication to a school district employee or administrator which alleges behavior or misconduct that may constitute unlawful discrimination. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school district employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

Any student, parent/guardian, third party, or other individual or organization who believes that an individual 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, is encouraged to report the conduct to any school district employee or administrator, and/or file a written uniform complaint under these procedures.

The following requirements apply to school district employees or administrators:

***i. Reporting Up***

a. A school district employee who receives a report or complaint of discrimination, including discriminatory harassment, intimidation and/or bullying, shall, within one school day of receiving the report, notify the Principal/designee. In addition, any school district 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.
b. The Principal/designee shall, within one school day of receiving a report or complaint of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, notify the District Compliance Officer of the report or complaint.
c. When a report or complaint of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying is made against the Principal/designee to whom the report would ordinarily be communicated, the school district employee who receives the report or who observes the incident shall instead report to the District Compliance Officer within one school day.

*ii. Information, Options and Documentation Provided to Reporting Individuals and Complainants*

a. Either the Principal/designee or the District Compliance Officer shall, within one school day of receiving a report or complaint, inform the reporting individual or complainant of the resolution options under these procedures and the differences between these options (such as appeal rights and different types of written outcome.) The options include (1) the right to proceed under the Uniform Complaint Procedures; (2) the option to pursue resolution through an informal resolution process as described below in subsection D; or (3) the right to request that the District not take steps to investigate or pursue the complaint, with the understanding that the District may still have a duty to address the matter after a District-initiated investigation described in subsection E, below, depending on the seriousness of the allegations and the risk of future harm to students or others. If a District-initiated investigation proceeds, the Principal/designee or the District Compliance Officer shall inform the reporting individual or complainant in writing of the District's decision to proceed. After the District has investigated the matter and determined the outcome, the Principal/designee or the District Compliance Officer shall provide a written notice of outcome to the parties who would have been the complainant and respondent. The notice of outcome shall state that the party who would have been the complainant may pursue a Uniform Complaint at a later date, but the District reserves the right to enforce the six to nine month time line constraints for filing a Uniform Complaint as set forth in 5 CCR §4630(b). If a District-initiated investigation does not proceed, the reporting individual or complainant shall be informed of the right to proceed under the Uniform Complaint Procedures at a later time by making a request in writing to the District Compliance Officer.

b. If an individual who wants to proceed and submit the allegations in writing, but is unable to do so due to conditions such as a disability or illiteracy, district staff shall assist the individual in the writing the information related to the allegations. (See, e.g., 5 CCR 4600) The district may offer a Uniform Complaint Form for the complainant to place the uniform complaint in writing.

c. The Principal/designee or District Compliance Officer shall also inform the reporting individual or complainant that the identity of all parties of a complaint shall be kept confidential except when the District has a duty to share the parties' identifying information as necessary to gather a response to the complaint, in order to take subsequent corrective action if misconduct is found to have occurred, and/or to conduct ongoing monitoring.

d. If the reporting individual or complainant insists on not being identified or does not give names of the alleged perpetrators, the individual shall be informed by the Principal/designee or the District Compliance Officer that the request may limit the District's ability to investigate or take other necessary action.

e. This discussion and any decisions based on the discussion shall be reduced to writing and submitted to the reporting individual or complainant. The Principal/designee shall forward a copy of the document to the District Compliance Officer. A copy of the document shall be maintained in a confidential complaint file with the Principal/designee and with the District Compliance Officer.

***B. Interim Measures:***

After a report or complaint is received, the responsible administrator (Principal/designee and/or the District Compliance Officer) shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the responsible administrator shall implement measures to stop, prevent or address the effects of the alleged discrimination, including discriminatory intimidation or retaliation, harassment, or bullying during and pending any informal resolution and/or investigation. The interim measures may include actions such as no-contact directives, increased supervision, placing students in separate classes, or transferring a student to a class taught by a different teacher. To the extent possible, interim measures will be implemented in a manner that minimizes the burden on the individual who was the target of the alleged discrimination.

