

CLIMATE AND CULTURE GUIDEBOOK

UPLAND UNIFIED SCHOOL DISTRICT



2021-2022

In absence of stated policies in this guidebook, California Education Code and Upland Unified School District Board policies shall remain in effect where applicable.

Upland High School Confidential Tip Line

Text (909) 687-0379

Available for Students, Staff and Community

“See Something, Say Something”

Information published herein is current and accurate at the time of publication. The Student Services department may be reached @ 909-949-7880 extension 35377 (Nancy Butler) or 35365 (Elizabeth Correa). The Student Services department adheres to Upland Unified School District Board Policies and Procedures, Upland High School Policies and Procedures, California Education Code, as well as applicable Federal, State and Upland Penal Code.

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Students and parents/guardians are responsible for reading the Upland High School's Student Conduct Handbook and all students are expected to comply with these rules.

Students and parents/guardians are expected to follow all rules and policies outlined in the California State Education Code (Ed Code), the Upland High School (UHS) Student Services Conduct Handbook and any other Upland Unified School District Board policies, rules and/or regulations.

NON-DISCRIMINATION STATEMENT:

The Upland Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), sexual orientation, religion, color, national origin, ancestry, physical or mental status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

UUSD NONDISCRIMINATION/HARASSMENT/MARRIED, PREGNANT, PARENTING STUDENTS

Students attend a safe school environment that is free from harassment and discrimination. All students have equal access and opportunities in academic and other educational support programs, services, and activities. It is prohibited for unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or pregnant/parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; 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. (BP 5145)

In addition, pregnant and parenting students will not be discriminated against based on marital status, pregnancy, childbirth, or related responsibilities. Students will be supported to continue their education, including any class and extra curricular activity. Any lactating student will be provided reasonable accommodations with access to a private and secure room or nurse's office to milk or breastfeed an infant child as well as be provided with reasonable time and equipment needed to express breast milk. (BP 5146)

MISSION STATEMENT

“Upland High School prepares and inspires all students academically and socially to be responsible and productive members of a changing global society.”



“These foundational expectations are anchored to our core values of College and Career Readiness, Accountability, Acceptance and Ethical Behavior.”

UPLAND STRONG BEHAVIOR STATEMENT

At Upland High School, we have set high standards to conduct ourselves in a way that is respectful and helpful in building a positive climate essential for learning. Together we model, teach, and coach the following schoolwide expectations: **Respect** yourself and others, take **Responsibility** for your learning, conduct yourself with **Integrity**.

UPLAND STRONG SCHOOL-WIDE BEHAVIOR EXPECTATIONS

At Upland High School, Highlanders are expected to:

- Be Responsible
- Be Respectful
- Have Integrity

The Four Pillars of Upland Strong can be found in this guidebook and include:

1. Schoolwide Expectations
2. Discipline Policy
3. Incentives Policy
4. Request for Support Procedure

ATTENDANCE EXPECTATIONS, PRACTICES, POLICIES AND PROCEDURES

ATTENDANCE

Students are expected to attend all classes every school day. Whenever possible, make medical, dental or other important appointments outside of school hours. A student who is habitually absent or tardy without sufficient cause may be referred to the School Attendance Review Board (SARB) or placed in an alternative school setting. The Upland Municipal Code (4240.10) requires parents/guardians to ensure their child attends school. Students who are truant are subject to citation and appearance with their parent/guardian in court. A conviction for violation of UMC 4240.10 may result in a penalty of up to \$1000 and/or imprisonment not exceeding six (6) months for the first violation. Subsequent convictions may result in increased penalties.

EXCUSING ABSENCES

All excused absences must be cleared through the attendance office by the student's parent/guardian within **ONE WEEK** school days of the original date of absence. If an absence is not cleared within **ONE WEEK**, the absence will remain unexcused. *It is the parent/guardian's responsibility to clear all absences.*

Absences can be cleared using any one of the following three methods:

1. Report absences online through the link on the school website or click here: [here](#)
2. Call the Attendance Line Message Center: 909-981-2830 and leave a voicemail.
 - **Please include the following detailed information in your email or voice message:**
 - The full name and relationship of person emailing (**Must be Parent/Guardian**)
 - Student's First And Last Name
 - Student Date of Birth
 - Student's Grade
 - Date of absence
 - The reason for absence (please be brief when possible)
 - Please leave a phone number where you can be reached if there are any questions or concerns.
3. Email the attendance office at: uhsattendance@upland.k12.ca.us
Sample Email (Please feel free to copy and paste and fill in the appropriate information)

"I am Sean Diaz and I am the father/mother/legal guardian of **STUDENT FIRST AND LAST NAME** whose date of birth is **March 7, 2002** who is in **Grade 10** at Upland High School. She was absent on **September 22, 2020**. **She was home sick**. I can be reached at **(123) 454-1818** if you have any questions or concerns.

*Absences due to medical/dental appointments may be validated with additional documentation from the medical/dental office (Doctor's Note). Please SCAN or take a picture of the note/printout and attach the file to the email.

PERFECT ATTENDANCE

Perfect attendance is defined as no period or full-day absences for a school year (approved school activities are not considered absences). Absences cleared by parents are still absences and count against perfect attendance even though they are excused.

ABSENCES

Students should miss no more than 10 days of school a year (approximately 1 day per month). Interventions are put into place for students with excessive absences. These interventions may include phone calls, letters and emails from the school to inform parents/guardians of student absences, potential home visitations, possible Pre-SARB and/or SART meeting at UHS/Contract, loss of privileges or referral to SARB for possible citation and/or alternative placement.

TRUANCY/UNEXCUSED ABSENCES

A truancy is an absence from class without clearance from the attendance office. A student is truant when he/she is more than 30 minutes late to class. **Any absence that is not cleared by parent or teacher of record within three days is unexcused and is treated the same as a truancy.****RULES FOR EXCUSED AND UNEXCUSED ABSENCES**

EXCUSED ABSENCES - California Education Code 48205	UNEXCUSED ABSENCES
48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is: (1) Due to the pupil's illness. (2) Due to quarantine under the direction of a county or city health officer. (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered. (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. (5) For the purpose of jury duty in the manner provided for by law. (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent. (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code. (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district. (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen. (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester. (d) Absences pursuant to this section are deemed to be absences in computing average daily	Overslept Traffic Had To Take Sibling To School Parents Had To Work Family Vacation Transportation Issues Don't Feel Well <hr/> Not All Unexcused Absences Are Truant Or Cuts CUTS occur when an absence is NOT Verified as excused or unexcused. In many cases this indicates that the student failed to attend school and/or did not receive permission from parents/guardians or

attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee (45194)

the school to be absent from class or leave the campus.

