



Student HANDBOOK



Palo Alto High School

50 Embarcadero Road
Palo Alto, CA 94301
Phone: 650-329-3701
Fax: 650-329-3753
Attendance: 650-329-2711
www.paly.net

PALY STUDENT HANDBOOK

**Revised
June 2023**

DAILY BELL SCHEDULE

Paly Bell Schedule

| Monday - 7 per Day | Tuesday - A Day | Wednesday - B Day | Thursday - A Day | Friday - B/Adv Day |
|---------------------------------------|---|---|---|---|
| Zero Period 7:55-8:50 (55 min) | Zero Period 7:55-8:50 (55 min) | Zero Period 7:55-8:50 (55 min) | Zero Period 7:55-8:50 (55 min) | |
| | | | | |
| 1st Period 9:00-9:45 (45 min) | 1st Period + Annc 9:00-10:35 (95 min) | 5th Period + Annc 9:00-10:35 (95 min) | 1st Period + Annc 9:00-10:35 (95 min) | 5th Period + Annc 9:00-10:35 (95 min) |
| Passing 9:45-9:55 | | | | |
| 2nd Period 9:55-10:40 (45 min) | | | | |
| Brunch 10:40-10:55 | Brunch 10:35-10:50 | Brunch 10:35-10:50 | Brunch 10:35-10:50 | Brunch 10:35-10:50 |
| 3rd Period 10:55-11:40 (45 min) | 2nd Period 10:50-12:20 (90 min) | 6th Period 10:50-12:20 (90 min) | 2nd Period 10:50-12:20 (90 min) | 6th Period 10:50-12:20 (90 min) |
| Passing 11:40-11:50 | | | | |
| 4th Period 11:50-12:35 (45 min) | Lunch 12:20-1:00 (40 min) | Lunch 12:20-1:00 (40 min) | Lunch 12:20-1:00 (40 min) | Lunch 12:20-1:00 (40 min) |
| Lunch 12:35-1:15 (40 min) | | | | |
| 5th Period 1:15-2:00 (45 min) | 3rd Period 1:00-2:30 (90 min) | 7th Period 1:00-2:30 (90 min) | 3rd Period 1:00-2:30 (90 min) | Advisory 1:00-1:50 (50 min) |
| Passing 2:00-2:10 | | | | Passing 1:50-2:00 |
| 6th Period 2:10-2:55 (45 min) | Passing 2:30-2:40 | Passing 2:30-2:40 | Passing 2:30-2:40 | 7th Period 2:00-3:30 (90 min) |
| Passing 2:55-3:05 | 4th Period 2:40-4:10 (90 min) | PRIME 2:40-3:30 (50 min) | 4th Period 2:40-4:10 (90 min) | |
| 7th Period 3:05-3:50 (45 min) | | | | |

TABLE OF CONTENTS

| | |
|--|-----------|
| DAILY BELL SCHEDULE | 4 |
| A BRIEF HISTORY OF PALO ALTO HIGH SCHOOL | 9 |
| CONTACT INFORMATION | 10 |
| DISTRICT ADMINISTRATION | 10 |
| BOARD OF EDUCATION | 10 |
| PAHS STAFF LIST | 11 |
| IN FOCUS & PALY @PalyVikings ON TWITTER | 12 |
| WEBSITE | 13 |
| IN FOCUS | 13 |
| PALY LINK | 13 |
| STUDENT PUBLICATIONS | 13 |
| WASC | 14 |
| (WESTERN ASSOCIATION OF SCHOOLS & COLLEGES) | 14 |
| ATTENDANCE POLICIES & PROCEDURES | 15 |
| ATTENDANCE POLICY | 15 |
| ATTENDANCE EXPECTATIONS | 15 |
| ABSENCE REPORTING PROCEDURE | 15 |
| EXCUSED & UNEXCUSED ABSENCES | 16 |
| PRIOR APPROVED ABSENCES | 16 |
| HEALTH-RELATED ABSENCES | 17 |
| HEALTH APPOINTMENTS | 17 |
| FAMILY TRIPS | 18 |
| TRUANCY | 18 |
| TARDIES (UNDER 30 MINUTES) | 18 |
| UNEXCUSED ABSENCE (UAB) (TARDIES OVER 30 MINUTES) | 18 |
| ACTIONS TO ADDRESS POOR ATTENDANCE | 18 |
| CONSEQUENCES FOR UNEXCUSED ABSENCES IN CLASSES | 19 |
| CONSEQUENCES FOR TARDIES IN CLASSES | 19 |
| SARB (THE SCHOOL ATTENDANCE REVIEW BOARD) | 19 |
| GUIDANCE | 20 |
| PALY GUIDANCE SERVICES AT-A-GLANCE | 20 |
| PAUSD GUIDANCE LOGIC MODEL | 22 |
| THE TEACHER ADVISOR (TA) PROGRAM AT PALY | 23 |
| OTHER STUDENT SUPPORT RESOURCES/FACILITIES | 24 |
| GRADUATION REQUIREMENTS | 25 |
| STUDENT SUPPORT PROGRAMS AT PALO ALTO HIGH SCHOOL | 27 |

| | |
|--|-----------|
| HOMework | 29 |
| OTHER INFORMATION | 29 |
| TESTING | 30 |
| STUDENT ACTIVITIES | 33 |
| STUDENT GOVERNMENT | 33 |
| CLUBS | 33 |
| PALY ID CARD (W/ASB STICKERS) | 33 |
| SCHOOL DANCES | 33 |
| HOMECOMING ACTIVITIES | 34 |
| LOCKERS | 34 |
| ASB SOCIAL MEDIA | 34 |
| POSTING OF MATERIALS ON CAMPUS | 34 |
| LUNCH | 35 |
| ATHLETICS | 36 |
| DEPARTMENT MANUAL | 36 |
| PTSA | 37 |
| COMMUNICATIONS | 37 |
| VOLUNTEER PROGRAM | 37 |
| PARENT NETWORK PROJECTS | 37 |
| BOOSTERS | 38 |
| Single PLAN for Student Achievement (SPASA) / SITE COUNCIL | 38 |
| PALO ALTO COUNCIL OF PTAs | 38 |
| COMMUNITY SERVICE | 38 |
| GENERAL RULES/REGULATIONS | 39 |
| BEHAVIOR STANDARDS | 39 |
| IDENTITY SAFETY | 39 |
| APPEARANCE & DRESS | 39 |
| STUDENT BODY CARDS & IDs | 40 |
| VISITORS | 40 |
| UNAUTHORIZED PRESENCE ON CAMPUS | 40 |
| SCHOOL PROPERTY | 40 |
| GROUNDS | 40 |
| OPEN CAMPUS | 40 |
| TOWN & COUNTRY | 41 |
| PROHIBITED ON PALY CAMPUS | 41 |
| THEFTS & VANDALISM | 41 |
| PRANKS & OTHER ILLEGAL ACTIVITIES | 41 |
| INAPPROPRIATE OBJECTS | 42 |
| WEAPONS | 42 |
| ALCOHOL & OTHER DRUGS | 42 |
| TOBACCO-FREE SCHOOL | 42 |
| VAPING | 43 |
| PEANUT ALLERGIES | 43 |

| | |
|---|------------|
| DANCE POLICY | 43 |
| TRANSPORTATION & PARKING | 44 |
| DROP-OFF ZONES | 44 |
| BICYCLES | 44 |
| SKATEBOARDS, ROLLERBLADES, & SCOOTERS | 44 |
| GENERAL PARKING REGULATIONS | 44 |
| PERMITS | 45 |
| IMPORTANT PARKING INFORMATION | 45 |
| PROCEDURE FOR PURCHASE OF PARKING PERMITS | 46 |
| ACADEMIC HONESTY POLICY | 47 |
| ACCEPTABLE COMPUTER/INTERNET-USE POLICY | 50 |
| EMERGENCY/DISASTER | 56 |
| DISASTER EVACUATION PROCEDURES FOR STUDENTS | 56 |
| KEY INFORMATION & LOCATIONS | 57 |
| FREQUENTLY ASKED QUESTIONS | 57 |
| GLOSSARY OF TERMS | 60 |
| PAUSD SCHOOL YEAR CALENDAR | 61 |
| SCHOOL MAP | 62 |
| PEERY CENTER MAP | 63 |
| DISTRICT/POLICIES | 64 |
| HOMEWORK | 64 |
| CONDUCT | 68 |
| PAUSD DISCIPLINE PLAN | 70 |
| UNLAWFUL DISCRIMINATION NOTICE | 73 |
| BULLYING | 74 |
| SEXUAL HARASSMENT | 81 |
| NONDISCRIMINATION / HARASSMENT | 89 |
| TITLE IX COMPLIANCE | 98 |
| UNIFORM COMPLAINTS | 99 |
| PARENTS & COMMUNITY | 120 |
| PARENT & COMMUNITY INVOLVEMENT | 120 |
| PARENT CONCERNS | 121 |



A BRIEF HISTORY OF PALO ALTO HIGH SCHOOL

Palo Alto High School opened its doors in 1894 as a private school with 3 teachers, 24 students, and tuition of \$6 per month. Classes were held in two upper rooms of the Channing Avenue Grammar School. Three years later, trustee (and parent) Anna Zschokke mortgaged her home and donated funds to build a three-room high school at 524 Forest Avenue near Cowper Street. Thus began the legacy of extraordinary parent support for Paly that continues today.

In 1900, a \$200,000 bond issue was authorized and a new high school was built at Channing and Webster Streets, where Channing House now stands. The school's colors were red and green (until 1949, when they changed to green and white). By 1907, Paly had grown to a school of 200 students with 9 faculty members. In 1908, the first girls' athletic team (basketball) was formed. In the same year, the school board banned dances in response to adverse publicity about student morals. Not to be deprived of an outlet for their teenage energy, and typical of Paly students, they found an alternative. So, in 1911, 20 students formed a band – and marched for the first time in the May Fete Parade. The Paly Band has participated in the parade ever since. In 1913, the Palo Alto PTA was formed with Mrs. Mary Green as president. Local news of the day tells us that our girls were active in the Suffrage Movement.

In 1917, Palo Alto voters authorized a \$200,000 bond to build a new high school, and in 1918, the new campus at the corner of Embarcadero and El Camino Real was completed. On December 24, 1918, the entire staff, student body, and school board proudly marched from the old Channing site to the new campus. (A photograph of this momentous occasion now hangs in the Tower Hallway.) The student newspaper, THE CAMPANILE, appeared for the first time the same year. During the 1920s, Paly's population doubled. In 1921, Howard (Hod) Ray, the legendary Paly football coach, joined the staff. The Student Betterment Committee was organized to improve the school grounds, and other student clubs flourished. A group of students formed the "Overalls Club" in protest of the high price of clothes. (Nine faculty members and nearly 150 boys wore overalls every day for a time.) This diverse assortment of student interest is evident in Paly's more than 60 clubs today.

The community continued to grow. Subdivisions sprang up south of Embarcadero Road, bringing thousands of new families to Palo Alto schools. Elwood P. Cubberly and Henry M. Gunn High Schools were built. Paly underwent major remodeling, leaving only the Tower Building and the Theater of the original campus.

Traditions continued to be established, notably Paly's much-loved Spirit Week, which started in 1981. In 1997, on the 100th anniversary of the founding of Paly, the Alumni and Friends of Palo Alto High School was formed, providing support for Paly through scholarships, fundraising, reunions, and more. (Visit www.palyalumni.net)

CONTACT INFORMATION

DISTRICT ADMINISTRATION

PALO ALTO UNIFIED SCHOOL DISTRICT

25 Churchill Avenue

PAUSD Main Telephone: (650) 329-3700

PAUSD Website: www.pausd.org

| ADMINISTRATOR | TITLE |
|--------------------|---|
| Donald B. Austin | Superintendent of Schools |
| Trent Bahadursingh | Deputy Superintendent, Chief of Staff |
| Guillermo Lopez | Assistant Superintendent, Secondary Education |

BOARD OF EDUCATION

25 Churchill Avenue

board@pausd.org

| BOARD MEMEBER | CONTACT | TERM EXPIRES |
|--------------------|--|--------------|
| Todd Collins | tcollins@pausd.org | 2024 |
| Shana Segal | ssegal@pausd.org | 2026 |
| Shounak Dharap | sdharap@pausd.org | 2026 |
| Jennifer DiBrienza | jdibrienza@pausd.org | 2024 |
| Jesse Ladamirak | jladamirak@pausd.org | 2024 |

School Board elections are held in odd-numbered years on the first Tuesday in November.

School Board meetings are generally held on the second and fourth Tuesdays of the month at 6:30 p.m. in the Board Room at 25 Churchill Avenue, Palo Alto.

Education Code #35016 provides for one (1) non-voting student to participate with the Board except in executive sessions. This student is selected by vote of the Student Council.

PAHS STAFF LIST

PLEASE NOTE: You can reach any staff member by dialing 329-3701 and accessing the “dial by name” feature, or by speaking with the office staff. For most staff members, e-mail is the quickest and most efficient way to communicate. See Paly website for a complete staff list <https://www.paly.net/connecting/staff-directory>

Administrative & Support Staff

Academic Departments

| ADMINISTRATION | | ALTERNATIVE ED. | |
|-------------------------------|---|------------------------|-------------------|
| Principal | Brent Kline | | Eric Tomlinson |
| Admin Asst. to Principal | Christa Brown | CAREER & TECH ED | |
| Assistant Principal | Jerry Berkson | I.L. | Chris Bell |
| Assistant Principal | LaDonna Butler | Work Experience | Rachael Kaci |
| Assistant Principal | Erik Olah | ENGLISH | |
| Assistant Principal | Michelle Steingart | I.L. | Richard Rodriguez |
| Secretary to Asst. Principals | Vallen Queen | Secretary | Wendy Breu |
| GUIDANCE | | Campanile | Rod Satterthwaite |
| Secretary | Pamela Garcia | Verde | Paul Kandel |
| Guidance Counselors: | | Viking | Brian Wilson |
| College Pathways & A-BE | Crystal Laguna/ Jerry Berkson | HISTORY/SOCIAL SCIENCE | |
| BH-GRI | James Hamilton/ LaDonna Butler | I.L. | Mary Sano |
| GRO-LOW | Selene Singares/ Jerry Berkson | Secretary | Lisa Bocksnick |
| LU-SHA | Charles Taylor/ Erik Olah | MATH | |
| SHE-Z | Jillian Restivo / Michelle Steingart | I.L. | Natalie Docktor |
| T.A. Coordinator | Ann Deggelman | Secretary | Nancy Scola |
| Registrar | Karla Larson | PHYSICAL EDUCATION | |
| COLLEGE & CAREER | | I.L. | Peter Diepenbrock |

| | | | |
|--------------------------------|------------------|-------------------------------------|--------------------|
| College Advisors: | | Athletic Director | Jenny Crane |
| | Sandra Cernobori | Asst. Athletic Director | Fatima Giffen |
| | Janet Cochran | SCIENCE | |
| PEER TUTORING CENTER | | I.L. | Elizabeth Brimhall |
| | Mayerly Short | Secretary | Nancy Scola |
| LIBRARY | | SPECIAL EDUCATION | |
| Librarian | Sima Thomas | I.L. | Ruth Theuri |
| Library Assts: | | Secretary | Luke Oakson |
| | Monica Casey | VISUAL & PERFORMING ARTS | |
| | Deborah Henry | I.L. | Sue LaFetra |
| OTHER | | Instrumental Music | Jeff Willner |
| Director of Student Activities | Steve Gallagher | Photography | Kenna Gallagher |
| Health Office | Ingrid Katz | Theater | Sarah Thermond |
| Tech Coordinators: | | WORLD LANGUAGES | |
| | Frank Gonzales | I.L. | Carla Guerard |
| | Robert Leung | Secretary | Lisa Bocksnick |

COMMUNICATION

IN FOCUS & PALY @PalyVikings ON TWITTER

@PalyVikings is Paly's main resource for timely, consistent communication. Important information is shared via Twitter @PalyVikings. All activities – athletic events, performing arts programs, guidance information, college visitation schedules, club meetings, and dances – are communicated through In Focus or @PalyVikings. Students with preps are responsible for watching the InFocus broadcast, and/or following @PalyVikings. Many activities and events can also be found on the school calendar at <https://www.paly.net/campus-life/calendars>.