### C. *Off-Campus Incidents or Incidents Unrelated to School Activity:*

Though an incident of unlawful discrimination, including discriminatory harassment, intimidation, or bullying may occur off campus or unrelated to school activity, if the effects of the incident result or may result in harassment, intimidation, or bullying at school or at a school activity, which is sufficiently serious to interfere with or limit student(s)' ability to participate in or benefit from the education program, the District Compliance Officer or Principal/designee shall, under these Uniform Complaint Procedures, promptly investigate, determine what occurred, eliminate any harassment, intimidation, or bullying that occurs at school or at a school activity, prevent its recurrence, and address its effects.

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

Except in complaints alleging sexual violence, when a complaint alleging unlawful discrimination, including discriminatory harassment, intimidation and/or bullying against an individual is submitted under these procedures, the site Principal/designee may, after gathering evidence related to the complaint, engage in informal efforts to resolve the complaint after obtaining the signed, written consent of the complainant, the complainant's parent/guardian, the respondent, and the respondent's parent/guardian. The Principal/designee shall notify the District Compliance Officer that the complainant and respondent have consented to an informal resolution process and submit a copy of the signed consent documents to the District Compliance Officer. The District Compliance Officer shall develop a template for the Principal/designee to use to facilitate written consent by the parties.

Before the parties consent to engage in an informal resolution process, the Principal/designee shall inform the complainant, the respondent and their respective parents/guardians of the following: (1) The complainant or the complainant's parent/guardian will not be asked or required to meet directly with the respondent as part of the informal resolution process; (2) The informal resolution process shall be completed within 10 calendar days of the district's receipt of the complaint; (3) The differences between the informal resolution process and the process set forth under subsections D-H below shall be explained; (4) The right of either party to terminate an informal resolution process at any time and request that the District Compliance Officer proceed with the investigation of the uniform complaint under subsections F-H within the timelines set forth in this AR 1312.3; and (5) the informal resolution process, if successful, will result in a signed, written agreement between the parties which includes a waiver of any appeal rights set forth in AR 1312.3 and acknowledgement that the complainant cannot pursue another Uniform Complaint regarding the same allegations discussed and resolved between the parties.

At the conclusion of 10 calendar days, the informal resolution process shall cease, and the Principal/designee shall create a written report to memorialize the information gathered during the informal process, the procedures used during the informal process, whether an agreement was reached by the parties, and the terms of any agreement. A copy of this report shall be sent to the District Compliance Officer.

If an agreement is reached between the parties, the parties, with the assistance of the Principal, shall reduce the agreement to writing, and the parties shall sign the document only if they agree with the terms of the agreement. The District Compliance Officer shall create an agreement template which the parties shall use to memorialize their agreement. The agreement shall include, among other things, a waiver of appeal rights set forth in AR 1312.3 and a statement that the complainant is precluded from filing another complaint regarding the same allegation(s). The complainant, respondent, their respective parents/guardians and the District Compliance Officer shall receive a copy of the signed agreement. The Principal's written report and the signed agreement shall be maintained in a confidential complaint file with the Principal/designee and with the District Compliance Officer.

If the informal resolution process did not result in an agreement within the 10 calendar days or if the informal process is stopped by either party, the District Compliance Officer shall immediately proceed with the investigation under subsections F-H below. The investigation process shall be concluded within 60 calendar days of the district's receipt of the complaint.

### *E. District-Initiated Procedures to Address a Report*

If the Principal/designee and/or the District Compliance Officer has determined to pursue a District-Initiated investigation, the investigation will follow procedures in subsection F, below, except the investigation does not need to be initiated within 10 calendar days of receipt of the report, refusal of the complainant to participate does not dismiss the report or complaint, and the District does not need to re-describe the UCP to the reporting individual or complainant. In any matter involving discrimination, including discriminatory harassment, intimidation and/or bullying, the expectation is to complete the process within 60 calendar days of the date the district received the initial report. The individuals who would have been the complainant and respondent shall receive a written notice of outcome within the 60 calendar days, unless there is good cause to extend the time, which will be explained to the parties in writing.