TARDIES

Students are expected to attend all classes on time every school day. In addition to utilizing the school-wide policy below, teachers are free to impose their own consequences for classroom tardies, if they choose.

Step 1 On the 3rd tardy to any single period, the teacher will notify a parent/guardian that their student has 3 tardies to that period. This notification can be in the form of a phone call or an email; leaving a message will be considered a notification. Teachers will document in Aeries.

Step 2 On the 4th tardy to the same period, the teacher will contact the appropriate grade level appropriate grade level School Counselor and inform them that a parent/guardian was notified when the student received the 3rd tardy. The Counseling Department will continue to document in the student's counseling notes any conversations with the student in question regarding attendance.

Step 3 On the 5th and any further tardies to the same period, the teacher will notify the appropriate grade level Student Services Director who will assign a Detention to the student.

For every 4 unserved detentions, a Saturday School will be assigned. Failure to serve Saturday Schools and/or detentions may result in a loss of privileges.

If the student continues to be tardy after the 5th tardy, the teacher needs to document all resulting tardies in Aeries. Additional tardies will result in further intervention from the Student Services Office, which may include SART (Student Attendance Review Team) and/or SARB (Student Attendance Review Board).

Privileges may be revoked, when necessary, for students who continue to exhibit chronic (excessive) tardies/absences/truancies.

What are potential consequences for poor attendance (including tardiness)

- Loss of senior privileges
- Loss of school activities (including dances)
- Loss of Off Campus Permit
- Loss of teacher assistant position
- Loss of Interdistrict Transfer
- Loss of Work Permit

TIERED ATTENDANCE PROCEDURES

TIER ONE - UNIVERSAL SUPPORTS FOR ALL STUDENTS

WHO	DATE/DATA TRIGGER	REQUIRED ACTIONS
Teachers	Daily	Take Accurate Daily Attendance
Attendance Office	Daily	<ul style="list-style-type: none"> • Clear absences called or emailed in by guardians • Update student's attendance as requested by teachers • Run Daily Attendance Reports • Code Unverified Absences • Drop students as requested • Provide administration with a report of teachers who do not submit attendance
District Office	3 Unexcused Absences	<ul style="list-style-type: none"> • Aeries Communication goes out if a student is marked Unexcused 3 or more times
Attendance Office	Weekly	<ul style="list-style-type: none"> • Collect and review Weekly Attendance Reports sent in by teachers for audit purposes • Review and correct Attendance Audit Listing
Attendance Office	Monthly	<ul style="list-style-type: none"> • Prepare and balance District Attendance Reports
Counselors and Teachers	Weekly	<ul style="list-style-type: none"> • Create Weekly Attendance Reports (Digitally or Manually) • Email these reports to Attendance Office • Verify Instructional Minutes
Teachers	If a student misses 3 class periods in a given quarter.	<ul style="list-style-type: none"> • Contact the parent/guardian via phone or email • Document Contact in Aeries
Student Services	Bi-weekly	<ul style="list-style-type: none"> • Attendance Data for review • Tier II and Tier III Referrals • Perfect Attendance

TIER TWO - TARGETED PREVENTION FOR SOME STUDENTS

WHO	DATE/DATA TRIGGER	REQUIRED ACTIONS
Teachers	3 Tardies	<ul style="list-style-type: none"> Contact parent/guardian to notify and document in Aeries.
Counselors	4 Tardies	<ul style="list-style-type: none"> Meet with student, contact the parents and document in Aeries.
Student Services/ Counseling Secretaries	If a student misses 5 or more periods in a quarter.	Attendance Letter #1 <ul style="list-style-type: none"> Student Services Secretary will print the letters. Counseling Secretaries will document that letter was mailed in Aeries Interventions Screen. Counseling Secretaries will stuff envelopes and mail letters.
Student Services/ Counseling Secretaries	If a student misses 8 or more days in a quarter.	Attendance Letter #2 <ul style="list-style-type: none"> Student Services Secretary will print the letters. Counseling Secretaries will document that letter was mailed in Aeries Interventions Screen. Counseling Secretaries will stuff envelopes and mail letters.
Student Services	If a student misses over 8 days in a given quarter.	SART meeting scheduled <ul style="list-style-type: none"> Student Services will schedule SART meetings and invite all required participants.

TIER THREE - INTENSIVE, INDIVIDUALIZED PREVENTION FOR FEW STUDENTS

WHO	DATE/DATA TRIGGER	REQUIRED ACTIONS
Student Services	5 Tardies	<ul style="list-style-type: none"> Assign Detention and document in Aeries
Probation Officer	<ul style="list-style-type: none"> If a parent/guardian does not attend scheduled SART meeting Mail Returned Student has not attended at all 	<ul style="list-style-type: none"> Students name is placed on home visit list PO completes home visit and logs information into Aeries Visitation Screen.
Student Services	<ul style="list-style-type: none"> If a student on a SART contract misses 3 or more days after SART date, student is referred to SARB. 	Referral to SARB hearing <ul style="list-style-type: none"> Directors will notify DO that students need to be placed on SARB list Admin Secretary will compile SARB packets Directors will present the case at SARB hearing