WEBSITE

www.paly.net is where most up-to-date answers to many important questions are found. Included on the site are each day's Bulletin, changes in the day's Bell Schedule, the listing of all staff members and Instructional Supervisors, department phone numbers, e-mail addresses, College Center information, Guidance Department information, Student Activities information, general calendar, the Viking Shoppe (webstore) and the online versions of Paly's student publications.

IN FOCUS

The Broadcast Journalism class produces daily news with in-depth coverage of Paly life and is streamed through the Internet. The show, like the Bulletin, is available on the In Focus website: www.infocusnews.tv. Please send submissions to: bulletin@infocusnews.tv.

PALY LINK

The Paly Link is a weekly e-mail that is generated and maintained by our parent community. It contains a wide variety of information regarding upcoming events, volunteer opportunities, and more. Important messages for Paly families from the Principal and the District Office are also communicated through the Paly Link. To sign up for the link, please go to www.tinyurl.com/palylinksignup.

STUDENT PUBLICATIONS

| PUBLICATION | TEACHER ADVISOR |
|-----------------------------------|-------------------|
| <i>Madrono</i> (Yearbook) | Brian Wilson |
| <i>The Campanile</i> (Newspaper) | Rod Satterthwaite |
| <i>Verde</i> (Monthly Magazine) | Paul Kandell |
| <i>Voice</i> (Web Journalism) | Paul Kandell |
| <i>Viking</i> (Monthly Magazine) | Brian Wilson |
| <i>In Focus</i> (Daily Broadcast) | Rod Satterthwaite |



(WESTERN ASSOCIATION OF SCHOOLS & COLLEGES)

"The ACS WASC accreditation process fosters excellence in elementary, secondary, and adult education by encouraging school improvement. WASC accreditation recognizes schools that meet an acceptable level of quality, in accordance with established, research-based WASC criteria."

www.acswasc.org

[2021 Paly WASC Report](#)

Every six years Paly undergoes a comprehensive process of evaluation for WASC in order to renew our school accreditation. One of the important outcomes for this work is the creation of our schoolwide goals; a detailed, on-going plan for school improvement over the next six-year WASC cycle. Our WASC plan highlights important areas of focus and drives our collaborative work to improve the educational experience of every student on our campus.

Summary of 2021 Paly WASC Goals

| |
|---|
| Goal #1: PAUSD Graduation Requirements and HUR academic performance and connectedness gap |
| Strategy #1: Improve tracking and monitoring of student A-G requirements |
| Action 1.1: Develop school-wide system for students and staff to plan and track A-G requirement throughout the students 4 years |
| Strategy #2: Implement school-wide MTSS structure of Tier 1 and Tier 2 interventions |
| Action 2.1: Develop, understand, agree upon and implement MTSS Tier 1 and Tier 2 instructional strategies and school-wide AVID instructional practices. |
| Action 2.2: Identify A-G Intervention specialist focusing on HUR support in Honors/AP courses |
| Strategy #3: Implement equity-based instructional practices |
| Action 3.1: Explore, implement and align school-wide Equitable Grading Practices |
| Action 3.2: Increase representation of underrepresented minorities in curriculum |
| Strategy #4: Revise Mission and Vision statements |
| Action 4.1: Revise the Paly Mission and Vision statements |
| Goal #2: Student health and wellness and HUR academic performance and connectedness gap |
| Strategy #5: Improve student resilience and self-advocacy skills in Advisory |
| Action 5.1: Split Advisory into 9+10 and 11+12 grades to allow Advisors more time with students |
| Strategy #6: Increase support for HUR student connectedness to the school |
| Action 6.1: Provide ongoing Equity training/workshops for all staff |
| Action 6.2: Increase student voice opportunities |
| Strategy #7: Increase school-wide student and parent wellness outreach and education |
| Action 7.1: Develop and share in-class Wellness/SEL strategies to improve self advocacy and resiliency in students |
| Action 7.2: Parent outreach, awareness and support programs |
| Strategy #8: Monitor attendance rates and their impact on student learning |
| Action 8.1: Revise attendance monitoring and intervention strategy and improve communication to the staff |
| Goal #3: Student 4-year plan and postsecondary options and HUR academic performance and connectedness gap |
| Strategy #9: Increase awareness of non-4-year college options |
| Action 9.1: Increased discussion of non-4-year college options embedded systematically into advisory |
| Strategy #10: Develop programs and opportunities to raise awareness of other careers and pathways |
| Action 10.1: Increase student awareness about all courses with a focus on CTE pathways |
| Action 10.2: Increase awareness of non-traditional paths through alternate pathways |

ATTENDANCE POLICIES & PROCEDURES

Secondary Attendance Policies & Expectations

Attendance 24-Hour Line – (650) 329-3711

ATTENDANCE POLICY

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

ATTENDANCE EXPECTATIONS

Students 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. It is expected that students will attend class on school days in order to participate in extracurricular activities, including athletic practices or competitions.

The following are the attendance expectations for all students:

- Attend school daily and on time to maximum academic and social success.
- Be accounted for at all times throughout the school day, to promote safety.
- Abide by district policies related to school attendance.

ABSENCE REPORTING PROCEDURE

It is the parent/guardian's responsibility to report their student's absences. Only parents/guardians can excuse a student's absence. Parents/guardians must e-mail or call the Attendance Office on the first day of absence. Voicemail messages can be left at all times: (650) 329-3711 or palyattendance@pausd.org for e-mail.

If a student is absent from class for any reason and has not cleared the absence with the Attendance Office, they will receive an automated notification via Parent Square to alert the parent/guardian that they have been marked absent. A notification is a reminder that the

absence must be cleared. Any absence not cleared by the guardian within 72 hours will be treated as an unexcused absence.

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

EXCUSED & UNEXCUSED ABSENCES

“Excused Absences” fall into one of two categories:

1. Health – Absences due to illness, medical appointments, or quarantine.
2. Warranted – These include, but are not limited to the following:
 - a. Court Appearance
 - b. Bereavement
 - c. Pre-arranged college visits (seniors and second-semester juniors – forms online and in Attendance Office)
 - d. Conference or meeting with employer
 - e. Funeral service for member of immediate family
 - f. Religious Purposes

PRIOR APPROVED ABSENCES

College Visits

- Seniors and second-semester juniors, with written prior approval (forms online and in Attendance Office), may take five (5) days to visit college campuses. Students who do not submit a Prior Approved Absence form 24 hours in advance will receive an unexcused for classes/days missed and may lose the opportunity to make up assignments/tests.

Warranted Absences

- The Prior Approval Process for warranted absences is:
 - Obtain a Prior Approved Absence form from the Attendance Office or online.
 - Get required signatures (student, parent, teacher, and administrator) and return form to Attendance Office 24 hours before absence.

The teacher of any class from which a student is absent shall determine what assignments the student shall make up and in what period of time the student shall complete such assignments. Upon satisfactory completion, full credit shall be granted. The tests and assignments shall be equivalent to, but not necessarily identical to, that which the student missed during the absence. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

“Unexcused Absences” include, but are not limited to:

- Truancy
- Missing the bus
- Shopping

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

HEALTH-RELATED ABSENCES

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

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

HEALTH APPOINTMENTS

Parents should make every effort to schedule appointments outside of school hours. However, if not possible, parents are urged to consider varying the times of the day during which health appointments are made in order to avoid missing the same class consistently. If a student returns to school the same day, they are required to report to the Attendance Office before returning to class so we can accurately excuse their absence.

At the high school level, if a student leaves campus during the day for an appointment, the procedure is as follows:

1. The day before, or in the morning of the appointment, notify the Attendance Office via email at palyattendance@pausd.org or by voicemail at (650) 329-3711.
2. We will e-mail teachers when students need to leave class early.
3. The teacher will excuse the student from class at the stated time.
4. If the student returns to school the same day, they are to report to the Attendance Office to check in. This will ensure that the absence is recorded correctly.
5. If you need to remove your child from school for an unexpected reason, arrive at the Attendance Office approximately 10 minutes early and staff will assist you.
6. Students may not leave campus because of illness or injury without first checking with the Health Office.

FAMILY TRIPS

We realize there are times families need to travel for various reasons during the school year. However, family trips are not considered excused absences as per Education Code 48205. We want parents to understand that classroom instruction and the interactive dynamic of the classroom experience are irreplaceable. While unexcused, students may be given the opportunity to make up missed work. Teachers may assign such makeup work as necessary to ensure academic progress, not as a punitive measure. Families are required to contact teachers and make arrangements ahead of time.

TRUANCY

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

- Absent from school without a 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.

TARDIES (UNDER 30 MINUTES)

Being punctual is an important personal habit to develop to promote school success. Students who are late for class miss valuable instruction and unnecessarily interrupt their classes. A student is considered “tardy” if not in the room or at the place designated by the teacher/school staff at the beginning of each period. Students arriving late to class shall be marked tardy unless they arrive with a written excuse from a staff member.

UNEXCUSED ABSENCE (UAB) (TARDIES OVER 30 MINUTES)

Absences or leaving class or school without parent, guardian or school approval will be marked as “UAB.” Parents will be allowed 72 hours following an absence from school to clear any unexcused absences. Unexcused absences are considered extremely serious and detrimental to school success. Administrators and counselors will involve parents in resolving the unexcused absence periods. Unexcused absences may result in a possible referral to the School Attendance Review Board (SARB), if necessary.

ACTIONS TO ADDRESS POOR ATTENDANCE

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

- Parent contact/meetings to discuss school attendance.
- Development of attendance contracts.

- Providing in-class consequences.
- Denial of work permits
- Referral to SARB

CONSEQUENCES FOR UNEXCUSED ABSENCES IN CLASSES

Absences, which do not qualify from above, shall be considered in this category. Students may not be granted credit for assignments nor may a student be permitted to make up tests for any unexcused absence. Cuts are defined as absences without parent, guardian or school approval shall be marked as cuts.

- Consequences for UABs (per semester):
 - At nine UABs: Parents shall be notified by a truancy letter that shall be sent home.
 - 12th UAB, the student will meet with the grade level administrator and could be put on an attendance contract. The second notification of truancy letter shall be sent home.
 - 27th UAB, one or more of the following may occur: Loss of a prep period, family conference, loss of open campus privilege, counseling referral, referral to (SARB) school attendance review board. The third notification of truancy letter shall be sent home.
- Questionable/Excessive Absenteeism – In cases of questionable or excessive absenteeism, the school district may require a variety of reasonable methods for verification of illness, such as written excuses from parents or documentation from a physician or other health providers.

CONSEQUENCES FOR TARDIES IN CLASSES

Teachers should be the first contact home when tardies begin to accumulate in a class and are encouraged to reach out to families when students have more than 3 tardies in a class.

Students who accumulate tardies across multiple class periods will be assigned to a Study Hall intervention session with an Administrator. If a student does not show up to the assigned Study Hall, they will be required to attend the next Study Hall. Failure to attend the second intervention assignment will result in a student not being able to participate in extracurricular activities until they attend a session.

Non-Attendance & Tardiness: The Palo Alto Unified School District recognizes that success in school is in part related to prompt and regular classroom attendance. Frequent absences or tardies, which result in a student missing all or parts of presentations, demonstrations, discussions, explanations, and/or other classroom activities, are detrimental to the individual student and the class. Student non-attendance and/or persistent tardiness are therefore matters of serious concern.

SARB (THE SCHOOL ATTENDANCE REVIEW BOARD)

This is a district-level committee that diverts minor students with school attendance or behavior problems from the Juvenile Court System and provides a forum where the problems affecting school adjustment can be discussed and solutions reached. To prevent students from establishing a continuing pattern of poor attendance or behavior, SARB may make

dispositions which range from returning a student to the school of attendance under strict contract to making an involuntary transfer to another district program or educational option. Whereas the primary purpose is diversion, SARB is also the primary vehicle for referring students to the Juvenile Justice System once it is clear that they can no longer profit from the resources which the school district has to offer.

Attendance reports can be accessed on Infinite Campus and are available upon request from the Attendance Office, or can be accessed on Infinite Campus. For further attendance policy information visit the District website at www.pausd.org.

GUIDANCE

PALY GUIDANCE SERVICES AT-A-GLANCE

Palo Alto Senior High School offers a 3-tiered model for guidance services. The Guidance Team provides for academic planning, personal counseling and post-high school advising for its students. At the center of the department is the Teacher Advisor Program. The main delivery method is through regular, mandatory advisory classes.