### *F. Investigation*

#### *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 complaint under this procedure. The time may be extended if informal resolution is undertaken pursuant to subsection D, above. However, in all cases the investigation shall begin within 10 calendar days of the district's receipt of the initial complaint unless the District Compliance Officer has confirmed that the complaint has been resolved informally to the satisfaction of complainant, respondent and their respective parents/guardians, under subsection D, above.

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 complainant's educational performance.

If the District Compliance Officer receives an anonymous complaint or media report about alleged unlawful discrimination including discriminatory harassment, intimidation and/or bullying, the District Compliance Officer 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 allegations in the complaint. (5 CCR 4631)

The District Compliance Officer shall keep the complaint and allegation(s) confidential, except as necessary to carry out the investigation or take other necessary action. (5 CCR 4964)

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

At the beginning of an investigation, the District Compliance Officer shall describe the uniform complaint procedures to the complainant and the complainant's parent or guardian, and discuss what actions and remedies are being sought in response to the complaint. The complainant 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.

#### *iii. Additional Interviews and Gathering of Evidence:*

The District Compliance Officer shall interview individuals who have information relevant to the investigation, including, but not limited to, the complainant and, where appropriate, the complainant's parents/guardians, the respondent, anyone who witnessed the reported conduct, and anyone mentioned as having relevant information.

When interviewing the respondent, the District Compliance Officer shall describe the Uniform Complaint Procedures to the respondent and the respondent's parent/guardian, if applicable. The respondent shall have the opportunity to respond to the allegations, identify witnesses who may have relevant information, and provide other evidence or information leading to evidence related to the allegations.

The District Compliance Officer will also locate and review any available records, notes, documents, electronic information 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.

Information about a complainant's past or current sexual relationship with individuals other than respondent shall be excluded from the investigation process.

When necessary to carry out his/her investigation or to protect student safety, and consistent with federal and state privacy laws, the District Compliance Officer also may discuss the complaint with the Superintendent or designee, the parent/guardian of the respondent if the respondent 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 complainant, the respondent, and all relevant witnesses are conducted privately, separately, and are confidential. At no time will the complainant and respondent be interviewed together.

Interviews, evidence and other information gathered will be documented and maintained in confidential complaint files. Confidential complaint files shall be maintained for a minimum of two years or as otherwise required by district policy and shall be destroyed in accordance with state law and district policy.

*(cf. 5125 – Student Records)*
*(cf. 3580 – District Records)*

***iv. Factors in Reaching a Determination:***

In reaching a decision about the complaint, the District Compliance Officer may take into account:

a. Statements made by the complainant, the respondent, and other persons with knowledge relevant to the allegations
b. The details, consistency and/or corroboration of each person's account
c. Evidence of how the complainant and respondent reacted to and felt about the incident, if it was found to have occurred
d. Evidence of any past instances of unlawful discrimination, including discriminatory harassment, intimidation and/or bullying or other misconduct by the respondent
e. Evidence that the complainant or respondent filed a complaint or cross-complaint alleging unlawful discrimination, including discriminatory harassment, intimidation and/or bullying which was found to be a knowingly false complaint or cross-complaint or to have included knowingly false statements made by the complainant or respondent.

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

a. How the misconduct affected the complainant and/or the complainant's access to education and education programs and activities
b. The type, frequency, and duration of the misconduct
c. The age of the complainant and respondent and the nature of 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, harassment, intimidation or bullying at the school

### *G. Written Report of Findings and Decision:*

Within 60 calendar days of the district's receipt of the complaint, the District Compliance Officer shall conclude the investigation and prepare a written report of findings and decision, as described below. This timeline may be extended by written agreement of the complainant and the respondent.

The district's decision shall be in writing and sent to the complainant and respondent. (5 CCR 4631) The decision shall maintain any applicable confidentiality rights of the parties and be issued in consideration of any legal limitations based on such confidentiality.