UPLAND HIGH SCHOOL

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

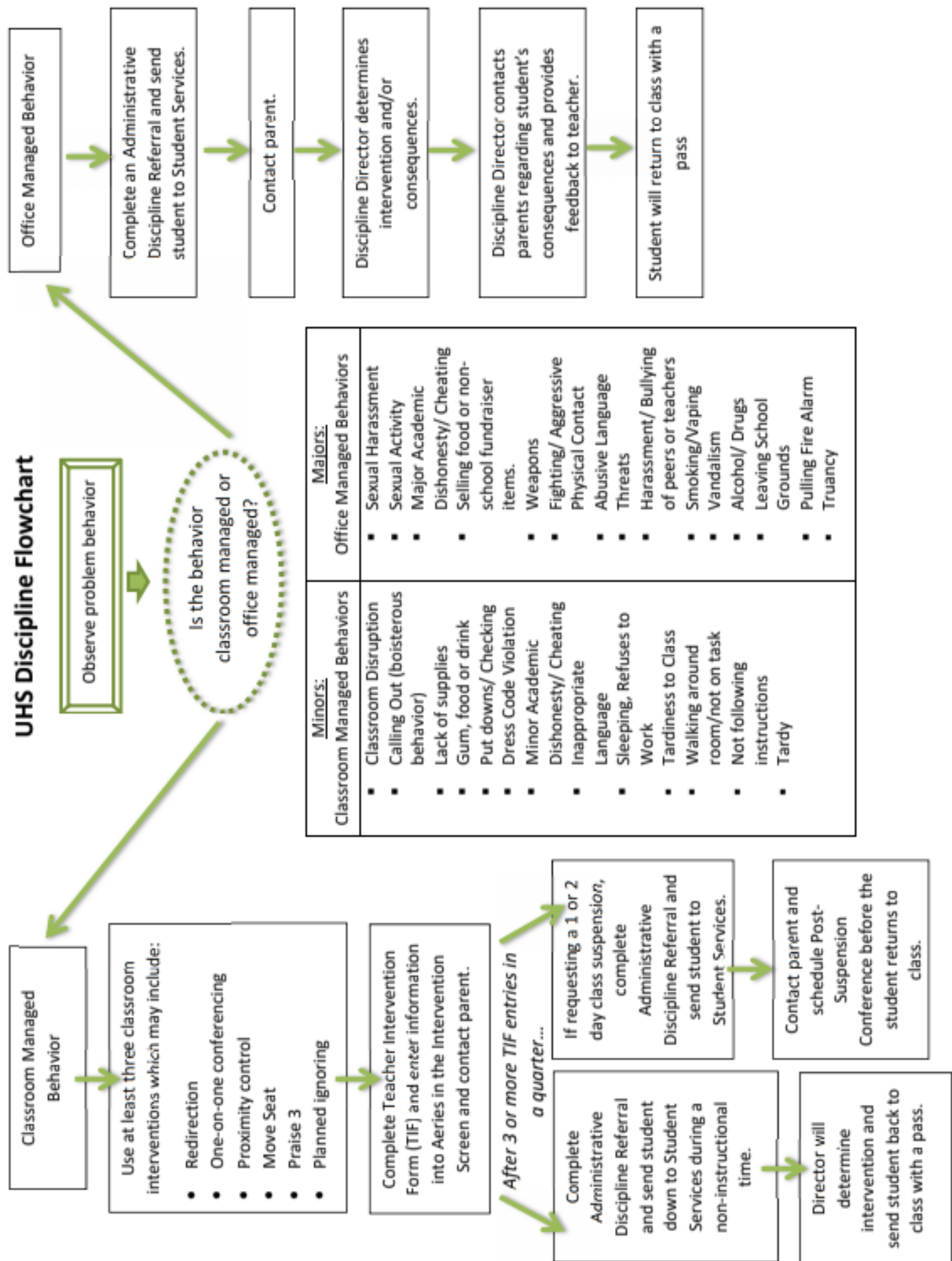


TEACHING MATRIX	ALWAYS	ON CAMPUS	IN CLASSROOM	ELECTRONICS	RESTROOM
RESPONSIBILITY	<ul style="list-style-type: none"> • Be on time • Follow school and district policies • Be responsible for your actions and words 	<ul style="list-style-type: none"> • Be where you are supposed to be • Utilize passing time efficiently and effectively 	<ul style="list-style-type: none"> • Attend school daily and on time • Be an active participant in the learning environment 	<ul style="list-style-type: none"> • Use electronics as instructed by staff and district policies (AUP) • Think before you post • Practice good digital citizenship 	<ul style="list-style-type: none"> • Use the facilities as they were designed • Return to class promptly • Practice good hygiene
RESPECT	<ul style="list-style-type: none"> • Be kind • Respect others property • Use appropriate language and voice • Follow directions 	<ul style="list-style-type: none"> • Have positive interactions • Respect personal space • Keep the campus clean 	<ul style="list-style-type: none"> • Support and encourage learning • Respect differences 	<ul style="list-style-type: none"> • Respect privacy of others • Use school electronics with care 	<ul style="list-style-type: none"> • Honor privacy • Respect others and their property • Maintain a clean environment
INTEGRITY	<ul style="list-style-type: none"> • Be on task • Do your personal best • Do the right thing even when no one is watching • Report misuse or dangerous situations using the UHS Tipline - (909)687-0379 • Always turn in work that represents your original effort 	<ul style="list-style-type: none"> • Make the right choices • Report dangerous situations • Help others in need 	<ul style="list-style-type: none"> • Do your own work • Be academically honest 	<ul style="list-style-type: none"> • Report misuse • Prevent digital drama • Practice academic honesty 	<ul style="list-style-type: none"> • Report misuse or dangerous situations • Report maintenance issues