The Guidance Team providing these services consists of:

- Teacher Advisors (TAs) – serve as the primary contact person for students, parents and staff; conduct weekly advisories by grade level, facilitate academic planning and more
- Guidance Counselors – work with TAs to identify students requiring extra academic and/or social-emotional support; support teachers and parents
- Coordinators of Teacher Advisor Program – oversee Teacher Advisor Program
- College and Career Advisors – meet with juniors and seniors regarding post-high school planning

Activities performed by the Guidance Team are listed below.

| At Every Grade Level | |
|---|------------|
| <ul style="list-style-type: none"> • Implement Teacher Advisor program and curriculum • Provide advisory curriculum • Monitor academic progress • Explain PAUSD transcripts – graduation requirements vs. 4-year college entrance requirements, UC/CSU requirements • Offer help if/as needed – TA, Guidance Counselor, ACS, ARC, MRC • Refer students to alternative placements as necessary • Host Career Month • Host volunteer opportunities (twice per year) • Host Job Fairs • Host College Fair (Fall) | |
| 9th Grade | 10th Grade |

| <ul style="list-style-type: none"> • Host Back-To-School Night advisory period (Fall) • Facilitate transition to high school • Begin to develop 4 Year Plan of Study • Consult with students about course selection for 10th grade • Host 9th grade parent night (Fall and Spring) • Social emotional exploration | <ul style="list-style-type: none"> • Host Back-To-School Night advisory period (Fall) • Host 10th grade parent night (Fall and Spring) • Further develop 4 Year Plan of Study • Consult with students about course selection for 11th grade • Encourage career exploration/vocational options • Social emotional exploration |
|--|---|
| 11th Grade | 12th Grade |
| <ul style="list-style-type: none"> • Host 11th grade parent nights (Fall and Spring) • Further develop 4 Year Plan of Study • Distribute college related testing information (PSAT, SAT, ACT, etc.) • Consult with students about course selection for the 12th grade • Encourage career exploration/vocational options • Host Junior Orientation at College and Career Center • Host college representative visits • Begin scheduled appointments with college and career advisors (Spring) • Distribute Viking College and Career Planning Guide • Gather Senior Profile information | <ul style="list-style-type: none"> • Host 12th grade Parent Night, Financial Aid Workshop and College Application Essay Writing Presentation • Further develop 4 Year Plan of Study • Distribute college related testing information • Host college representative visits • Meet with students for follow-up appointments with college and career advisors • Write letters of recommendation as needed • Complete Paly's portion of college applications |

PAUSD GUIDANCE LOGIC MODEL

Palo Alto Unified School District Framework for Secondary Counseling Program

PAUSD

MISSION STATEMENT

The School Counseling Program at PAUSD middle and high schools offers comprehensive planning and guidance services addressing student academic, diverse career and college goals, as well as personal and social development. We work to give ALL students the opportunities to acquire the educational and social competencies necessary for growth toward lifelong success and effective, responsible citizenships for a diverse and changing world. Our school counseling program seeks to positively impact the lives of ALL of our students by partnering with staff, parents and community.

ACTIVITIES

Individual Student Planning

- Student contact (1-1 or group)
- Academic Planning
- Career interest inventory
- Career exposure activities

Responsive Services

- Presentation of resources
- Referrals to services
- Liaison/case management
- Academic and/or social intervention

System Support

- Climate work
- Modeling leadership
- Collaboration with key partners
- Professional development
- Communication with parents

REFRESHED INITIATIVES



Academic Excellence and Learning



Personal Development and Support

OUTCOMES

Short-Term



Academic

- Students are informed of and understand:
- Course offerings
 - Graduation requirement
 - College admission requirements (including A-G)



College/Career

- Students are:
- Exposed to diverse post-secondary options



Personal/Social

- The Counseling program has identified life skills priorities and trends
- Students have:
- Knowledge of what resources exist
 - Access to support services
 - Identified a trusted adult on campus to connect to for support
 - A sense of safety

Interim

- Students are/have:
- An academic plan to meet graduation requirements
 - Informed and guided to achieve A-G requirements for four year college eligibility
 - Engaged learners, exploring areas of academic strengths and areas of growth

- Students have:
- Identified interests, strengths and areas of growth for post-secondary options

- Students :
- Have on-going access to support services
 - Experience a caring school environment
 - Develop life skills that promote well-being
 - Have a sense of safety

Long-Term (High School Graduation)

- Students will have:
- Acquired and demonstrated competencies in academic achievement

- Students will have:
- Gained competencies to be prepared to pursue post-secondary options

- Students will have:
- Experienced a safe and caring school environment
 - Been supported to confidently assess and pursue personal goals & choices
 - Developed life skills to build independence and resiliency

Students who demonstrate additional need (s) are provided with culturally responsive prevention and intervention services

RATIONALE

School counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. School counselors do not work in isolation; rather they are integral to the total education program. The American School Counselors Association National Standards in the academic, career, and personal/social domains are the foundation for this work.

THE TEACHER ADVISOR (TA) PROGRAM AT Paly

The Teacher Advisors (TAs) assist their students academically and want to prepare them for life after high school. Paly offers a safe environment for students to learn to advocate for themselves. Parents should support their students while they learn self-advocacy.

Student's Role

- Attend advisories. Advisory is mandatory.
- Communicate interests and needs to Teacher Advisor
- Communicate needs to other appropriate staff
- Share information with parents
- Complete all projects assigned by the Teacher Advisor
- Take responsibility for actions

Parents' Role

- Assist Teacher Advisor by providing information about your student, especially any special circumstances that may affect school performance
- Talk to your student about his/her classes and activities
- Encourage student to follow directions, meet deadlines, and assume responsibility
- Share Paly Link information with student
- Attend evening parent meetings

How to Contact a Teacher Advisor

While we strongly encourage students to seek help on their own, we also encourage parents/guardians to get involved if and when necessary. We recognize that parents' participation in their student's education is critical to student success. Here are a few tips to make your involvement beneficial:

- 1) Ask your student if he/she has contacted the TA. Let your student know that is the best way to get help.
- 2) Send an e-mail or call first if you need to contact the Teacher Advisor. *Be sure to include your name, your child's name, your phone number, the reason for your call, and times when you can be reached.*
- 3) Allow at least 48 hours for the TA to get back to you. We often have meetings or other commitments during the day and after school and cannot respond immediately. We will get back to you as soon as possible. If there is no response within 48 hours, call the Guidance Office at 329-3712.
- 4) If you are on campus, feel free to leave a message in the TA's mailbox in the Main Office.

Please do not appear at the TA's classroom or office without an appointment. A TA needs to have your student's folder and information available before assisting you.

OTHER STUDENT SUPPORT

RESOURCES/FACILITIES

Work Experience/Work Permits

Work permits are required for all students who are employed until they reach the age of 18 or graduate from high school. See the Work Experience Coordinator for work permits and details, located in P5. Permits expire five days after the beginning of the school year and must be renewed. (329-3816).

Health Office

The Health Office is located in P2. If a student becomes ill or injured at school, they report to their teacher first (if they are able) and get a pass to the Health Office. If the office is closed, the Attendance Office will assist students. Refer any questions regarding special classroom provisions for students due to health problems to the Health Office (329-3842). If a student needs to leave school early for health reasons, please go to the health office before being released to a parent/guardian. To properly ensure the safety of all our students, please notify school personnel before leaving campus for the day.

Paly Library

Paly librarians work in partnership with teachers to assist students with their reading and research needs. Librarians are on hand to help students with individual questions about assignments and help them choose great books and resources. The library's extensive online collection can be accessed through the Student Portal or the library webpage: www.pa.opals.pausd.org/bin/home.

The standard checkout for print resources is two weeks, and resources can be renewed at any time. No fines are charged for overdue materials but students are asked to be good citizens and return materials in a timely manner. Students are responsible for paying for lost or damaged materials.

Please respect the facility and respect others by muting audio devices while in the library and conversing in a way that maintains a mellow atmosphere conducive to studying and getting work done.

College & Career Center (CCC)

Located next door to the Guidance Office, the College and Career Center is available to students and parents for research and counseling. Appointments with College Advisor

- College catalogs, viewbooks, and addresses
- College representative visits
- UC/CSU/Common/electronic applications
- SAT I/SAT II/ACT booklets and registration information
- Scholarship information and forms
- Naviance Family Connection
- Financial aid information and forms
- Computer college search programs
- Appointments with Career Advisor
- Computer career search programs
- Career information/Career Quest interest survey

- Summer Programs/Study Abroad Program
- Gap Year Opportunities

PEER TUTORING Center (PTC)

The PTC is located in room P1. Students come to the PTC to receive or offer tutoring or meet with classmates for quiet group study. Textbooks, computers, printers, and supplies are available for students to use. (The PTC maintains a list of adult paid tutors, however, the tutors listed are not endorsed by, nor affiliated with Palo Alto High School.) (329-3846)

Testing Center

The testing center is available for students with 504 plans and or IEPs. It is also available to students who miss an exam due to an absence and need a place to make up the exam. The Testing Center is located in room 710. The hours are Monday-Friday from 8:00 a.m. to 5:00 p.m.

GRADUATION REQUIREMENTS

Students are required to have 220-semester credits for graduation. Ten credits are granted for successfully completing a course that meets each day for a school year, five credits are granted for a semester course. PLEASE NOTE: There is no community service graduation requirement.

SUBJECT REQUIREMENTS

| PAUSD | | CSU/UC () = recommended | |
|--|-------------------------|--|-------------------------|
| SUBJECT | CREDITS D- or better | SUBJECT | CREDITS C- or better |
| English | 40 | English | 40 |
| Social Studies | 40 | Social Studies | 20 |
| World History | 10 | World History | 10 |
| Cont. Wld./US Gov't | 5 | US Hist./US Gov't | 10 |
| US History | 10 | | |
| Econ. | 5 | | |
| Social Studies Elective | 5 | | |
| Mathematics – Must include Algebra 1 and Geometry (+Alg 2) | 30 | Mathematics - Through Algebra 2 | 30 (40) |
| Laboratory Science | | | |
| Biology | 10 | Laboratory Science | 20 (30) |
| Physical Science | 10 | | |
| PE | 20 | PE | 0 |
| Visual & Performing Arts | 10 | Visual & Performing Arts Same field | 10 |
| Career Technical Education | 10 | Career Technical Education | 0 |
| Living Skills | 5 | Living Skills | 0 |
| World Languages (through level 2) | 20 | World Languages Same language through level 2 (3) | 20 (30) |
| Additional Credit for Graduation | 25 | Additional Credit for Graduation | 10 |
| Total Credits required | 220 | | N/A |

In order to earn Paly credit for a course taken off campus, prior approval by the appropriate Instructional Supervisor and/or Assistant Principal is necessary. Off-campus Prior Approval form and an FAQ are found online under Guidance at <https://www.paly.net/campus-life/guidance-department>.

For specific, detailed program and curriculum information see the Course Catalog on the Paly website: <https://www.paly.net/learning/course-catalog>.

STUDENT SUPPORT PROGRAMS AT PALO ALTO HIGH SCHOOL

| PROGRAM | WHO TO REFER | INITIAL CONTACT |
|--|---|--|
| PALY WELLNESS CENTER | The mission of the Paly Wellness Program is to enhance the delivery of comprehensive and coordinated support services within the school environment. Students can come to the Wellness Center to see the school nurse, take a break, and get access to various services. The Wellness Center will also be participating in many schoolwide initiatives supporting student wellness. | Eva Martinez |
| ALTA VISTA REFERRAL PROGRAM A continuation school for juniors and seniors, and occasionally sophomores, held at Alta Vista High School in Mountain View. | Students with attendance problems. Seniors failing courses or who are behind in credits. Students seeking an alternative program. | Assistant Principal Erik Olah |
| AVID An academic and motivational support program that prepares students for college eligibility and success. | Students who have the desire to go to college and the willingness to work hard. These students are capable of completing rigorous curriculum but are falling short of their potential. | Assistant Principal Erik Olah Guidance Counselor |
| ENGLISH LANGUAGE LEARNERS Serves international students with limited English proficiency. | Any international student who requires help in English instruction for success in regular academic classes. | Assistant Principal Jerry Berkson |
| 504 PROGRAM A program designed to serve students with 504 Plans as mandated under the Rehabilitation Act of 1973. | Students who may have a substantial impairment that adversely affects learning. Attention deficits do not automatically make a student eligible for this program. | Appropriate grade level Guidance Counselor |
| FOCUS ON SUCCESS A program for students who don't qualify for AVID or Special Education programs. | Students who need extra support and personal attention for organizational skills, time management, test-taking strategies, motivational strategies, task completion. | Student's Teacher Advisor and Guidance Counselors |

| | | |
|---|--|---|
| INDEPENDENT STUDY Provides an alternative and individualized way to complete diploma requirements for 11 th and 12 th graders who must complete 9 th and 10 th classes. | Students who have difficulty meeting graduation requirements. Students looking for alternative ways to satisfy high school graduation requirements. | Student's Teacher Advisor and/or Guidance Counselors |
| MIDDLE COLLEGE PROGRAM A program for 11 th and 12 th graders who desire an alternative program. | Students who believe they do not fit into the Paly culture. They may be creative, artistic, individualistic, dissatisfied with Paly, or may be at risk. | Student's Teacher Advisor or Guidance Counselors |
| OPPORTUNITY PROGRAM A program to help students under 16 years old (9 th and 10 th graders) who have difficulty adjusting to the regular school environment. | Students who have serious attendance issues. Students who have difficulty adjusting to academic expectations. Students who lack readiness. Students who have difficulties adjusting socially and behaviorally. | Assistant Principal, Student's Teacher Advisor, Guidance Counselors |
| SPECIAL EDUCATION PROGRAMS Programs designed to provide appropriate instruction and support to students with IEPs. | Students who have educational issues due to: vision/hearing impairment, language/speech impairments, other health impairments, special learning needs, orthopedic handicaps, intellectual disability, autism and/or emotional disturbances | School Psychologists and Student's Case Manager (Special Education Teacher) |

HOMEWORK

MAKEUP PROCEDURES

Makeup Work for Long-term Absences

If a student is absent for 3 or more school days due to illness, and feels well enough to do school work, please contact teachers directly or access Schoology to look up missed work. If families are having difficulty with this, please contact the student's guidance counselor.

Planned Partial-day Absences

Students excused for part of a day for school-related activities (field trips, athletics, etc.), medical/dental appointments, or court appearances, must submit homework for classes to be missed before the absence or it may not be accepted. It is the student's responsibility to make arrangements in advance with the teachers to make up a test – ideally before leaving school on the day of the partial absence or upon return to class.

OTHER INFORMATION

Preparation Periods

Some students have preparation periods ("prep") as part of their school day. These are not free periods. They are periods to be used for studying, meeting with teachers or other staff members, or participating in school activities.

Progress Notes

Progress notes are mailed home midway into each quarter to inform parents when their student is in danger of failing a course.

Pass/credit Options

Students may elect to take courses for pass/credit during the first four weeks of each semester.

Excused Health Absences

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

Students expecting a prolonged illness of longer than three weeks may qualify for a home teacher. Contact the Guidance Secretary for information (329-3712). Students who are absent for more than 5 days must have a doctor's note.

Report Cards

Report cards are mailed home after the first quarter, first semester, third quarter, and second semester.

Course Drops

See Course Catalog.

Other Information

College admissions tests are required by many colleges as part of the application process. They are also used as a criterion for financial aid and scholarships. These tests are useful to the student in demonstrating strength in academic areas when college and career decisions are being made. Grade point average (GPA) and test scores in SAT I/ACT and SAT II are important in determining admissibility. For private and out-of-state public colleges, consult information on the specific school and its testing requirements.

TESTING

Important General Testing Information

- A social security number is helpful, but not required for taking the tests.
- Information about and sample test booklets for SAT I, SAT II, and ACT are available in the College & Career Center. You must register online at www.collegeboard.com or www.act.org.
- The dates for registration, late registration, and test days are in the following pages of this handbook and in the websites above.
- You cannot take SAT I and SAT II on the same day, but you may take up to 3 SAT II subject tests in one sitting.
- Registration for AP exams begins with the AP teacher in February and full payment is due to the Auditor in late March. (Exact dates will be in the Daily Bulletin.)
- The school code number for Palo Alto High School is 052-350. Be sure to include that code number whenever asked so that Paly will get a copy of your scores.
- See the College Advisor if you need to apply for a fee waiver. Always use the same name on all forms that you fill out. No nicknames!
- Read all instructions carefully!