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) of law

c. Rationale for such conclusion(s)

d. Corrective actions, if 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, if warranted, which were offered or provided to the complainant, such as counseling, academic remedies, or other measures taken to eliminate any hostile environment, prevent retaliation and prevent the discrimination from recurring. The remedies offered and provided to the complainant shall not be revealed to the respondent unless required by law or district policy.

   Systemic measures the school has taken or will take to eliminate a hostile environment and prevent recurrence, including 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 complainant and/or the complainant's parent/guardian should immediately report any reoccurrence of the conduct or retaliation to the District Compliance Officer or Principal/designee. Notice that the respondent and/or the respondent's parent/guardian should also immediately report any retaliation to the District Compliance Officer or Principal/designee.

f. Notice of the complainant's and respondent'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.
   *(Education Code 262.3)*

### *H. Remedial Action*

Remedial action will be designed to end the discriminatory conduct, to prevent its recurrence, and to address its effects on the complainant. Examples of remedial actions, as appropriate, include, but are not limited to, the following:

1. Interventions for the respondent 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 respondent 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. Follow-up inquiries with the respondent who engaged in the discrimination to ensure that the respondent understands what behavior is expected and/or appropriate after the investigation.
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 District Compliance Officer shall ensure that the individual who was the target of discrimination and/or the individual's parent/guardian are informed of the procedures for reporting any subsequent problems. The District 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.

***I. 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, Administrative Regulation and state law. Suspension and recommendations for expulsion shall 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.
*(cf. AR 4218 – Dismissal/Suspension/Disciplinary Action; Education Code 44932 et seq.)*

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 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.

***II. 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.
*(Education Code 49013)*

**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.
*(Education Code 49013; 5 CCR 4632)*

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. (5 CCR 4632)

In any complaint alleging unlawful discrimination including discriminatory harassment, (such as sexual harassment, sexual violence or harassment based on a protected characteristic), intimidation or bullying, the respondent also shall have the right to file an appeal with the CDE in the same matter as the complainant if the respondent is dissatisfied with the district's decision.

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

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 the 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.