Upland High School's Minors/Majors

	Minor (Classroom-Managed)	Major(Office-Managed)
Defiance Disrespect Noncompliant	<i>Low-intensity failure to respond to adult requests</i> <ul style="list-style-type: none"> Not following rules Rude body language (facial, grimace, sigh) Questioning adult authority Refusing to give name/display student ID Not doing work after redirection Lack of preparedness 	Habitual/Repeated/Flagrant refusal to follow directions, talks back and/or delivers socially rude behavior <ul style="list-style-type: none"> Talking back/Inappropriate arguing/responses to challenge authority Minor behavior escalates Truant/Ditching on campus
Disruption	<i>Repeatedly engages in low-intensity but inappropriate disruption</i> <ul style="list-style-type: none"> Over-socializing with a student peer Bothering/Disturbing another student peer Calling out answers; Talking out of turn Passing notes Tapping pencil or other nuisance item Leaving class w/o permission Out of Dress code Making noises Inappropriate cell phone usage 	Habitual/Repeated/Flagrant behavior causing an interruption in a class or activity <ul style="list-style-type: none"> Yelling, screaming Throwing food/objects with malicious intent Minor disruption escalates Inciting a food fight
Inappropriate Language	<i>Low-intensity instance of inappropriate language</i> <ul style="list-style-type: none"> Name calling (shut-up, stupid, dummy) Cursing Practical jokes Profanity(any language) 	Habitually/Repeatedly/Flagrantly delivers verbal messages that include swearing, name calling or inappropriate words <ul style="list-style-type: none"> Direct insults to a staff member Insulting a peer pervasively/Cruel joking Racial slurs which incite misconduct Habitual use of the "N word or related slang in class/school environment Oral, written comments, or pictures meant to insult or threaten Repeated cursing/vulgarities and/or obscenities
Physical Contact Physical Aggression Fighting	<i>Non-serious, but inappropriate physical contact</i> <ul style="list-style-type: none"> Pushing Game arguments/Horse Play Hitting, poking, touching, pinching, scratching Throwing objects at someone with intent 	Habitual/Repeated/Flagrant actions involving serious physical contact where injury may occur <ul style="list-style-type: none"> Spitting on someone with intent Biting Punching/Fighting Knocking someone to the ground/wall
Property/ School Equipment Misuse Vandalism	<i>Low-intensity misuse of property</i> <ul style="list-style-type: none"> Drawing or writing on someone else's paper or possessions Misuse of class materials(personal, school) Using scissors/equipment inappropriately 	Habitual/Repeated/Flagrant activity that results in destruction or disfigurement of property <ul style="list-style-type: none"> Graffiti Facility damage Intentional damage to property of others Writing/Tagging on furniture/textbooks/ school property/facilities) intentionally
Harassment Teasing Taunting	<i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes(electronic or print)</i> <ul style="list-style-type: none"> Teasing Exclusion Dirty looks/"Mad-dogging" Spreading rumors "Pressing" Withholding personal property 	<i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes(electronic or print)</i> <ul style="list-style-type: none"> Systematic exclusion Stalking Organizing a group to intimidate;menacing presence Sexual statements; comment about looks/Offensive(sexually-based) name-calling Inappropriate touching
Lying Forgery Cheating	<i>Delivers message that is untrue and/or deliberately violates the rules</i> <ul style="list-style-type: none"> Copying neighbor's homework, test and/or research paper Forgery of parent signature 	<i>Delivers message that is untrue and/or deliberately violates rules repeatedly</i> <ul style="list-style-type: none"> Transmitting answers to other students Publishing answers on the internet Forging a teacher signature
Theft	<i>Isolate instances</i> <ul style="list-style-type: none"> Taking something without permission 	<i>Possession of, passes on, or is responsible for removing someone's property without permission that has substantial monetary value.</i> <ul style="list-style-type: none"> Taking testing materials with the intent to cheat, or distribute

UHS Discipline Flowchart



Behavior Intervention Strategies

Classroom Managed		Office Managed
Minor Behavior	Intervention Strategy	Major Behavior <i>Refer these behaviors to Student Services</i>
Inappropriate language	<ul style="list-style-type: none"> Planned ignoring Redirection Secret Signal One-on-One Conference 	Bullying
Gum, food, drink	<ul style="list-style-type: none"> Meet and greet Redirection 	Serious vandalism
Lack of supplies	<ul style="list-style-type: none"> Reminder of expectation, provide supplies 	Profanity towards adult
Missing homework	<ul style="list-style-type: none"> Parent Contact One-on-One Conference 	Theft
Lying/cheating	<ul style="list-style-type: none"> Active Supervision One-on-One Conference 	Possessing a weapon
Name-calling	<ul style="list-style-type: none"> Secret Signal Parent Contact One-on-One Conference 	Gang related activities
Talking during instruction	<ul style="list-style-type: none"> Proximity Control Move seat Antiseptic bounce Secret Signal 	Sexual Harassment
Walking around room/ not on task	<ul style="list-style-type: none"> Proximity control Praise 3 Attention signal One-on-One Conference 	Fighting
Sleeping	<ul style="list-style-type: none"> Proximity Control Parent Contact 	Graffiti, facility damage
Tardy	<ul style="list-style-type: none"> Meet and greet Acknowledgement Parent Contact One-on-One Conference 	Leaving school campus
Consistent defiance	<ul style="list-style-type: none"> Meet and greet Parent Contact One-on-One Conference Behavior Contract Building Relationships 	Challenging authority, direct insult to a staff member
Not following instructions	<ul style="list-style-type: none"> Broken Record One-on-One Conference Building Relationships 	Biting, punching, knocking someone to the ground

Behavior Intervention Strategy Definitions

- **Planned Ignoring:** Occurs when an adult does not pay attention and acknowledge minor irritants or silliness in a child. It also requires the adult to determine which behaviors will stop on their own and which behaviors need interventions.
- **Redirection:** When a student fails to meet the expectations, going over them again with the student and allowing them an opportunity to reach the expectations
- **Secret Signal:** Nonverbal communication towards a specific student that is used to remind the student to correct their behavior in a way that no other students in the classroom know. (scratching your nose to remind Tommy to stop talking to his neighbor)
- **One on One Conference:** Speaking with the student on the side while the rest of class is engaged in an educational experience. Speaking with student about ways they can improve their behavior.
- **Meet and Greet:** Meeting all students at the door when class begins and welcoming them with a smile. Teacher attempts to check in with a few students that they know need an additional push to feel welcome in class.
- **Parent Contact:** A phone call or a postcard to a family member about the students behavior, first contact each year should be positive in nature
- **Active Supervision:** Continually scanning room with eyes and walking randomly through room ensuring all student behaviors are being observed
- **Proximity Control:** Simply standing near the off-task pupil will oftentimes be sufficient to make them consider their behavior.
- **Move Seat:** Having the student sit in a location in the classroom that is removed from the negative stimulus for the student
- **Antiseptic Bounce:** Send the target pupil to a colleague with a note or message. The note says, 'Tell (pupil's name) "Well done" and send him or her back!' The pupil has been removed from the problem situation and received praise
- **Acknowledgement:** create a system in which those students (or the entire class) can receive a tangible acknowledgement when they reach the expectations on a consistent basis
- **Praise 3:** Verbally Acknowledge 3 students who are meeting the expectations and exhibiting the behaviors you want to see, and then waiting to see the behaviors in other students
- **Building Relationships:** Getting to know your students as individual learners and allowing them to get to know you, as a way to build trust and respect within the classroom
- **Broken Record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.
- **Attention Signal:** Work to get the attention of the entire class in an organized manner when the teacher needs to address all students or feels like noise levels and behaviors are getting out of control. Should be visual and auditory to reach all students and must be taught and practiced with all students, with re-teaching throughout the year.