Students eligible for testing accommodations should speak with their Special Education teacher or the 504 Coordinator at least six weeks before a test's regular registration deadline.

PSAT / NMSQT

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is administered on the Paly campus during the school day, only to juniors. It is given only in October each year. The PSAT gives you an opportunity to become aware of the types of questions you will confront on the SAT I (which assesses verbal and math ability). The scores are valuable in giving you and your advisors some indication as to the type of college to which you may want to apply. The scores also will be used to determine the candidates for the National Merit Scholarships. You will receive help in interpreting the scores so that you will be able to determine what specific areas may need additional work. Your original test booklets will be available from your Teacher Advisor in January. This test does not count for college admissions. Palo Alto High School, following the guidelines of the College Board, does not release PSAT scores to colleges.

SAT I

The SAT I (Reasoning Test) measures verbal, numerical reasoning, and English writing skills. It is used by the University of California (UC), the California State Universities (CSU) and many private colleges as an entrance requirement. It is a 3-hour and 45-minute test – half verbal and half mathematics. It is advisable to take SAT I in the spring of your junior year. There are two advantages: you will gain experience, and if you wish to take the test again, you may do so in the fall. All scores are recorded on the report form; the colleges will use your best score for admission purposes. Be sure to arrange with the testing service to have these and all scores sent to the colleges. Scores are mailed home. There is a fee. You cannot take SAT I and SAT II on the same day. For more information, go to www.collegeboard.com.

SAT II

The SAT II (Subject Tests) tests specific knowledge in subject matter. They are one-hour tests and are entrance requirements for many colleges (check your colleges). Students should take these tests as late as possible in the sequence of their course curriculum or at the conclusion of the related courses. In particular, juniors thinking of majoring in math or science-related fields should consider taking the subject test at the conclusion of their current math or science classes. Review your strengths. If Spanish is your strong point, take the Spanish subject test when you complete the course. Even though you can select your testing subjects at the test site on the day of the test, you would be well advised to have your test choice and sequence in mind. The University of California requires two different subject tests in two subject areas. Choose from history, literature, mathematics (level 2 only), science, or language other than English. SAT IIs are a major part of the UC eligibility index. Students are encouraged to take SAT II tests in the spring of their junior year. Most students take three subject matter tests in different areas in one morning (the least expensive way). There is a fee.

ACT

The ACT (American College Test) tests your ability in English, mathematics, reading, and science reasoning. The ACT is a college entrance examination that is an acceptable alternative to the SAT I for virtually all colleges, including the University of California and California State Universities. You may take the ACT during the spring of your junior year or in the fall of your senior year. If your math is weak, the ACT may be preferable to SAT I. ACT registration envelopes are available in the College and Career Center. There is a fee. Complete all pages of the form or you may register online at www.act.org. Paly's code is 052-350.

AP

The AP (Advanced Placement) tests are given in May for college-level courses taken at high school. Most colleges give AP credit to students who make acceptable scores on the AP examinations. Standards are high: grades range from 1 to 5. While a grade of 3 is generally considered to be "passing," some colleges acknowledge only a 4 or 5. Each college determines its own policy in regard to granting credit, advanced placement, or both, depending upon the AP score. If AP credits are earned in four of five subject areas, some colleges will offer immediate sophomore standing. Even so, a student may choose to enter college as a freshman. He/she would have the opportunity to take advanced courses earlier and enjoy richer programs.

Palo Alto High School offers AP courses in Chemistry, English Literature, Physics (B), Biology, Environmental Science, French, Spanish, Japanese, Calculus (AB and BC), Computer Science, Statistics, U.S. History, Economics (Macro), Art History, Studio Art,

Psychology, and Music Theory. The emphasis in AP courses is on developing critical thinking and on writing clear, effective essays using primary research sources. Several studies have shown that AP students on the average do better work in college than do students with equal or greater abilities who have not taken AP courses. Anyone with special strengths in a subject should talk with his/her teacher advisor about getting into AP classes. Even if they are not in an AP course, students with strong interest and demonstrated competency in a subject are also encouraged to take the test. Such students should see the administrator in charge of testing in March. There is a fee for each test, payable to the ASB Accounts Clerk in February. There are also fees for late registration and cancellation. While the AP tests can be taken as early as 10th grade, the greatest number of the three-hour, objective-short-answer, and juniors and seniors take essay tests.

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION

Is usually offered twice a year (November and April) at sites that are listed in their applications, including the Palo Alto Adult School, 50 Embarcadero Road. Information on specific test dates arrives in mid-September. This is a state test for use in California only. The Proficiency Certificate is accepted at the University of California, the California State Universities, and the community colleges. To take the test, the student must be at least 16 years old and have parent and school approval. The student is notified if he/she has passed, and the student has the option to leave high school with parent approval.

STUDENT ACTIVITIES

STUDENT GOVERNMENT

All Paly ASB (Associated Student Body) and class officers are enrolled in a year-long, 3rd-period class also known as student government. Each class elects its president and vice president and the entire student body elects the ASB officers. With the exception of the freshman class officers, all class and ASB officers are elected in March of the spring semester of the following school year. The ASB officers are responsible for the planning and implementation of all schoolwide activities including freshman orientation, Club Days I & II, Spirit Week, Homecoming, Prom, ASB Elections, CIOs, and Field Day. ASB also votes on all expenditures that support student activities and clubs on campus. Previous recipients of ASB financial support include Paly Service Day, Not In Our Schools Week, as well as several club events.

CLUBS

Paly generally has 80+ active clubs on campus. The clubs reflect a wide variety of student interests including, but not limited to: politics, foreign language, ethnic heritage, sports, and service. Students can get information about the currently active student clubs during Club Day. Students may join clubs throughout the year by contacting the staff sponsor or the club president. For current club information, go to: <http://www.palyasb.com/club-info.html>.

PALY ID CARD (W/ASB STICKERS)

This is a student identification card that can be used for reduced admission to school dances and athletic events, as well as a discount on Paly Gear sold at the Student Activities Office (SAO). An ASB sticker is \$25. The money raised by the sale of these cards will be used to cover the expense of schoolwide activities. Students are required to have their Paly ID cards on campus at all times for identification purposes. Students must show their ID to make ticket purchases, check out library materials, and/or pick up any pre-ordered items like the student directory or yearbook. The school is not responsible for any ID card that is lost, stolen, or damaged. *The replacement cost for the card is \$5.*

SCHOOL DANCES

Dances (with the exception of Prom) are held from 7:00-10:00 p.m. A Paly ID card is required both to purchase a dance ticket and to enter the dance. Only one ticket may be purchased per student (two with a completed guest form) for the particular school dance. You may bring one pre-approved guest, with ID. Dance tickets can be purchased in advance or at the door. The cost is generally \$5 with an ASB sticker and \$10 without. No refunds will be given on lost or unused dance tickets. As dances are school-sponsored events, all school rules apply. Dress appropriately for a school environment. No gum, food, or drink may be brought in. Water and snacks are for sale inside. Demeaning or sexually explicit dancing will not be permitted. Breathalyzers are utilized. *(See General Rules and Regulations in this handbook for behavior expectations).*

HOMECOMING ACTIVITIES

Spirit Week is an entire week filled with fun activities and tons of school spirit. There is a dress-up theme for each day of the week, including class color day (freshmen are orange, sophomores are red, juniors are yellow and seniors are green). Rallies that include class contests and relays are held each day at lunch. Each class selects a theme, designs and builds a float, and choreographs and performs a spirit dance for the homecoming rally (Friday, after school). Float building takes place on campus during the week. The class floats will be brought around the track during halftime of the homecoming football game.

LOCKERS

Students who wish to use a school locker may obtain a lock from the ASB Auditor. All non-Paly locks placed on school lockers will be cut off. Students may share lockers. The locker cages are open Monday through Friday from 7:30 a.m. - 7:30 p.m. If students wish to change lockers for any reason, they should speak directly to the ASB Auditor. Lockers can be renewed at the end of each school year. Valuables should not be left in lockers. The school is not responsible for theft, damaged, or vandalized personal property. The lock replacement fee is \$5.

ASB SOCIAL MEDIA

Main Website: <http://www.palyasb.com/>

Facebook: <http://www.facebook.com/palyasb>

Twitter: <https://twitter.com/palyasb>

INSTAGRAM: @palyasb

POSTING OF MATERIALS ON CAMPUS

- Paly's administration has the right to determine the time, place and manner of distribution.
- Flyers and or posters for events, sponsored by the community or student clubs, may be posted on the campus bulletin boards, only after approval by the Director of Student Activities, Steve Gallagher. Materials for posting can be found in the SAO and will be provided upon approval of the flyer or poster.
- To distribute publications on campus, groups must list the name of the editor(s) and articles should have author by-lines. If the publication is not school-sponsored, the Director of Student Activities must approve the publication for distribution.

LUNCH

Due to a recent USDA program waiver extension, PAUSD will offer FREE breakfast and lunch meals to all enrolled students for the 2021-2022 school year. Recently, California became the first state in the country to approve free meals to all students moving forward. The meal components offered by PAUSD Food Services comply with all United States Department of Agriculture (USDA) and California Department of Education (CDE) standards and calorie limitations.

Due to the increase in meal participation starting this school year, some changes are necessary:

- Second lunches will not be served

Under the guidelines for the free meals for all students, only one lunch per student is allowed. If you feel that your child will need additional food throughout the day, please send additional snacks with them at the time of drop-off. Students will need to utilize their lunch card so that meals can be accurately counted.

- No cash transactions

Meals are FREE to ALL STUDENTS moving forward. There is no need to deposit money on your student's lunch account. Cash will not be taken at the point of service. There is no option to pay for additional meals as second meals are not allowed at this time.

- Food Services will assess the menu monthly

The [menu selections](#) and meal participation will be assessed monthly. There are entrees that were served pre-pandemic that are not feasible with FREE meals for ALL STUDENTS. Pizza Day will not be on our menus weekly. There will be limited choices available to accommodate the increased meal participation. Please refer to the menu for daily selections.

For more information, please visit

<https://www.pausd.org/school-life/food-services/about-school-meals> or call Food Services at (650) 329-3720. This institution is an equal opportunity provider.

ATHLETICS

DEPARTMENT MANUAL

https://docs.google.com/document/d/1w7cCNO0n_PP1c9ZQ-z3gZ2MQDxY8mZgb_tltR9vwEXWM/edit

PALY ATHLETICS WEBSITE: <https://palyathletics.com>

TWITTER: [@PalyAthletics](https://twitter.com/PalyAthletics)

FACEBOOK: [Palo Alto Athletics](https://www.facebook.com/PaloAltoAthletics)





The Palo Alto High School's Parent-Teacher-Student Association (PTSA) strives to promote the welfare of children and youth in home, school, and community, and to increase communication and cooperation among parents, students, and teachers. PTSA supports everything from picnics to parent education speakers, teacher grants, technology support, guidance services, and student awards as well as many other activities.

PTSA membership is open to all students, staff, parents, and the community at \$10 per person. The meetings are open to all. Meeting dates and the PTSA roster are listed on the next pages of this handbook. All information about the PTSA, its organization, and activities is available online at www.palyptsa.paloaltopta.org.

COMMUNICATIONS

The *Paly Link*, e-news, is e-mailed on Sundays. The contents and additional information on activities, events, testing schedules, schoolwide information, and a calendar can be found at www.palyptsa.paloaltopta.org/paly-link-archive-guidelines. Subscribe by sending an e-mail to: palylink@paloaltopta.org.

Paly PTSA also offers an e-directory of family information for free. Please go to www.uptous.com/communities/paly and the directory is located on the top right tab. All Paly families that have given permission at the time of registration have been added to the system; sign-in requires the e-mail you registered your student with and a password of your choosing.

VOLUNTEER PROGRAM

Paly offers opportunities to parents and other community members who enjoy participating as volunteer aides in many school programs. Each year hundreds of volunteers join us for regularly scheduled shifts or one-shot projects. If you would like to join us, call the PAHS Volunteer Coordinator, at 329-3895. or sign up online at www.uptous.com/communities/paly. All Paly families have been added to the system, sign-in requires the e-mail you registered your student with and a password of your choosing.

PARENT NETWORK PROJECTS

Parent Networks are gatherings for parents and guardians from each grade level to get acquainted and share parenting ideas that revolve around day-to-day issues. Involved parents and guardians enjoy a supportive peer group discussion regarding their children's social and emotional development. Meetings are scheduled every 6-8 weeks with the purpose of widening circles of community, support, and responsibility. Parent Networks provide an opportunity for parents to share ideas, concerns, and strategies around issues such as friendships, communication, independence, discipline, and social life. The official parent network class lists are located on www.uptous.com.

BOOSTERS

Paly has parent booster groups for Instrumental Music, Friends of Choir, Sports, Robotics, Theatre, the Fiery Arts and Media Arts which are independent unincorporated nonprofits. There are also unincorporated nonprofits for TEAM and the Alumni Association. There are strong parent organizations that do not have their own nonprofit status, but raise money for activities and have accounts with the Paly budget secretary. More info can be found at <https://www.paly.net/connecting/booster-groups> in the Back to School Packet or in separate mailings from the individual groups.

Single PLAN for Student Achievement (SPASA)/ SITE COUNCIL

See "District Policies" portion of this handbook, and page 41

PALO ALTO COUNCIL OF PTAs

The umbrella organization for all unit PTAs in the PAUSD. Its mission is to link and support unit PTAs through training, communication, education, and advocacy. Further information about the PTA Council and its activities can be found at <http://www.paloaltopta.org/>.

COMMUNITY SERVICE

The Paly PTSA sponsors a program of community service projects for our students (and parents) to engage in community volunteer work. Students completing 100 hours of community service during their high school years will have this information noted on their high school transcript. For more information, see www.paly.net/campus-life/community-service.

GENERAL RULES/REGULATIONS

The following rules and regulations are designed with the safety and welfare of the students and staff in mind. Your cooperation is expected and appreciated. These regulations reflect the more common concerns and issues that may arise. For more specific information regarding infractions, penalties, and processes, refer to the PAUSD Discipline Plan included in this handbook.

BEHAVIOR STANDARDS

The Board of Education states that the behavior of students must reflect the standards of good citizenship demanded of members of a democratic society. Self-discipline and taking responsibility for one's actions are among the ultimate goals of education. The following statements represent policy statements of the Palo Alto Board of Education:

- Students shall obey constituted authority. This shall include conformance to school rules and regulations and to those provisions of civil law that apply to the conduct of juveniles or minors.
- Citizenship in a democracy requires respect for the rights of others. Student conduct shall reflect consideration for rights and privileges of others.
- High personal standards of courtesy, decency, morality, clean language, honesty, and wholesome relationships with others shall be maintained. Respect for real and personal property, pride in one's work, and achievement within one's ability is expected of all students.