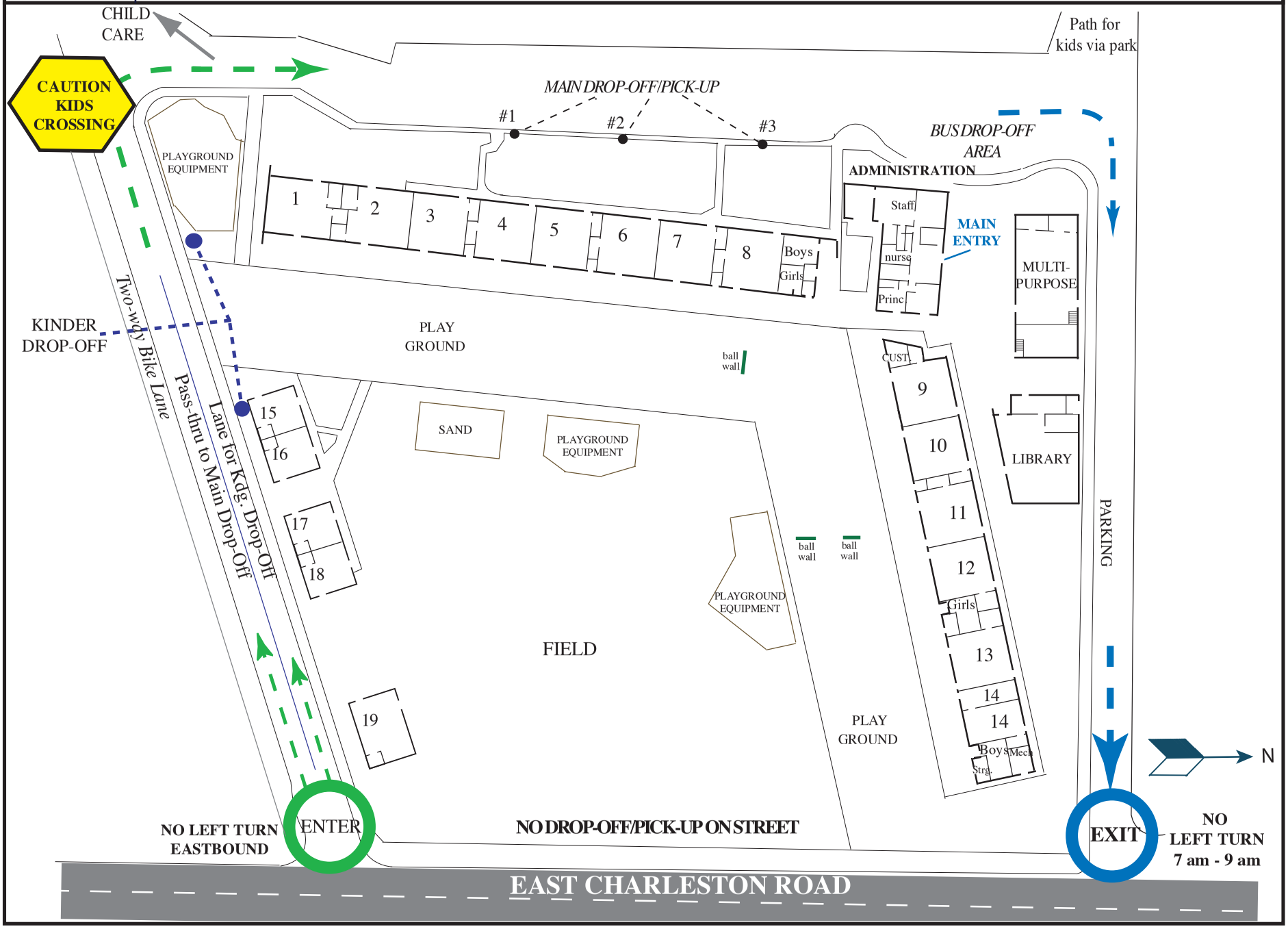
Complaints alleging discrimination based on race, color, national origin, sex/gender, disability or age may also be filed with the U.S. Department of Education, Office for Civil Rights. Instructions for filing a complaint can be found at:

https://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Such complaints must generally be filed within 180 calendar days of the alleged discrimination.

*Adopted: Monday, October 10, 2011; Wednesday, August 29, 2012; Tuesday, February 11, 2014; Tuesday, September 12, 2017*

**SITE MAP** | **SCHOOL NAME: HOOVER ELEMENTARY SCHOOL** | 445 EAST CHARLESTON ROAD, PALO ALTO, CA 94306



# Board of Education

## Palo Alto Unified School District

***Melissa Baten Caswell***
(650) 823-1166
mcaswell@pausd.org
Term expires 2020

***Todd Collins***
(650) 403-2084
tcollins@pausd.org
Term expires 2020

***Ken Dauber***
(650) 906-4340
kdauber@pausd.org
Term expires 2022

***Jennifer DiBrienza***
(917) 501-0930
jdibrienza@pausd.org
Term expires 2020

***Shounak Dharap***
(650) 575-6485
sdharap@pausd.org
Term expires 2022

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

# Staff Roster

| Specialists/Office/Classified Staff | Position |
|---|---|
| Jim Sherman | *Principal* |
| Rachelle Tarifa | *Secretary* |
| Kathy Yang | *Clerk* |
| Nestor Ibrdolasa | *Day Custodian* |
| Vicente Leon | *Night Custodian* |
| Erika Zepeda | *Psychologist* |
| Erin Hurd | *Education Specialist* |
| Linda Hoshizaki | *Resource Aide* |
| Rachel Milliken-Weitzman | *Reading Specialist/Intervention Coach* |
| Kristin Howell | *Librarian* |
| Grace Lee | *Speech Therapist* |
| John Bulan | *IT Support* |
| Nancy Felch | *EL Teacher* |
| Gretel Colvert | *Art* |
| Betsy Matthews | *Intermediate Literacy* |
| Andrea Chase | *Primary Literacy IA* |
| Julie Schreiber | *Primary Math IA* |
| Becca Wong | *Intermediate Math IA* |
| Bina Shah | *Primary Science IA* |
| Younju Han | *Kindergarten Aide* |
| Raji Ramamurth | *Kindergarten Aide* |
| Fiona Chew | *Kindergarten Aide* |
| Khurshid Gandhi | *Intermediate Science IA/Noon Supervision Coor.* |