Restorative Practices Overview

Upland High School utilizes the Restorative Practices approach. The purpose of Restorative Practices is to further cultivate community on campuses with a focus on building strong relationships. Restorative Practices hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

Through restorative practices, members of the school community will:

1. Have an opportunity to be heard in a fair decision making process
2. Understand the greater impact of one's actions
3. Learn to take responsibility
4. Repair the harm one's actions may have caused
5. Recognize one's role in maintaining a safe school environment
6. Build upon and expand on personal relationships in the school community
7. Recognize one's role as a positive contributing member of the school community.

Ultimately, people will learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a Restorative Practice.

A Response to, and Prevention of Harm

In schools, Restorative Practice/Approaches are multifaceted in nature. Restorative practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community.

Benefits of Restorative Approaches in the School Setting:

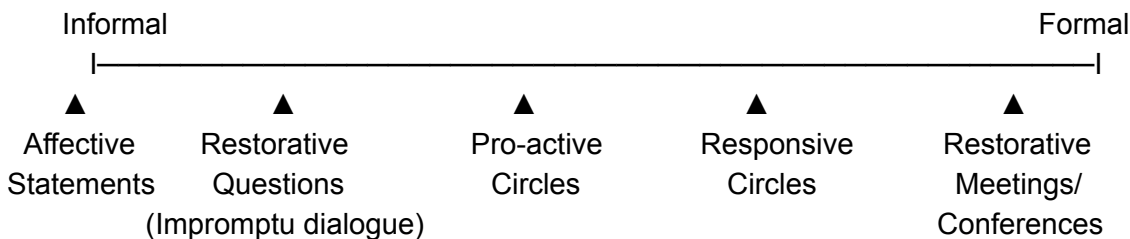
- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations.

Restorative Practices Process

“The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them.”

(The Restorative Practice Handbook, Costello and Wachtel)

The core of restorative practices is building and restoring relationships.



Affective Statements: Active and non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings.

Restorative Discussion: A restorative approach to help those harmed by others actions, as well as responding to challenging behavior consists in asking key questions.

Restorative Questions:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done? In what way?
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible?

Proactive and Responsive Circles: Can be used for team building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern.

Restorative Meetings/Conferences: Those who have acknowledged causing harm meet with those they have harmed, seeking to repair the harm as much as possible.

CAMPUS POLICIES & PROCEDURES

PROGRESSIVE DISCIPLINE PHILOSOPHY

The purpose of progressive discipline at UHS is to teach students appropriate behaviors so that they may be successful in the learning environment. Implementing specific behavioral interventions like Positive Behavior Intervention Supports (PBIS), Capturing Kids' Hearts (CKH) and Restorative Practices (RP) while working with parents as partners and allies in the process is critical in supporting student responsibility and success. When it becomes necessary to follow formal student discipline policies, rules and/or procedures, Student Services adheres to California Education Code(s), other applicable laws and Upland Unified School District Board policies and procedures. Student Services believes that behavioral discipline within a school setting should be centered on restorative justice while serving as an integral part of an educational process that supports a student's fullest development (Dignity in Schools, 2017). To that end, our department's goal is to change and alter negative behavior patterns within the academic setting. We utilize *progressive discipline measures* and always seek to exhaust "other means of correction" before committing to any suspension/due process procedures.

SUSPENSION/REMOVAL FROM A CLASS

After a progressive discipline process that includes other means of correction have failed and a student continues to misbehave or demonstrate inappropriate classroom conduct, a teacher may suspend a student from a class for any of the acts enumerated in EC 48900 for the day of the suspension and the following day. The teacher shall immediately report the suspension to the principal (or designee) and send the student to the Student Services office. As soon as it is practical, the teacher shall contact the parent and arrange a parent conference to discuss the suspension. Teacher must also have a restorative meeting with the student upon return from suspension and note in aeries intervention.

[California Education Code 48910.](#)

48910.

(a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

SUSPENSION FROM SCHOOL

A student may be suspended from school or recommended for expulsion if it is determined that the student has committed an act in violation of the provisions of EC 48900, 48900.2, 48900.3, 48900.4, 48900.7. The principal is required to recommend for expulsion any student found to have violated the provisions of EC 48915. Should a student be suspended from school, a reasonable effort shall be made by the principal (or) designee to contact the student's parent or guardian in person or by telephone at the time of suspension. Within one school day of the beginning of suspension, a notice shall be given to the parent or guardian [EC 48911(d)]. The parent or guardian shall be requested to attend a conference prior to the student returning to school. (SB 813, Ch. 498). Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the school grounds or during recess and lunch (EC 44807). ***Suspension and Expulsion Guidelines can be found in the [California Education Code 48900.](#)***

RETURN FROM SUSPENSION

At the time of suspension, the school administrator or designee shall coordinate a conference/meeting with any student who has been suspended from school prior to return to class with the Wellness Center Counselor. The parent/guardian may be invited to attend this meeting. A restorative meeting with fellow students and/or staff may also be scheduled to facilitate a smooth return to school class.

ACADEMIC DISHONESTY

Academic integrity and honesty are fundamental principles of scholarship. Students are expected to do their own work on tests and independent assignments, neither giving assistance to other students or getting assistance from other students or sources. The content of research papers, essays, and other individual assignments is expected to provide a means to distinguish a student's own work from the work and ideas of others. Credit must be given to the source of the ideas or words of another. Therefore, any instances of academic dishonesty may result in the one or more of the following disciplinary actions by the teacher of record - Zero grade on assignment/test, parent contact or referral to Student Services. Subsequent and serious infractions may include one or more of the following: Saturday School, behavior contract, due process hearing and possible restriction of school activities.

Serious infractions include stealing any documents, altering grades and/or records (written or electronic), submitting/receiving work that is retrieved dishonestly or selling work to others. Students found in violation will be subject to suspension, a due process hearing, and a possible referral to the District Expulsion Panel.

Be advised that counselors and teachers are required to respond honestly and accurately to college requests and/or college recommendations regarding any violation of the academic honesty policy.