IDENTITY SAFETY

The central aspect of our responsibility to our students is that of their personal safety. Therefore, it is imperative that any student who feels intimidated, uncomfortable or threatened in any way report the incident to an Assistant Principal. If the Assistant Principal is unavailable, or the student is more comfortable doing so, they may speak with a guidance counselor, a teacher or other staff member. When an incident is reported to us, we will protect the rights and needs of all students by maintaining confidentiality. It is the conviction of the Paly staff that an essential facet of student safety is ensuring that the Paly campus is free from any form of racial or ethnic slur, or negative comments about another student's sexual identity or religious beliefs. We are proud of the diversity of our student body, and strive to model tolerance and compassion in our approach to students.

It is important for students and parents to know that the school may take action for any violations of school rules which occur from the time the student leaves home for school and until the student arrives home after school. This includes incidents that occur off campus at lunch.

APPEARANCE & DRESS

Appearance and dress must be within the limits of decency, cleanliness, and appropriateness for school, and shall not interfere with teaching and learning. Shoes and shirts must be worn at all times. Appropriate tops and bottoms are to be worn at all times. An example of inappropriate clothing would be wearing underwear as the outermost layer of clothing. Bathing

Suits are not proper attire for school. Any clothing advertising or displaying alcohol, illegal substances, or activities and all gang-related apparel is strictly prohibited.

STUDENT BODY CARDS & IDs

All students will be issued a student body/ID card for the purpose of buying dance tickets, entering dances, checking out library materials, displaying permission to access the Internet, and for identification. Students must identify themselves to staff members upon request.

VISITORS

Student visitors are not permitted on campus. Paly does not permit “shadowing.”

UNAUTHORIZED PRESENCE ON CAMPUS

All students are to be present on the campus in which they are enrolled. Students who do not abide by this regulation may be suspended.

SCHOOL PROPERTY

Students are responsible for textbooks, Chromebooks, library books, and other school property, which is loaned to them even if left on school grounds or lockers. If textbooks, library books, or other school equipment is lost, damaged or stolen, the student is held responsible until the obligation is cleared. Grades, diplomas, and transcripts are withheld until all obligations are satisfied. The school is not responsible for theft, damaged or vandalized personal property.

GROUND

Students are requested to put all litter in the trashcans and empty cans, bottles and containers in green and blue recycling bins. Students are not to sit in cars during school hours. Students should not be in classrooms without school personnel supervision.

OPEN CAMPUS

The Paly campus is an open campus. Students frequent the Town and Country establishments during the lunch hour and are permitted to leave the campus during prep periods.

The California Education Code provides that “no school staff member or employee of the district shall be responsible or in any way liable for the conduct or safety of any pupil of the public schools at any time when such pupil is not on school property unless the district, board, or the person has undertaken to provide transportation for such pupil to and from the school premises, has undertaken a school-sponsored activity off the premises of such school or otherwise specifically assumed such responsibility. Only in the event of such a specific undertaking such as a field trip would the district, board, or person be liable or responsible for conduct or safety of any pupil only while such pupil is or should be under the immediate and direct supervision of any employee of such district.” (E.C.44807.5)

TOWN & COUNTRY

Students must always use the crosswalk at the pedestrian signal light and be considerate of store owners and other shoppers. Town and Country rules prohibit the following:

- Standing, walking or sitting in such a way as to cause inconvenience to others.
- Possession or use of illegal substances (including tobacco).
- Disorderly or disruptive conduct of any nature, including: use of obscene or insulting language/gestures; running, yelling, fighting; throwing objects or littering; and playing radios, tape players, compact disc players or similar electronic devices.
- Loitering
- Riding skateboards or roller blades.
- Riding bicycles on sidewalk.
- Any act which could result in physical harm to persons or damage to property.
- Violation of any of the foregoing may result in revocation of your permission to enter onto or remain on Palo Alto Town and Country Village property, and may result in police action.

Students not abiding by these rules can and may be banned from Town and Country during school hours.

PROHIBITED ON PALY CAMPUS

- Gambling, dominoes and card games of any variety.
- Bringing pets, friends, siblings or children to school.
- Individual listening devices, such as smart phones, compact disc players or iPods, may not be used in any classroom or building without express permission from a teacher or other staff member.
- Playing with hacky sacks, balls, or frisbees is confined to the fields only, and is permitted as long as the activity is not disruptive.
- Students must remain quiet outside of all classrooms while school is in session, or it may be necessary to restrict these areas (particularly near the library).
- Any electronic communication device (cell phones, etc.) that is judged to be disruptive may be confiscated at the discretion of the teacher or other staff member.

THEFTS & VANDALISM

Thefts, vandalism and all incidents of tampering with personal or school property should be reported to the Main Office. Students responsible for such behavior or who are in possession of stolen property will be subject to disciplinary action and referral to the police. Restitution will be made as provided for by law. The school is not responsible for theft, damaged or vandalized personal property. Students should not bring valuables or large sums of cash to school. Students should keep valuables in their pockets or inside their backpack. Gym and other lockers should be kept locked at all times. Bikes should be locked at all times. If your bike is stolen, please report this to the main office.

PRANKS & OTHER ILLEGAL ACTIVITIES

Activities that are dangerous, destructive, disruptive, or demeaning are not acceptable on campus. This includes “streaking”, possession or throwing of water balloons or eggs, placing students in trashcans or otherwise showing disrespect to each other. Squirr guns, “Super Soakers”, paint ball guns, and all other liquid projecting devices (including water bottles if

used for the purpose of throwing water) are NOT allowed. Students are prohibited from using paint without authorization, entering any locked facility, or climbing on any roof. Students should be aware that even if they intend no harm, if they are involved in such activities, they are subject to disciplinary action, which may include suspension. Police will be called to investigate illegal activities. When there is a cost involved in a “prank” and the school is unable to determine the individuals involved, the cost is charged to the grade level class responsible for the prank. As a consequence for being involved in such activities, students may be barred from participation in school activities, commencement and graduation activities, and auditioning for or performing in Baccalaureate and commencement ceremonies. Seniors who are caught streaking will be suspended for 2 days. Students will also meet with PAPD. If streaking continues, students will be in jeopardy of not participating in their senior activities, including graduation.

INAPPROPRIATE OBJECTS

Objects that are not directly related to a classroom project or assignment and approved by a staff member are not permitted on campus. This may include but is not limited to: 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. A student who brings an object to the campus is responsible for the object brought onto the campus. The school cannot assume responsibility for lost/stolen personal items.

WEAPONS

Firearms (including look-alikes), knives, explosives, fireworks, paint ball guns and other instruments usable as weapons may not be brought onto campus. Penalties are severe and will range from suspension from school to expulsion from the school district and arrest, per state Educational Code.

ALCOHOL & OTHER DRUGS

Students may not use, be under the influence of, buy, sell or give intoxicants or any controlled substance to others, including prescription medication. Violation of this rule results in immediate disciplinary action that will range from suspension to possible expulsion from the school district. If the final disposition is reinstatement on this campus, students may be barred from participation in school-related activities, dances, commencement and graduation activities.

TOBACCO-FREE SCHOOL

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

VAPING

Vaping any substance is prohibited on school grounds. Vaping paraphernalia of any kind is also prohibited on campus.

PEANUT ALLERGIES

Parents and students are strongly encouraged not to bring peanut products to school, as there are some students who have life-threatening allergies to nuts on campus. Parents are also strongly encouraged to avoid nut-products when bringing food on campus for groups of students (class, clubs, etc.). Any food items with nuts that are intended to be shared with other students must be labeled as such.

DANCE POLICY

Since dances are school-sponsored events and all school rules must be followed, the dance etiquette protocol is designed to ensure that dances are safe and comfortable for Paly students:

- Must bring an official Paly ID
- Chewing gum is not permitted in the dance
- No food or drinks may be brought into the dance
- Clothing must be school appropriate (see school dress policy in this handbook)
- Dancing must be appropriate for a school function (no demeaning or sexually explicit dancing)
- Courteous behavior is expected at all times

A Paly ID card is required to purchase a dance ticket and also to enter the dance. Only one ticket per student may be purchased. Tickets cost \$5 with Student Body sticker and \$10 without. No refunds will be given. Students without ID cards at the door may not be allowed entrance.

Non-Paly students may attend the Prom or a designated dance only if a Paly student adheres to the following regulations:

- Dance ticket must be purchased by the guest pass application deadline
- Guest pass application must be completed and approved (If a guest cannot completely fill out the guest form application, the guest must make an appointment to meet with the Director of Student Activities in person.)
- Guest must be accompanied by Paly host student (Only one guest per Paly student)
- Guest is required to bring a photo ID card

Any violation of these rules will result in dismissal from the dance and may result in additional disciplinary action. Please see dance information in the Student Activities portion of this Handbook.

TRANSPORTATION & PARKING

Sharing the road safely is important for all Palo Alto High School students regardless of how they come to school – on foot, on bike or in a car. Students found violating traffic regulations or operating vehicles in an unsafe manner will lose their driving privileges on campus.

- Drivers should maintain a safe speed and drive courteously at all times. Campus maximum speed is 10 m.p.h.
- Pedestrians and school buses always have the right-of-way.
- Student vehicles may not be driven through campus or in the staff parking areas by the Big Gym or by the 300 building.
- There is no parking beyond the football field.
- Speeding, careless driving/biking or dangerous driving/biking, as deemed by the administration or the Palo Alto Police Department (PAPD), will be considered driving/biking in an unsafe manner.

DROP-OFF ZONES

Drivers dropping-off students on campus should:

- Use the designated drop-off zones in a safe and courteous manner – pull all the way forward and have students exit the vehicle on the right side, next to the curb.
- Follow the recommended circulation pattern to exit the parking lot safely.
- Avoid entering staff parking areas inside the gym gates or beyond the 100 building and the Embarcadero bike parking area.
- Obey any instruction from school staff.

BICYCLES

Follow the rules of the road! Bike traffic across campus is prohibited from 7:45 a.m. to 3:30 p.m. – bicycles must be walked when on campus and may be ridden once you reach the parking lot. All bikes should be parked and locked in designated areas; otherwise, campus supervisors may lock them up. The school is not responsible for bike vandalism or theft, however all bike thefts and/or vandalism should be reported to the main office. No one is to loiter in the bike area. Any bike thefts should be reported immediately to the main office, as well as the Palo Alto Police Department. It has been our experience that bike thefts occur when student fail to lock their bikes. Please be sure to take the time to lock your bike!

** California state law requires students to wear bike safety helmets.*

SKATEBOARDS, ROLLERBLADES, & SCOOTERS

These may be used on campus as a form of transportation ONLY between the street and the nearest bike rack. They must be stored in lockers upon arrival. Policy regulations stipulate that skateboard riders are required to obey all applicable traffic laws.

GENERAL PARKING REGULATIONS

Parking on campus is a privilege and requires compliance with all parking and traffic regulations. All vehicles must visibly display a Palo Alto High School (PAHS) or PAUSD parking permit (see regulations below). Failure to properly display a permit will be cause for a parking citation to be issued by the Palo Alto Police Department (PAPD). All vehicles must

park within a designated marked parking stall. Vehicles must park between signs and may not block any part of the roadway or lot.

*** All provisions of the California Vehicle Code pertaining to parked vehicles will apply and may be enforced on PAHS grounds unless specified otherwise. Parking regulations will be enforced Monday thru Friday from 7:00 a.m. to 3:30 p.m.*

PERMITS

STUDENT PERMITS

Students who drive to school are required to purchase and display a PAHS student permit. (See procedure for purchase of permits on next page.) This permit must be displayed on the lower left corner (driver's side) of the windshield. It is the responsibility of the driver to ensure that the permit is visible from the outside. Vehicles displaying a student permit may only park in student designated parking areas. They may not park in Staff or Visitor areas, nor may they park in red zones, fire lanes or in a disabled stall without a proper disabled placard. Students parked in an area other than designated or student-only parking areas could be issued a citation by the PAPD.

STAFF PERMITS

Staff personnel will be required to display a PAHS or a PAUSD permit which must be hung from the front of the rearview mirror and visible from the outside of the vehicle. It is the responsibility of the driver to ensure that the permit is visible from the outside. Vehicles displaying a staff permit may park in Staff or Student areas, or spaces with "Visitor" written on the ground. In addition, they may not park in red zones, fire lanes, or in a disabled stall without a proper disabled placard.

VISITOR PERMITS

Parents, volunteers, and other visitors to the campus may park in Student or Visitor parking stalls. Unless using the 10-minute visitor spaces, a daily/temporary permit must be obtained at the Front Office. The daily/temporary visitor permit must be placed on the front dashboard, and the expiration date must be clear and visible. Visitors may park in the Visitor or Student areas only. Under certain circumstances, students may obtain daily/temporary permits from the Auditor. Students with temporary permits may only park in designated student-only lots. Vehicles with daily/temporary permits may not park in Staff areas, red zones, fire lanes, or in a disabled stall without a proper disabled placard.

IMPORTANT PARKING INFORMATION

- Only park in a disabled stall, or any part of it, if you have a current, valid disabled placard or license plate. Vehicles blocking or parked in disabled stalls without a visible, properly displayed disabled placard or license plate will be cited.
- There is absolutely no parking allowed in designated fire lanes and red zones. Vehicles parked in fire lanes or red zones will be cited and may be subject to towing.
- Vehicles must park within a designated marked parking stall/space. Vehicles parked outside of a designated parking stall/space or taking up more than one parking space will be cited.
- All parking citations must be paid to the City of Palo Alto Revenue Collections Department. To contest or appeal a citation, follow the directions on the reverse side of the citation or call Revenue Collections at (650) 329-2252. If you need further assistance please call (650) 329-2411. The high school cannot negate tickets.

- PAHS is not responsible for fire, theft, vandalism, or damage to any vehicle in the PAHS parking lots.
- Parking permits will remain the property of PAHS. They are issued for the sole use of the purchaser and may not be sold or given to another student.
- Permits are only transferable between vehicles listed on the parking permit application, which is on file with the ASB Auditor.
- Help PAHS maintain good relations with our neighbors. Do not park at Town and Country or in the Southgate residential neighborhood.

PROCEDURE FOR PURCHASE OF PARKING PERMITS

Parking permits will be available for purchase starting with seniors during the first 2 weeks of school. Any parking spots available after this time will be distributed through a lottery for Juniors. During the school year, permits will be sold at the ASB Auditor's office, or online via the webstore, pro-rated by quarter. To obtain a permit you must first pick up an application form, available with the ASB Auditor. When you return to purchase your permit, you must present the following items:

- Completed parking permit application form, including vehicle & insurance information, and all necessary signatures
- Student's Driver License
- A check for the appropriate amount, payable to Palo Alto High School/ASB, or an online purchase receipt

Please familiarize yourself with Student Parking Regulations, and park only where permitted.

ACADEMIC HONESTY POLICY

Honesty, trust and integrity are vital components of the education process. The [School Board](#) believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Teachers care about student learning and as a community we value honesty, trust, and personal integrity. Academic integrity is an integral component in fostering self respect, achievement and positive relationships among all stakeholders in our District community. Our Academic Integrity Policy is intended to clarify the expectations we have for all students to maintain an ethical climate that values honesty, effort and respect for others.