| Teaching Staff | Room Number |
|---|---|
| Corey Potter - K | 1 |
| Katie Lacek - K | 2 |
| Megan Rompre - K | 3 |
| Amalia Median-Glover - 1 | 4 |
| Cara Stoneburner - 1 | 5 |
| Julie Saxena/Pam Price - 1 | 6 |
| Jeff Christopherson - 2 | 7 |
| Leslie Huey - 2 | 8 |
| Michelle Thomas - 2 | 9 |
| Rachel Davis - 3 | 10 |
| Elsa Chen - 3 | 11 |
| Celeste Deggeller - 3 | 12 |
| Colleen McManus - 4 | 13 |
| Kevin McAlpin - 4 | 15 |
| Teresa Lada - 4 | 16 |
| Genevieve Yu - 5 | 17 |
| Kimberly Kwon/Heather Buddie - 5 | 18 |
| Seema Ramanathan - 5 | 19 |

| Teaching Staff | Position |
|---|---|
| Deb Lombardi-Lytle | *PE Teacher* |
| Diane Saunders | *PE Teacher* |
| Lisa Cornejo | *4th Grade Music* |
| Jesse Denney | *Primary Music* |
| Janet Lynch | *Strings* |
| Allison Zenner | *Strings* |
| Lisa Lawrence | *Band* |
| Susan Macy | *Band* |

# HOOVER PTA EXECUTIVE BOARD

| Position | Name | Email |
|---|---|---|
| *President* | Indira Selvakumaraswamy | ptapresidenthoover@gmail.com |
| *Exec VP* | Jong-Mi Lee | jmnlee@gmail.com |
| *Secretary* | Anais Laborde Liu | anaislaborde@comcast.net |
| *Treasurer* | Volha Kuzmina | olkuzmina@gmail.com |
| *Auditor* | Divya Jindal | singhaldivya@hotmail.com |
| *Communications/Publicity* | Sridevi Narayanan | narayanan.sridevi@gmail.com |
| *Historian* | Peggy Basuki | pbasuki28@gmail.com |
| *Parliamentarian* | Indira Selvakumaraswamy | ipriyadarsani@gmail.com |
| *Assistant Secretary* | Prasanthi Govindarajan | prasharama@gmail.com |
| *Assistant Treasurerer* | Meilani Hendrawidjaja | Hendrawdjaja_m@yahoo.com |
| *Financial Secretary* | Nicole Lee | Nlee729@gmail.com |
| *Membership* | Liliya Shilova | lshilova@yahoo.com |
| *Special Education* | Anais Laborde Liu | anaislaborde@comcast.net |
| *VP Events* | Mayma Raphael | Vogue747@aol.commailto:donrichmond2nd@yahoo.com |
| *VP Fundraising* | Kathy Yang | Kathyyang1@yahoo.com |
| *VP Programs* | Ann Yeawon Lee | annyeawon@gmail.com |
| *Wellness/SEL* | Indira Selvakumaraswamy | ipriyadarsani@gmail.com |

# Hoover Site Council

## Staff

Jim Sherman.....*Principal*
Celeste Deggeller .....*Teacher Co-Chair*
Kristin Howell .....*Teacher Representative*
Rachel Milliken-Weitzman .....*Teacher Representative*

## Parent Representatives

Davy Lee .....*Parent Co-Chair*
Ira Pamnani.....*Parent Representative*
Payal Karsan .....*Parent Representative*
Zhou Qing.....*Parent Representative*