Searching Students - The Principal (or designee) may conduct a search of a student when there is a reasonable suspicion that the student may be in possession of a controlled substance, stolen property or dangerous objects. Searches may be conducted without initial notification of parents. In addition, random searches of the campus are conducted on a frequent basis. Areas searched include, but are not limited to classrooms, lockers, automobiles, backpacks and purses. From time to time, a specially trained dog is used during these searches.

PROHIBITED BEHAVIORS AND APPROPRIATE ACTIONS (Listed Alphabetically)

AUTOMOBILES & PARKING:

Driving and parking on campus is a privilege and not a right. Students may not visit their car during the school day. Cars parked on campus must display a parking permit. Permits are available at the student store. Permits are not transferable. Parking permits may be revoked for unsafe driving, poor attendance, excessive tardiness or as a result of disciplinary action. Cars parked without a visible permit or in a restricted location may receive a citation. Students are not permitted to use their cars to take other students off campus during the regular school day without permission from a parent/guardian. Motor vehicles, motorcycles and mopeds must be parked in designated areas and locked. Students are not permitted to ride mopeds, motorcycles or any motorized vehicles on campus at any time. The District is not responsible for lost, stolen, or damaged motor vehicles, motorcycles and mopeds on or off campus. See the [parking permit application for the complete regulations regarding driving and parking on campus.](#)

BICYCLES AND SKATEBOARDS:

Students are not permitted to ride bicycles, roller skates/blades, heelys, skateboards or any other wheeled devices on campus at any time. The District is not responsible for lost, stolen, or damaged bicycles, roller skates/blades, heelys, skateboards, or vehicles brought on or off campus. Bicycles and skateboards must be parked in designated areas and locked. Bicycles and/or skateboards or any other wheeled device found to be out of compliance will receive disciplinary action.

BULLYING, HARASSMENT, SEXUAL HARASSMENT & THREATS:

Any gesture, written or verbal statement, message or graphic or physical act (including those electronically transmitted) that is reasonably perceived as being based upon race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic is considered harassment or bullying and is prohibited and subject to disciplinary action (EC 48900.4 and BP 5145.3, 5145.7, 5145.9). •(EC 48900.2) – A student may be suspended from school or recommended for expulsion if a reasonable person of the same gender as the victim determines that the conduct is sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

Students should REPORT IMMEDIATELY any instances of sexual and/or bullying/harassment to the principal and/or administrative designee, a counselor, a discipline director, teacher or any other appropriate and trusted adult on campus. Utilize UHS Tip Line - (909) 687-0379 or the Bullying/Harassment reporting form.

CELL PHONE & ELECTRONICS POLICY:

Teachers to determine policy. Should a student violate a teacher's expectations for cell phone or electronic device policy, the teacher shall employ a progressive approach that includes a conversation with the student to remind him or her of expectations. Additional violations will include parent/guardian contact followed by a referral to the Office of Student Services. In addition, the student shall be subject to the Academic Honesty Policy. Any use of a cell phone or other digital or electronic device during a standardized state or national assessment shall subject a student to further disciplinary action. Teacher shall document appropriate intervention and parent contact.

CONTROLLED SUBSTANCES AND WEAPONS:

Possession, distribution, use, or sale of drugs/illegal substances, alcohol, all weapons (including all knives and pocket knives, no matter how small, as well as imitation firearms), or facsimiles thereof are not permitted on or off of the school campus by students during the school day or while they are on their way to or from school. Consequences will include suspension, due process hearing, and referral to the District Expulsion Panel. Possession and/or use of weapons, imitation weapons, injurious objects and/or prohibited substances are major disciplinary offenses. Suspension will result and recommendation for expulsion is probable. A Breathalyzer may be used to determine intoxication on campus, at school functions, or on the way to or from school or school functions.

DAMAGE TO PROPERTY:

The parent or guardian having custody or control of any minor whose willful misconduct results in injury or death to any student or person employed by or performing volunteer services for a school district, or willfully defaces, or otherwise injures in any way property, real or personal, belonging to a school district, shall be liable for all such damages so caused by the minor (EC 48909).

DEFIANCE:

Defiance directed toward any school personnel is not permitted.

DELIVERIES:

To maintain the health and safety of the UHS campus and to avoid unnecessary distractions and disruptions, deliveries of any kind to students are not permitted. This includes deliveries from friends/family and/or delivery services including but not limited to Uber Eats, DoorDash or GrubHub. This includes deliveries through the front office and/or through gates on campus. Items attempting to be delivered will be confiscated and are subject to parent pick up after school.

FIGHTING:

Fighting and/or battery, whether provoked or unprovoked, is not permitted on or around the campus. Consequences for violation of this rule will include suspension, a monetary fine, and may include arrest and/or citation and/or a due process hearing and recommendation to the District Expulsion Panel. Causing serious physical injury to another person except in credible self-defense will incur disciplinary action. Participation in a fight may include promoting, encouraging or videotaping/recording the participants.

GAMBLING:

Gambling of any kind is prohibited on campus.

HATE VIOLENCE:

(EC 48900.3) The pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5: No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

HAZARDOUS OR DISRUPTIVE ITEMS:

Any items deemed to be a safety hazard to other students or disruptive to the educational process will be taken from students and parents will be notified. Items such as aerosol products, squirt guns, soakers, poppers, shaving cream or aerosol whipped topping, water balloons, chains, dice, laser lights or devices, firecrackers or caps or other items deemed to be hazardous or disruptive must not be brought on campus. Possession or use of any of these (or any other item deemed a nuisance item) may result in suspension for disruption, and possible expulsion. In addition, dangerous substances such as tear gas, Mace and pepper spray are illegal on the school campus. Laser lights, laser pointers, and other such laser signaling devices are illegal on campus (PC 417.27). Possession, use, or furnishing of any prohibited substance may result in arrest and recommendation for expulsion. *The District is not responsible for replacement of or reimbursement for any confiscated items.*

INAPPROPRIATE OR ABUSIVE LANGUAGE:

Verbally abusive language toward students or staff is not permitted. A student who verbally abuses a staff member or uses profanity in the presence of a staff member may be sent to the discipline office, suspended and/or recommended for expulsion.

LITTERING:

Littering on or around the campus may result in citation by Upland Police Department (or designee). Consequences may include fines and/or the requirement to do community service as determined by the court. Failure of the minor and his/her parents to appear in court as directed or pay the fine may result in further penalties and fines (CPC 374).