Students are expected to produce their own work, complete course activities themselves, and take course exams, tests or quizzes without the assistance of others unless otherwise directly specified by the teacher. Students and families should understand and act upon the values of academic integrity and should encourage the highest standards of academic behavior from themselves and their peers.

Considerations for the use of Artificial Intelligence (AI)

Students:

AI is evolving constantly. Current considerations:

- Using AI to write college essays: Please be aware that you should not input any personal information into AI. Anything entered is inputted into the system database and you lose confidentiality. Output can be considered the intellectual property of the AI you use, which means the information may appear in another query. We do not encourage students to use AI to write college essays.
- There is now a way to cite ChatGPT in APA. You need to discuss with your teacher what use of AI is acceptable in their class.
 - The use of any generative AI content requires correct MLA or APA citation.
 - MLA formatting requires direct citation of generative AI content (text and image) as well as any functional use of the tool for editing or translation.
 - APA formatting requires direct citation generative AI content be treated in the same manner as a "personal communications."
 - For both MLA and APA citation formatting, please follow your teacher's instructions regarding the preferred style, parenthetical or footnote, and Works Cited or *References* page

Teachers:

AI is constantly evolving and will likely be used widely in many jobs our students will have after they have completed their schooling. Please consider how your class can help students use AI appropriately to assist them with their learning. There is now a way to cite ChatGPT in APA. Teachers should make expectations clear with their students about what use of AI is acceptable in their class.

Definitions of Academic Misconduct

Cheating is a form of academic dishonesty in which an individual acts dishonestly or unfairly in order to gain an advantage on an assignment, project or test, thus undermining the integrity of an assignment or exam.

Examples of cheating include, but are not limited to, the following:

- Copying an assignment or test
- Improper electronic capturing, recording or photography of exams and other testing materials
- Allowing others to copy an assignment or test
- Giving or receiving test information (verbally or written)
- Using unauthorized resources during an assessment
- Submitting the same assignment or presentation more than once without prior teacher approval
- Working on and/or completing an assignment collaboratively without teacher authorization
- Making up information (data, quotations, sources, citations)
- Stealing testing materials
- Pressuring or encouraging another student to violate this Academic Integrity Policy, or, planning with another to commit a violation of this policy
- Using Artificial Intelligence (example: ChatGPT) to complete homework, assignments, projects, essays, etc.

Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.

Plagiarism exists when:

- There is no recognition given to the original author for phrases, sentences, and ideas of the author incorporated in a paper or project.
- A portion of a document is copied from an author, or composed by another person, and presented as original work.

Examples of plagiarism include, but are not limited to, the following:

- Presenting another author's entire work as your own
- Copying a summary from another source and incorporating it into your work
- Submitting an essay or story written by anyone else
- Using another author's sentences or phrases without using quotations and/or citing your source
- Using Artificial Intelligence (example: ChatGPT) to complete homework, assignments, projects, essays, etc.

Procedures

When a student has violated the Academic Integrity Policy the following sequential steps will occur:

1. The teacher gathers evidence of cheating/plagiarism, **and** confers with the student.
2. The teacher communicates the violation and details of the student conversation to the assistant principal (report to admin supporting students by last name).

3. The teacher will determine and communicate the grading outcome with the assistant principal before sharing with the student and parent/guardian.
4. The teacher will submit a written referral to the administrator.
5. The teacher will contact the parent/guardian (cc. Admin, School Counselor and Teacher Advisor) informing them of the infraction and grading outcome.
6. The administrator will record a summary of facts regarding the academic dishonesty in Infinite Campus.
7. The administrator will review the violation and the student's disciplinary history in regards to academic dishonesty to determine appropriate disciplinary action.
8. The administrator will meet with the student and contact the parent/guardian.

Teachers, Administrators, and parents/guardians are responsible for helping the student understand how their actions have harmed others (classmates, staff) and what steps can be taken to rebuild trust and relationships they have potentially damaged. Staff will solicit the help of School Counselors, Teacher Advisors, and Wellness staff when appropriate.

Grading Outcomes

Grading outcomes are at the discretion of the classroom teacher. Each course-alike team/department is expected to have an aligned academic integrity policy in their course guide that outlines potential grading outcomes in regards to academic dishonesty. These course guides are shared with all students at the start of the year and posted in Schoology materials.

Potential Grading Outcomes May Include:

- The student will redo the assignment/essay/test for a minimum of 50%.
 - To emphasize the importance of the learning process, all course-alike teams are encouraged to have students redo an assignment/assessment (both formative and summative) when there exists evidence of cheating or plagiarism.
 - In order to support our district goal of standards based grading, it is encouraged that the lowest grade a student should receive is a 50% when not using standards based grading.
- The student will earn a 0 on the assignment/essay/test and write a reflection.
 - This is for the most extreme violations of academic dishonesty (examples include: stealing or photographing an exam and/or distributing an exam; altering grades in a computer database or gradebook).

Disciplinary Actions

Disciplinary actions are determined by the Administrator and will depend on the nature of the policy violation and the student's disciplinary history. Disciplinary actions may include, and are not limited to

- Academic Integrity workshop
- School or community service
- Suspension from extracurricular activities or Paly events
- Suspension if a violation of Ed. Code is determined to have occurred

A student may face consequences for prior violations of this policy that are discovered in the course of investigating a subsequent allegation. If a single incident of cheating encompasses more than one violation, the consequences for subsequent violations may be applicable.

Letters of Recommendation: Letters of recommendation by District staff do not fall within the purview of this Policy. Any decision to rescind or amend a letter of recommendation is reserved for the independent discretion of the staff member who wrote it.

If a student is accused of a Violation of the Academic Integrity Policy, they may present evidence in their defense, and respond to any evidence presented in support of the accusation. Turnitin.com, the observations and testimony of teachers, staff and other students and any materials submitted by the student may be used to establish the facts of the case.

Revised 2023-24 School Year

ACCEPTABLE COMPUTER/INTERNET-USE POLICY

Student Expectations

A charged device must be brought to school every day at 1:1 school sites:

- This may be a personal device such as a laptop/tablet or a PAUSD issued device such as a Chromebook

Best Practices:

- Log out of and close all applications before device put into sleep mode
- Replace and charge all portable devices you borrow (from carts, etc.)
- Check Schoology regularly for class and school updates

Practice responsible digital citizenship, including, but not limited to:

- Copyright and Fair Use
- Students are expected to always log in with their PAUSD accounts and work under their own name, never under pseudonyms or anonymously
- Students should always “think before you post.” As citizens in a digital society, students must consider the consequences and permanent nature of technology use, often referred to as “digital footprints.”
- Student conduct shall reflect consideration for the rights and privileges of others.
- Access to devices and the internet network is a privilege, not a right; students must use technology in responsible and ethical ways.
- Activities that are strictly prohibited at school: Gaming, gambling, streaming videos or other content from personal accounts. Additionally, during instructional time engaging in social media, texting or any other kind of instant messaging is prohibited.
- Some students may find games, applications and social media available on cell phones addictive. In these cases, the education of such students is greatly disrupted, and this behavior may lead to further problems. If this behavior is witnessed by district staff the student and parents may be contacted and asked to leave the device at home.
- Report any intentional theft, vandalism, or accidental damage to school devices.

Avoid inappropriate behaviors including, but not limited to:

- Discrimination, bullying, cyberbullying, harassment, intimidation, plagiarism, theft, vandalism and hacking
- Posting to or creating a “Burn Page,” false profiles, or creating a credible impersonation of another actual student
- Photographing/recording/videotaping individuals without their express permission
 - Consent for photographs or videos must come from the parent or guardian of any student under 18 years of age

Technology for Personal Use:

- Students who bring personal cell phones or other devices to school must use this device in a responsible manner
- If personal devices are judged to be disruptive the teacher, school or district has the right to confiscate the device and return it to the parent or guardian.

No hacking or other purposefully malicious activity. This includes hacking into any websites or systems to:

- Manipulate data
- Play with, experiment with, or test systems or devices
- Disrupt systems

Content Creation & Curation

- Only school appropriate content should be created and stored using district devices and/or network.
- All content must be free of any hate speech, profanity, obscene or vulgar content or language, bullying, discriminatory language or images of any kind, harassment (including sexual harassment), intimidation of others, hazing, extortion, reference to violence against others, reference to illegal drug or alcohol use or anything that could endanger others, including terrorist threats.
- Content must be free of any malicious pranks, jokes or any other illegal behaviors.

About Privacy

- All school devices as well use any personal device using a PAUSD internet connection are not private.
- Students can have any device, search history or download searched, reviewed and managed by the school district.
- Students should assume that everything they do is viewable by others, including documents, e-mails and instant messages.
- Student passwords - Students should always protect their passwords. Students should not write down passwords in highly visible places or share passwords with others.
- Others' passwords - Students are prohibited from having passwords, or any other secure information for other students, staff members or the district, including district passwords (example: Wi-Fi access passwords).
- Do not share sensitive personal information online. This includes, credit card numbers (no online shopping), social security numbers, student location data or address, student first and last name, or e-mail address on any applications or websites.

School-based Consequences:

- Students can lose the privilege of using a PAUSD device or a personal device while at school.
- In some cases, students and parents or guardians may be required to attend educational sessions about the responsible use of technology.
- Suspension or expulsion can be used in cases of severe violations of this acceptable use policy.

Legal and Criminal Consequences:

- For all illegal activity the police or appropriate authorities will be notified.

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.

How to Report a Problem

For any students or parents/guardians that encounter problems such as cyber bullying, unacceptable use of technology, hacking, etcetera, please report the incident as soon as possible or within 24 hours to a school site administrator.

For more information and details please review the complete PAUSD Technology Handbook on the PAUSD website.

STUDENT USE OF TECHNOLOGY

Administrative Regulation 6163.4

Introduction

Palo Alto Unified School District (PAUSD) is committed to preparing students both academically and for future careers while ensuring that students are socially and emotionally safe. Technology use is central to both school and work, and PAUSD supports learning and teaching with technology. However, PAUSD is also aware of the complicated realities of living in a more technologically connected society. Use of District technology resources is a privilege that the District extends to students in order to support and enrich their learning experiences.

Definitions

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Content

While using District technology, students will be exposed to content from a variety of sources including, but not limited to content created by teachers and other students, applications and content purchased by the District and individual schools, and content located on the internet. While the District is able exercise reasonable control over content created and purchased by the District, it has limited control over content accessed via the internet.

PAUSD believes that open access to the internet is important to the educational process and, further, that education in the proper use of technology, not restricted access, is the best way to protect our students on the internet. For this reason, PAUSD engages in very limited filtering of internet content by ensuring district technology with internet access have a protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. Parents should remember that, while best efforts to filter are made, no filtering system is 100% effective. PAUSD staff believe that the benefits to students from internet access exceed the possible disadvantages.

PAUSD makes no warranties of any kind, either expressed or implied, for the technology resources it provides or the information students may access using those systems. PAUSD is not responsible for any damages users suffer while using District technology resources. PAUSD specifically denies any responsibility for the accuracy of information students may obtain from sources outside the District.

Appropriate Use

The Palo Alto Unified School District expects that students will use District technology for purposes consistent with the instructional program. PAUSD technology resources should be used primarily for class assignments and other learning activities. Only school related files should be stored in student accounts. Students are expected to be good stewards of District technology resources, leaving equipment and work areas in good condition.

Safety & Privacy

PAUSD will provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using PAUSD technology.

Consequences of Violations

Students who misuse PAUSD's technology resources will be subject to discipline which may include loss of access to PAUSD technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws. If a student is accused of any violation, s/he has all of the rights and privileges that exist with other kinds of school infractions.

Local Policies & Practices

These policies apply to all schools and students within PAUSD. Individual schools and teachers may develop local policies and procedures which may be more restrictive than District policies. Not all schools or teachers will use all types of software or hardware described in this document.

Personally Owned Devices

If a student uses a personally owned device to access district technology, he/she shall abide by all applicable Board policies, administrative regulations, and this Handbook. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

District technology and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to PAUSD technology primarily for educational purposes. Incidental personal use of District technology is acceptable, but students should not use district technology for personal activities that consume significant bandwidth, for personal activities or for activities that violate school policy or law.

These include but are not limited to:

1. Playing games or online gaming unless approved by a teacher.
2. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
3. Installing unauthorized software.
4. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
5. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
6. Engaging in any activity that is harmful to other student(s), including cyberbullying.
7. Participating in political activities.
8. Conducting for-profit business.
9. "Hack" into the system to manipulate data of the district or other users
10. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
11. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
12. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
13. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

Policy adopted: 06.22.17

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

EMERGENCY/DISASTER

DISASTER EVACUATION PROCEDURES FOR STUDENTS

The complete Palo Alto High School Disaster Plan is on file at the Main Office.

- 1) In the event of a disaster, students must respond calmly and follow directions. DUCK AND COVER FOR 60 SECONDS in the event of an earthquake. Bend head close to knees, close eyes, cover sides of head with elbows and clasp hands behind neck (cover head with jacket if available). Move away from windows, other glass items, and shelves with heavy objects.
- 2) When the tremor stops, the teacher will gather the class and prepare for evacuation. They will proceed calmly and quietly directly to their designated evacuation location. (In the event of a fire or any other emergency/disaster, do the following evacuation procedure.)
- 3) Once students have arrived, they will line up with their current period's teacher. The same procedure is followed whenever the evacuation/fire alarm sounds. (If it is during a break, before, or after school they line up with their 3rd period teacher.)
- 4) Teachers will be arranged in order of their room number and will be holding up signs with their number on them.
- 5) When the area is declared safe, an announcement will be made on the public address system, and, if appropriate, students will be released.

DISMISSAL PROCEDURE

Staff members will be stationed at the exits to log out and release students. All students must be accounted for before leaving.

KEY INFORMATION & LOCATIONS

FREQUENTLY ASKED QUESTIONS

| ITEM / FAQ | INFORMATION | CONTACT INFO |
|---|---|---|
| <i>General Information</i> | Paly webpage | www.paly.net |
| ATTENDANCE | | |
| <i>How do I report my student's absence?</i> | Call the Attendance Office or e-mail at palyattendance@pausd.org . Messages are retrieved frequently. Avoid the hours of 7:30-9:00 a.m. if possible. Must be called in within 72 hours. | 329-3711 |
| <i>What is the procedure if my student is late for school (less than 30 minutes)?</i> | Student reports directly to class | |
| <i>What is the procedure if my student is more than 30 minutes late for school?</i> | Parent calls Attendance Office, student reports directly to class | 329-3711 |
| <i>Who do I contact with questions about an absence?</i> | Contact the teacher of the class in question directly. | https://www.paly.net/connecting/staff-directory |
| ATHLETICS / STUDENT ACTIVITIES | | |
| <i>How do I find schedules, locations, practices and tryouts for athletic events?</i> | E-mail the coach or Athletic Director Jenny Crane. Check online at www.palyathletics.com | jcrane@pausd.org |

| | | |
|--|--|---|
| <i>How does my student join a club?</i> | Sign-ups at Club Day 1 (end of Sept.) or Club Day 2 (Early Spring) see the Student Activities Director. | Club list posted on Paly webpage and SAO door. http://www.palyasb.com/club-info.html |
| <i>How will I get information about graduation and senior activities?</i> | Graduation is scheduled for Wednesday, June 1, 2022 at 5:30 p.m. Watch In Focus regularly for up-to-the-minute information. | Senior families receive a mailing in the early spring containing all deadlines and other pertinent info. |
| SERVICES / FACILITIES | | |
| <i>Dance tickets Lock purchases Locker registration Parking Permits Student Body Cards AP Test Registration Yearbook purchases</i> | ASB Auditor | 329-3895 |
| <i>Lost and Found</i> | Main Office | 329-3701 |
| <i>Submit school report forms Request transcripts, transcript questions</i> | Registrar | Guidance Office 329-3822 |
| <i>Library</i> | Open 7:30 a.m.-5:00 p.m. | 329-3897 |
| <i>Tutoring (all subjects) and more</i> | Peer Tutoring Center | P1 |
| | | |
| ITEM / FAQ | INFORMATION | CONTACT INFO |
| POLICIES / PROCEDURES | | |
| <i>What is the proper procedure if I come to campus?</i> | All visitors must check in to the Main Office and get a parking permit. Teachers are available for conference by prior arrangement only. | |

| | | |
|---|---|--|
| <i>What is Paly's policy on student visitors?</i> | Visitors to Palo Alto High School during school hours need to register at the Main Office to receive a badge and a parking permit (if needed). | Main Office |
| <i>Who do I contact with theft, vandalism, harassment or other discipline concerns?</i> | Assistant Principal | 329-3701 www.pausd.org/school-life/health-wellness/bullying-prevention |
| <i>Who do I contact if my student has a problem with a teacher or with understanding specific subject matter?</i> | Student should first contact the teacher, then the Instructional Supervisor. If further support or intervention is necessary, contact the Main Office and they will direct you or your student to the appropriate staff person. | See www.paly.net/connecting/staff-directory Main Office 329-3831 |
| STUDENT SUPPORT SERVICES | | |
| <i>Who can answer my questions about academic issues?</i> | Guidance Office | 329-3712 |
| | Your Student's Teacher Advisor | See www.paly.net/connecting/staff-directory |
| <i>Where do I go for questions about non-academic (personal or emotional) issues?</i> | Guidance Office | 329-3712 |
| | Wellness Center | 354-6200 x6932 |
| <i>How does my student get a Work Permit?</i> | Work Experience Teacher | 329-3816 or 354-8221 @ Gunn |
| MISCELLANEOUS INFORMATION | | |
| <i>How does my student receive their PE clothes and locks?</i> | Purchase from PE teacher the first week of school or via the webstore. | PE Dept. 329-3714 |
| <i>How do I send a message to my student?</i> | Attendance Office | 329-3711 |
| | Main Office | 329-3701 |

| | | |
|--|---|--|
| <i>Where can I view a calendar for the entire school year?</i> | Paly-specific – Paly webpage District Holidays – page 45 | www.paly.net/campus-life/calendars www.pausd.org/school-life/calendar |
| <i>Where can I find special schedules posted?</i> | Paly webpage | www.paly.net www.paly.net |
| <i>How do I correct mailing/contact information?</i> | Guidance Office | 329-3823 |

GLOSSARY OF TERMS

| | |
|------|--|
| PTC | Peery Tutoring Center |
| CCC | College & Career Center |
| IL | Instructional Leader |
| MAC | Media Arts Center |
| MRC | Math Resource Center |
| PAC | Performing Arts Center |
| SRC | Science Resource Center |
| SSRC | Social Studies Resource Center/800 Bldg. |
| SAO | Student Activities Office |
| TA | Teacher Advisor |

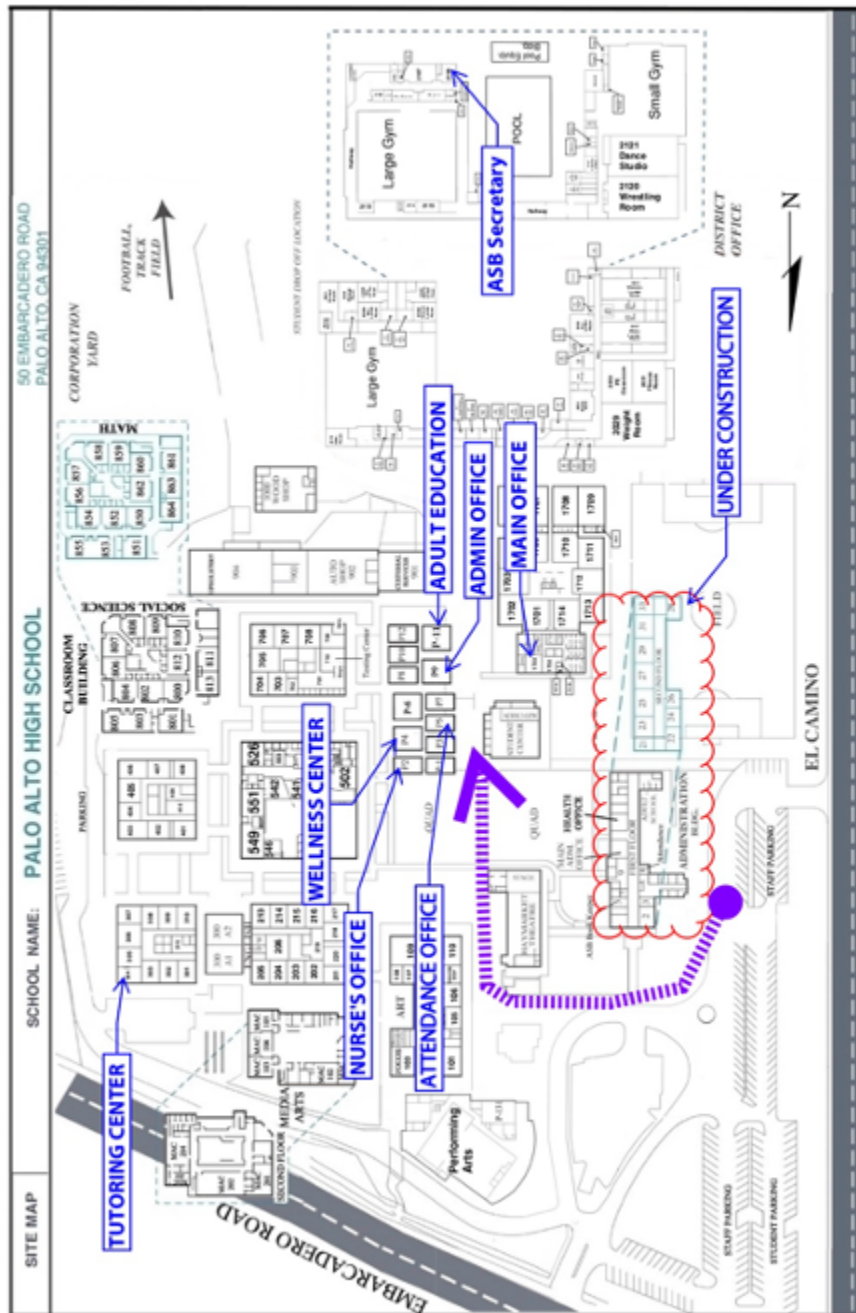
PAUSD SCHOOL YEAR CALENDAR

Palo Alto Unified School District SCHOOL YEAR CALENDAR FOR 2023-24

| July | | | | | | | Important Dates | | | | | | | JANUARY 2024 | | | | | | | M&H 16/E 17 | | | | | | | | | | | | | | | | | | | | |
|----------------|-------|----|----|----|----|----|---------------------------------------|---|--|--|--|--|--|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|---|--|--|---------|--|--|--|--|--|--|
| S | M | T | W | T | F | S | Aug 9 | First Day for 6-12 Students K-5 Teacher Work Day No school for K-5 students | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 1 | Aug 10 | First Day for K-5 Students K-5 Students Return to School 6-12 Teacher Work Day No school for 6-12 students | | | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | Jan 8 | | | | | | | 14 | H | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | Jan 9 | 6-12 Students Return to School | | | | | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | May 30 | Last Day of School | | | | | | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | FEBRUARY 2024 | | | | | | | 19 days | | | | | | | | | | | | | |
| AUGUST 2023 | | | | | | | M&H16/E 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | | | | | | | | | | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | 1 | 2 | 3 | | | | | | | | | | | | | |
| 6 | DD | WD | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | 11 | 12 | 13 | 14 | 15 | NS | 17 | | | | | | | | | | | | | | |
| 20 | SD | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | 18 | H | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | |
| SEPTEMBER 2023 | | | | | | | 19 days | | | | | | | | | | | | | | | | | | | | | MARCH 2024 | | | | | | | 19 days | | | | | | |
| S | M | T | W | T | F | S | | | | | | | | | | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | 1 | 2 | | | | | | | | | | | | | |
| 3 | H | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | 3 | 4 | 5 | 6 | 7 | SD | 9 | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | 10 | NS | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | |
| 24 | NS | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | 24/31 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | |
| OCTOBER 2023 | | | | | | | 21 days | | | | | | | | | | | | | | | | | | | | | APRIL 2024 | | | | | | | 17 days | | | | | | |
| S | M | T | W | T | F | S | | | | | | | | | | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | NS | NS | NS | NS | NS | 6 | | | | | | | | | |
| 8 | SD | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | |
| NOVEMBER 2023 | | | | | | | 16 days | | | | | | | | | | | | | | | | | | | | | MAY 2024 | | | | | | | 21 days | | | | | | |
| S | M | T | W | T | F | S | | | | | | | | | | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | H | 11 | | | | | | | | | | | | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | |
| 19 | NS | NS | NS | H | NS | 25 | | | | | | | | | | | | | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | 26 | H | 28 | 29 | 30 | WD | | | | | | | | | | | | | | | |
| DECEMBER 2023 | | | | | | | 16 days | | | | | | | | | | | | | | | | | | | | | JUNE 2024 | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | | | | | | | | | | | | | | | S | M | T | W | T | F | S | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | |
| 24/31 | H | NS | NS | NS | NS | 30 | | | | | | | | | | | | | | | 23/30 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | |
| | | | | | | | Legend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | H Federal/State Holiday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | NS No School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | DD District Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | WD Teacher Work Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | SD Staff Professional Development Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | All Schools Minimum Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | Last day of School & Minimum Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Adopted

SCHOOL MAP



PEERY CENTER MAP

Peery Center Map



DISTRICT/POLICIES

*The following pages contain several important board policies.
To view all policies, please visit: <https://www.pausd.org/policies#/browse>*

HOMEWORK

BOARD POLICY 6154

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

Homework should be designed to:

- Deepen understanding and encourage a love of learning.
- Reflect individual student needs, learning styles, social-emotional health, and abilities in order for students to complete their homework.
- Provide timely feedback for students regarding their learning.
- Include clear instructions and performance expectations so students can complete the work independently.
- Be assigned in reasonable amounts that can be completed within a reasonable time frame.
- Provide teachers with feedback to inform instruction.

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

The Winter break, Thanksgiving Break, and Spring Break are 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 these breaks, and any long-term assignments given before these breaks should not be due during the first week back from the break.

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

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

MAKEUP WORK

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

*(Education Code 48205)
(cf. 5113 - Absences and Excuses)*

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

*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

HOMEWORK/MAKEUP WORK

ADMINISTRATIVE REGULATION 6154

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.

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

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

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

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

HOMEWORK FOR HIGH SCHOOL GRADES

- 1) Homework assignments should emphasize reading and writing across all subject areas, practice and application of key skills and concepts, research, preparation for future classes and problem-solving activities.
- 2) Long-term assignments should include clear checkpoints to monitor progress towards completion.
- 3) With the support of administration and staff, teachers should make efforts to coordinate with one another to establish deadlines, due dates for projects/assignments, and tests in an effort to minimize student over-extension.
- 4) During their time in high school, it is expected that students will become progressively independent and self-directed in preparation for post-secondary work and/or study.
- 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 weekly homework, including time devoted to long-term projects and test review:
9-12 = 7-10 hours weekly average M-F

While many high school classes serve students across several grade levels, students in their freshman year may reasonably expect average homework loads closer to seven hours a week. Similarly, seniors can expect loads closer to ten hours per week.

- 6) Students who choose to enroll in Advanced Placement, Honors, or accelerated courses should expect higher homework loads, but not to exceed an average of 15 hours per week.

NOTE 1: While many high school classes serve students across several grade levels, students in their freshman year may reasonably expect average homework loads closer to seven hours a week. Similarly, seniors can expect loads closer to ten hours per week.

NOTE 2: Students who choose to enroll in Advanced Placement, Honors or accelerated courses should expect loads higher than those outlined above and should refer to class catalogs for homework expectations.

HOMEWORK GUIDELINES FOR TEACHERS

In assigning homework, teachers should:

- 1) Clearly explain objectives, timelines, suggested amount of time for completing the homework, and required materials associated with the assignment.
- 2) Post assignments in a manner that is clear, consistent and easily observed by the student both in and outside of the classroom. The use of online communication tools is strongly encouraged at the secondary level.
- 3) Encourage students to monitor their own assignments.
- 4) Monitor homework time requirements and feasibility of assignments using student assignments, student feedback, and parent feedback.
- 5) Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.
- 6) Clearly communicate to parents and students the expectations regarding the amount and quality of homework required by the student and the level of parental involvement to complete assignments.
- 7) Inform parents and students of opportunities for student assistance.
- 8) Suggest and practice techniques to help increase efficiency, such as how to allocate time wisely, meet deadlines, and develop good study habits for each subject area. Examples of this may include the use of a binder reminder or computer based tools as communication avenues between home and school.
- 9) Provide a process for student or parent feedback if there is a concern.
- 10) Work with grade and department level colleagues to promote consistent homework practices and reasonable total time requirements for each evening.

HOMEWORK GUIDELINES FOR SITE ADMINISTRATION

Site administrators shall:

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

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 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

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, at school activities, or using district transportation.

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.
- 2) 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 to the school program.
- 3) Conduct that disrupts the orderly classroom or school environment.
- 4) Damage to or theft of property belonging to students, staff, or the district. 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) Obscene acts or use of profane, vulgar, or abusive language.
- 6) Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.
- 7) Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27).
- 8) Use of a cell phone, smartwatch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy.
- 9) Plagiarism or dishonesty on schoolwork or tests.
- 10) Wearing of any attire that violates district or school dress codes.
- 11) Tardiness or unexcused absence from school.
- 12) Failure to remain on school premises in accordance with school rules.

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school official suspects that a search of a student or a student's 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.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the students or turned over to the principal or designee, as appropriate.

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.