LOITERING:

The City of Upland has enacted an ordinance that prohibits loitering off campus during school hours. It provides that it is illegal for juveniles to loiter, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, public eating establishments, vacant lots, or any unsupervised place between 8:30 a.m. and 2:30 p.m. on school days, unless accompanied by a parent or guardian, or unless the juvenile has a valid off-campus permit. Juveniles who violate this ordinance will be given a citation to appear in juvenile court with a parent or guardian. Penalties can include fines and/or community service and suspension of the juvenile's driving privilege.

NETIQUETTE:

By definition, *etiquette* is "the customary code of polite behavior in society or among members of a particular profession or group." In cyberspace, *netiquette* is "an acceptable way of communicating and behaving on the Internet."

- Try not to dominate any discussion.
- Give other students the opportunity to join the discussion.
- Use appropriate and academic language. Present your ideas appropriately.
- Be cautious in using internet language. Example, do not capitalize all letters- this suggests shouting.
- Popular emoticons, such as a smiley face, can be helpful to convey your tone, but do not overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express your opinion. All opinions should be respected.
- Think and edit before you hit the "send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but must be appropriate.
- Participation builds rapport with both your teachers and other students.
- Activities not related to classroom assignments are considered inappropriate use. Messaging, videoconferencing, social networking not connected to the classroom activities should NOT be done during school hours.

The District reserves the right to suspend account access for students demonstrating inappropriate netiquette.

OTHER SCHOOLS:

Upland High School students are not permitted to be on campuses of other schools during the regular school day.

PERSONAL PROPERTY:

Students are responsible for all of their own personal property. The school and Upland Unified School District are not responsible for theft or damage. Physical education and athletic lockers should be kept locked at all times and students are not allowed to share their lockers. Unclaimed personal property is donated to a local charity after thirty days.

RECORDING:

Audio and/or video recording in the classroom without the express advanced permission of the teacher is strictly prohibited. Audio and/or video recording of any staff and/or students without their express permission on campus, at school events or during school hours is also prohibited.

TERRORIST THREATS:

(EC 48900.7) – For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as threat even if there is no intent of actually carrying it out. The threat, on its face and under the circumstances in which it was made, is so unequivocal, unconditional, immediate, and specific as to convey the person threatened:

- A gravity of purpose and an immediate prospect of execution of the threat;
- Causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety;
- Or for the protection of school district property, or the personal property of the person threatened
- Or his or her own family

TOBACCO:

Possession or use of tobacco is not permitted during the day or at school activities. This includes but is not limited to cigarettes, electronic cigarettes, cigars, pipe tobacco, chewing tobacco, and snuff.

VAPING AND VAPING DEVICES:

Possession or use of vaping products is not permitted during the day or at school activities, including distance learning. This includes but is not limited to nicotine, marijuana or vaping juice/pods/oil.

STUDENT DRESS CODE

The site administration is responsible for interpreting and enforcing the student dress and appearance policy. As fashions trends change, there may be a need to interpret policy on dress standards. When this occurs, parents may be notified by an administrator and/or administrative designee. Inappropriate clothing may be confiscated and released to parents. Parent support in encouraging students to dress appropriately is greatly appreciated. While on the UHS campus, at school-related activities and/or in photos on school related media including newsletters, website and/or school social media accounts, students will comply with the following dress code:

- Clothing must cover the shoulders, midriff, buttocks, cleavage and undergarments (bra/underwear). *Examples* of clothing that would be deemed inappropriate may include: tank tops w/ straps too thin to cover a bra, strapless tops, off-the-shoulder tops, low-cut shirts, bare-back, sheer or mesh clothing that does not have an appropriate blouse or shirt underneath, pants that sag and show underwear etc.
- Clothing must not be excessively tight, see-through or sheer.
- Undergarments and swimwear may not be worn as outerwear.
- Pajamas, sleeping garments, blankets and/or slippers may not be worn.
- Students may not wear pants that sag or oversized pants.
- Clothing, shoes, jewelry, bags, accessories and hats that advertise, promote, depict or suggest alcohol, tobacco, drugs or any illegal substances, sexual activity, gangs, graffiti, violent acts or characters, inappropriate graphics, gestures or words, or are derogatory, disparaging or demeaning toward any individual or group of individuals may not be worn.
- Clothing, shoes, jewelry, bags, accessories and hats that are gang related, denote a hate group, present a safety hazard or disrupt the learning environment may not be worn.
- Hats must be removed in classroom or office settings.
- Skin art that depicts anything not allowed by the dress and appearance standards must be covered by an appropriate article of clothing.

- Spiked jewelry, brass knuckles, handcuffs, knives of any size or type or chains - including those attached to wallets, backpacks or purses
- Hair styles may not disrupt the learning environment.
- Sunglasses may not be worn indoors without a physician's note on file in the health office.
- Shoes should have substantial soles, may not have steel-reinforced toes and must comply with all school and classroom safety regulations.

DANCE REGULATIONS AND DRESS CODE

Dress code for most dances varies. Any change in acceptable attire will be advertised prior to the dance. A specific dress code applies to each dance and will be enforced. For the Homecoming dance, students are required to wear semi-formal attire, such as slacks, ties, dresses or skirts. The attire for Prom requires students to wear formal attire, such as a tie with a jacket or a dress. Strapless dresses are acceptable at these events. An administrator will be stationed at the entrance to the dance to check improper attire. Students who are dressed inappropriately will not be permitted to enter the dance, and parents will be notified. No refunds will be awarded.

All students are expected to comply with the school's student dress and appearance policy. Failure to comply will be considered a form of defiance and may result in disciplinary action up to and including suspension from school. The school dress code and consequences will be in effect the first day of school. The school reserves the right at any time to amend this list. Should this occur, parents and students will be notified.

UUSD BOARD POLICY ON STUDENT APPEARANCE AND DRESS REGULATIONS

[Board Policy 5132](#) - Students Dress and Grooming

[Administrative Regulation 5132](#) - Students Dress And Grooming

Any questions about student dress or appearance, please contact any member of the Student Services Department:

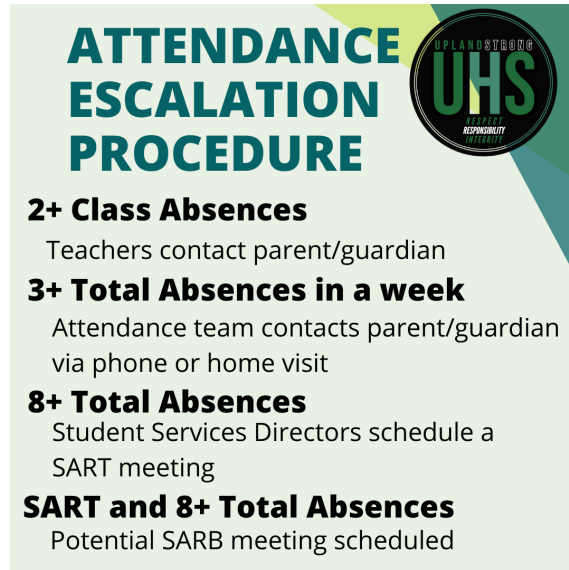
sean_diaz@upland.k12.ca.us | brian_chavez@upland.k12.ca.us | laura_mcmullen@upland.k12.ca.us

Incentives

5 Star Students

All staff at Upland High School have the opportunity to give students points through the 5 Star app for demonstrating they are Upland Strong and showing Responsibility, Respect and Integrity.

Request for Support - Attendance



**ATTENDANCE
ESCALATION
PROCEDURE**

2+ Class Absences
Teachers contact parent/guardian

3+ Total Absences in a week
Attendance team contacts parent/guardian via phone or home visit

8+ Total Absences
Student Services Directors schedule a SART meeting

SART and 8+ Total Absences
Potential SARB meeting scheduled

UPLAND STRONG UHS
RESPECT RESPONSIBILITY

If staff has additional concerns about student attendance, contact the corresponding Director of Discipline & Attendance in the Student Services department.

Request for Assistance - Behaviors

Staff should enter interventions for minor behaviors in Aeries. These behaviors may include:

Defiance/Non Compliance	Disruption/off-task	Teasing/rumor spreading
Physical Contact/Unsafe Actions	Reported Bullying	Destruction of property
Property Misuse	Out of bounds/off campus	Inappropriate display of affection
Technology violation	Academic Integrity	Dress Code Violation
Cell Phone	Attendance Concern	Socioemotional Concern
Distance Learning Concern	Behavioral Concern	Others

The Tier 2 team will run reports to analyse students in need of Tier 2 Interventions. Staff who think a student may need additional Tier 2 behavior supports may refer the student to their Counselor or Student Services Director who will direct that student to the Tier 2 team for evaluation.

Wellness Center

The staff at Upland high recognizes the need to focus on the whole child. The whole child involves behavior support and Social Emotional Learning. It's our goal at Upland High School to provide the resources and support necessary in

the areas of behavioral support and social emotional learning. The Wellness Center is open to ALL students and staff of Upland High School

The Wellness Center offers a calm space for:

<ul style="list-style-type: none">● Personal and group counseling● Self-esteem● Social Skills● Emotional● Anger Management● Stress/ Anxiety Management● Home/Family● Grief and Loss (death, divorce, ect.)	<ul style="list-style-type: none">● Social Emotional Workshops● Empowerment Groups● Occasional Brain Breaks● Restorative Practice● Conflict Resolution● Building community among staff● Return from suspension
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Students can be referred to the Wellness Center through their Counselor, the Health Office, Student Services or an Administrator. If you think a student would benefit from the Wellness Center, please contact the student’s counselor.

Reporting Inappropriate Behaviors

Bullying & Harassment Reporting Form

Students, parents/guardians or staff may report any concerns about bullying or harassment through the reporting form found on the school website: <https://uplandhigh.schoolloop.com/bullying>

DEFINITION

Bullying means any severe or pervasive physical or verbal act of conduct, including communications made in writing or by means of an electronic act directed towards 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 in fear of harm to that pupil’s person or property
- B. Causing a reasonable pupil to experience a substantially detrimental effect on their mental health.
- C. Causing a reasonable pupil to experience substantial interference with their academic performance.
- D. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities or privileges provided by a school. Ed Code 234-234.5

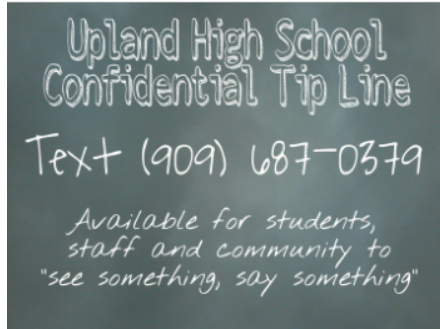
REPORT

Any person who has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school should report the incident immediately to a counselor, administrator, or other adult personnel on campus. Students and parent/guardians have the option of reporting the incident through the Bullying/Harassment Complaint Form located at the school and online.

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or harassment. The person who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of bullying or harassment, and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall present a written response to the person who filed the complaint and to the accused individual. The report shall include his/her findings, decision, and reason for the decision.

UHS Tip Line



RESOURCES

ONLINE RESOURCES

[CALIFORNIA EDUCATION CODE](#)

[SCHOOLWIDE EXPECTATIONS MATRIX](#)

[UPLAND HIGH SCHOOL'S MAJOR/MINOR BEHAVIORS](#)

[DISCIPLINE FLOWCHART](#)

[COLLEGE BOARD AND SAT WEBSITE](#)

[ACT WEBSITE](#)

[TEEN MENTAL HEALTH](#)

WHAT DO I DO IF I NEED HELP?

- Reach out to your teachers if you need support.
- Reach out to your Counselor via email
- Reach out to members of the Student Services Team
- Reach out to Upland High School Administration Team

PARENTS AND GUARDIANS: WHAT TO DO IF YOU NEED HELP SUPPORTING YOUR STUDENT?

- Access your Aeries parent account. Please contact your school immediately for help in setting one up.
- Communicate with your student's school if your student is sick or cannot participate, for whatever reason, so we can take appropriate actions to support them.

- Monitor your student's wellness/mental health support. Contact your student's Counselor to share your concerns. They will work with you to determine next steps for supporting your student.

FOR MORE INFORMATION REGARDING COVID-19, PLEASE REFER TO THESE PUBLIC HEALTH AGENCIES:

- [County of San Bernardino Public Health](#)
- [California Department of Public Health](#)
- [Centers for Disease Control and Prevention](#)
- [World Health Organization](#)