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices. threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

PAUSD DISCIPLINE PLAN

CONSEQUENCES FOR STUDENT MISBEHAVIOR

Consequences for first and second minor offenses at the School Site Level may include the following:

- Detention/restriction of privileges/work detail
- Counseling by teacher
- Referral to Administrator for appropriate action
- Parent notification
- Weekly progress reports
- Parent conference
- Assignment community service
- Referral to counselor
- Loss of privileges – school activities, commencement and graduation activities

Consequences for major violations may include the following:

- Teacher suspension from class for same day and the next (up to two class periods)
- Student behavior contract
- Referral to the Police Department
- Involuntary transfer
- Referral to community agencies
- Referral to district-level committee (example, School Attendance and Review Board)
- Juvenile court referral
- Modification of schedule, program, or shortened day
- Administrative suspension from school from one to five days
- Consideration of expulsion

SUSPENSION & EXPULSION

The policy of the Palo Alto Unified School District regarding suspension and expulsion recognizes that maintaining an educational environment which maximizes learning and protects the health, safety and welfare of all students sometimes requires the removal of a student from regular classroom instruction for a period of time deemed necessary to correct the behavior of that student.

Any student who is suspended from school may not return to the campus during the suspended time unless administrative approval is granted and the student is then accompanied by the parent/guardian. Any student who is expelled shall be referred to an alternative education placement during the expulsion.

Actions falling under school jurisdiction must relate to school activities or attendance and may take place at any time including, but not limited to, any of the following: 1) on school grounds; 2) while going to and from school; 3) during the lunch period, whether on or off campus; or 4) during, or while going to or coming from a school-sponsored activity.

GROUND FOR SUSPENSION AND/OR EXPULSION (Education Code §48900)

A pupil may be suspended from school or recommended for expulsion if the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined in §48900, subsection (a) to (q), (s) or §48900.2, §48900.3, §48900.4, §48900.7.

A pupil may be suspended or expelled for acts that are related to school activities or school attendance, including, but not limited to, acts that occur at any time while on school grounds, going to or coming from school, during lunch, whether on or off campus, and during or while going to or coming from a school sponsored activity. §48900(r))

A student may be suspended and potentially expelled for participating on the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, listed in Chapter 2 (commencing with §11053) of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products; does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied valid authority of school personnel.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code §§261, 266c, 286, 288, 288a, or 289 or committed a sexual battery as defined in Penal Code §243.4.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA.
- Engaged in, or attempted to engage in, hazing as defined in §32050.
- A pupil who aids or abets, as defined in §31 of the Penal Code, the infliction or attempted infliction of physical injury to another.
- Committed sexual harassment, as defined in §212.5. (Grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in §233(e). (Grades 4-12)
- Intentionally engaged in harassment, threats, or intimidation directed against school personnel or pupils. (Grades 4-12)
- Made terroristic threats, written or oral, against school officials or school property, or both.

MANDATORY SUSPENSION & MANDATORY RECOMMENDATION FOR EXPULSION (§48915)

- Possessed, sold, or furnished a firearm
- Brandished a knife at another person

- Unlawfully sold a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code
- Committed or attempted to commit a sexual assault/battery as defined in EC48900(n)
- Possessed an explosive

**Mandatory Recommendation for Expulsion,
Unless Inappropriate Under the Circumstances (§48915)**

- Caused serious physical injury to another person, except in self-defense
- Possessed any knife or other dangerous object of no reasonable use to the student
- Unlawfully possessed any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the possession of marijuana
- Robbery or extortion
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee

A decision to expel shall be based on a finding or one or both of the following: a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; b) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Education Code 48915(b)

LAWS ON DRIVING /ILLEGAL SUBSTANCES

Senate Bill 1300, effective January 1, 1989, calls for a one-year mandatory suspension of driving privileges for any person under the age of 21 years who has been convicted of possessing or using alcohol or other illegal drugs. Minors between the ages of 13 and 16 who receive such a conviction will have to wait a full year before obtaining their driver's license once they reach the age of 16. This Bill also imposes mandatory jail sentences of any individual who injures another person while driving under the influence with a suspended or revoked license.

For further information on this Bill you may contact Robert Ryan, Critical Health Initiatives Unit, at (916) 322-4018.

California Education Code Section 48900(h) indicates that possession and use of tobacco is a suspendable offense. California Penal Code Section 308(b) reads,

Every person under the age of 18 years who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, products from tobacco, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

The Brady-Jared Teen Driver Safety Act of 1997 reads in part,

...For the first 6 months after obtaining the provisional license, the teen driver cannot transport persons under the age of 20 unless accompanied by a licensed driver who is at least 25 years of age. For the first 12 months after obtaining the provisional license, the teen driver cannot drive between the hours of midnight and 5 a.m. unless accompanied by a licensed driver at least 25 years of age.

UNLAWFUL DISCRIMINATION NOTICE

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

(Education Code 234.1)

REPORTING & INTERVENTION

Any student who believes he or she has been subjected to unlawful discrimination, including discriminatory harassment, intimidation or bullying or any other individual who believes that a student has suffered unlawful discrimination is encouraged to notify school staff immediately. In addition, an anonymous reporting link is on the district website as a means of affording individuals a way to report any incidents of bullying confidentially. (<https://www.pausd.org/school-life/health-wellness/bullying-prevention>)

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

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

COMPLAINTS & INVESTIGATION

The district is committed to conducting a prompt investigation of all complaints of unlawful discrimination. Any student, parent/guardian, third party or other individual or organization who believes that he/she or another student or group has been subjected to unlawful discrimination, or who has witnessed such conduct, may report the conduct orally to any school employee or administrator, and/or file a formal written complaint with District Compliance Officer pursuant to AR1312.3 - Uniform Complaint Procedure ("UCP").

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

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

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

DISCIPLINE

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

harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

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

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

PROHIBITION AGAINST RETALIATION

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

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

BULLYING

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 well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 – Conduct)

(cf. 5136 – Gangs)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the

development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about discriminatory bullying, the complaint shall be resolved in accordance with the law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy: misdemeanor

647.7 Use of camera or other instrument to invade person's privacy: punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

BULLYING COMPLAINT PROCEDURES

ADMINISTRATIVE REGULATION 5131.2

***** CURRENTLY UNDER REVIEW*****

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.
- **Cyberbullying:** Sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. This policy pertains to cyberbullying that is related to school activity or attendance and is directed toward a pupil or school personnel.

NOTIFICATIONS

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

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

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

PROCEDURES

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

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

A. Reporting a Complaint

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

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

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

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

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

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

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

B. Documenting a Complaint

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

C. Interim Measures

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

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

D. Investigating a Complaint

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

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

- 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 & 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 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

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

NONDISCRIMINATION / HARASSMENT

NONDISCRIMINATION / HARASSMENT POLICY

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, immigration status, 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 web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)
(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

WEB SITES

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>

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, immigration status, 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 web site 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 Web Sites)
- 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 & 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 & GENDER-NONCONFORMING STUDENTS

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

Philosophy, Goals, Objectives, & Comprehensive Plans

Board Policy 0410

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 – Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

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

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

NOTIFICATION

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission

and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 4031 – Complaints Concerning Discrimination in Employment)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

(cf. 5145.6 – Parental Notifications)

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

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

ACCESS FOR INDIVIDUALS WITH DISABILITIES

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

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

(cf. 6020 - Parent Involvement)

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

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Deputy Superintendent
25 Churchill Ave., Palo Alto, CA 94306
(650) 329-3958

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Protecting Students from Harassment and Hate Crime, January, 1999

Notice of Non-Discrimination, January, 1999

Nondiscrimination in Employment Practices in Education, August, 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

Safe Schools Coalition: <http://www.safeschoolscoalition.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

TITLE IX COMPLIANCE

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

[20 U.S.C. §1681(a)]

Title IX Coordinator provides information about nondiscrimination policy and complaint procedures; ensures that appropriate training is provided on a frequent and regular basis; and monitors District actions in response to allegations of sexual harassment. For Title IX information, a copy of the Procedures for Complaints and Resolutions, or assistance in filing a complaint, please contact:

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

Nondiscrimination & Section 504 Grievance Policy

The Board of Education of the Palo Alto Unified School District shall provide equal opportunities in all areas and assure that there will be no discrimination against any person on the grounds of race, religion, age, sex, national origin, color, disability, political belief, sexual orientation, marital status or veteran's status.

UNIFORM COMPLAINTS

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, immigration status, 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 & 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)

- 1) 4Any 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*)

- 2) 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*)

- 3) 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*)

- 4) 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*)

- 5) 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*)

- 6) 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 & 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:

WEB SITES

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>

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.

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, homeless students, and former juvenile court school students to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622).

(cf. 0460 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education of Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.3 - Education for Juvenile Court School Students)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted

on the district web site and may be provided through district-supported social media, if available. (cf. 1113 - District and School Web Sites) (cf. 1114 - District-Sponsored Social Media)

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 retaliation or 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, for good cause upon written request by the complainant setting forth the reasons for the extension. (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)
- h. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
 - i. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
 - j. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her

credits, records, and grades when he/she transfers between schools or between the district and another district.

k. A foster youth, homeless student, or former juvenile court school student who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to: (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

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:

The District Compliance Officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. The standard is met if the allegation is more likely or not to have occurred.

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 complainant, 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.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

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 district violation or noncompliance with federal or state laws or regulations governing specific educational programs, such as 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 may be filed by any individual, public agency, or organization. (5 CCR 4630)

Any complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may also be filed under this procedure or may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

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, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075.)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. Education Code 49013 and 5 CCR 4600.

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's decision under this procedure, may file an appeal in writing with the CDE within 15 days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.2, 51228.3, 52075; 5 CCR 4600)

The complainant 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

Williams Uniform Complaint PROCEDURES

Administrative Regulation 1312.4

Types of Complaints

The district shall use the following procedures described in this administrative regulation only to investigate and resolve complaints when the complainant alleges that any of the following has occurred:

(Education Code [2]35186; [2] 5 CCR 4680-1, 4682, 4683)

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that:
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

- b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
(cf. 6161.1 - Selection and Evaluation of Instructional Materials) [3]
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- 2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that:
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
(cf. 4112.22 - Staff Teaching Pupils of Limited English Proficiency) [4]
- 3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186 [2]; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

- 3. Complaints regarding the condition of school facilities, including any complaint alleging that:
 - a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to or staff; structural damage creating a hazardous or uninhabitable condition, or any other condition deemed appropriate.
(Education Code [7]17592.72) [7]

- 2. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5) [8]

Open restroom means the school has kept all restrooms open during school hours when students are not in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs.

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days.

(Education Code 35186 [2]; 5 CCR 4680)

Investigation & Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. *(Education Code 35186 [2]; 5 CCR 4685)*

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her at the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee.

(Education Code 35186 [2]; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed.

(Education Code 35186) [2]

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Education at a regularly scheduled meeting.

(Education Code 35186 [2]; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in the section "Types of Complaints" item #3a above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632.

(Education Code 35186 [2]; 5 CCR 4687)

All complaints and written responses shall be public records. *(Education Code 35186 [2]; 5 CCR 4686)*

(cf. 1340 - Access to District Records) [11]

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meetings and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

(Education Code [2]35186 [2]; 5 CCR 4686)

Forms & Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint.

(Education Code 35186; [2]5CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes.

(Education Code 35186) [2]

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186.

(Education [2] [2]Code [2] 35186) [2]

Policy adopted: Tuesday, August 31, 2010; Tuesday, August 25, 2015

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

Complaints Concerning

Instructional Materials

Board Policy 1312.2

The Board of Education uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

The district shall accept complaints concerning instructional materials only from staff, district residents or the parents/guardians of children enrolled in a district school.

When deliberating upon challenged materials, a review committee established for this purpose shall consider the educational philosophy of the district, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the review committee's decision. However, if the complainant finds that decision unsatisfactory, he/she may appeal the decision to the Board.

(cf. 9322 - Agenda/Meeting Materials)

The district's decision shall be based on educational suitability of the materials and the criteria established in Board policy and administrative regulation.

(cf. 6144 - Controversial Issues) (cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

When any challenged instructional material is reviewed by the district, it shall not be subject to further reconsideration for 24 months, unless the Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to the district's Williams uniform complaint procedure at AR 1312.4.

Policy adopted: 05.22.12

PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California

PARENTS & COMMUNITY

PARENT & COMMUNITY INVOLVEMENT

California Education Code Sections 11501-11504 requires that school districts recognize the necessity and value of parent involvement to support student growth and academic achievement. The premise of the enabling legislation, Assembly Bill 322, underscores the long-standing belief of the Palo Alto Unified School District that a child's education is a responsibility shared by school, community, and family during the entire period the child spends in school.

The Board of Education of the Palo Alto Unified School District recognizes the necessity and value of parent and community involvement to support student growth and academic achievement. The Board of Education believes that a child's education is a responsibility shared by school, community, and family during the entire period the child spends in school. Furthermore, the Board believes that the education of children will be enhanced if parents, community members, and educators share their collective knowledge and skills. To assure a collaborative partnership, the Board, administration, and staff are committed to:

- Supporting community members and parents as collaborative decision-makers and assuring opportunities for their participation in governance, advisory, and advocacy roles.
- Fostering an environment in each school that invites and welcomes community members and parents in supporting, enriching, and evaluating children's education.
- Recognizing the diverse characteristics of school communities, including special needs and interests, which may result in models of involvement unique to each site.
- Providing support and resource information for school staff, community, and parents to enable them to implement and sustain appropriate parent involvement from kindergarten through grade 12.
- Providing clear, timely communication among school, community, and the family as to school programs and children's progress.
- Working with the community and parents to identify techniques that will encourage the cognitive and social/emotional developments of students.
- Providing appropriate training that will support effective participation of staff, parents, and community members in specified decision-making, instructional, and other school activities.
- Helping connect schools, community, students, and families with resources that provide educational enrichment and support.
- Encouraging parent and community education programs which will enhance parenting skills and foster conditions in the home and community that support children's cognitive and social/emotional development.

The Superintendent is directed to initiate actions which will familiarize parents, community and staff with the goals of this policy and provide in-service training opportunities which will help the different parties work effectively together. Reports shall be provided on a regular basis that indicates how the goals of this policy are being implemented.

Board of Education – 1/21/92

PARENT CONCERNS

Concerns raised by parents/guardians about school district personnel should be resolved as quickly as possible. Therefore, parents or guardians of students in the PAUSD are urged to discuss their concerns directly with the employee(s) in question when concerns surface.

If the concern is not resolved with the employee(s) at this first level, the parent/guardian should then put the concern in writing and direct it to the employee's immediate supervisor, the principals at the elementary school, the instructional supervisor and the principal at the secondary level.

The immediate supervisor shall give a copy of the document to the employee(s) and shall review the concern with the employee(s) to attempt a resolution of the matter. If the concern is not put into writing at this stage (second level), the district will be unable to respond.

If the concern is put into writing, the supervisor shall respond in writing within ten (10) working days of receipt of the document. The response shall be directed to the employee(s), the parent/guardian and, at the secondary level, to the principal, and shall state the proposed resolution.

If the resolution is unsatisfactory, the parent/guardian may request that the matter (including initial document and the supervisor's response) be forwarded to the Superintendent or his/her designee. This request must also be in writing. The Superintendent or his/her designee shall respond in writing within twenty (20) working days after receipt of the written request (and documentation) to the parties with his/her resolution of the concern.

Appeals of the Superintendent's decision may be made to the Board of Education.
Education Code, Section 35160.5 (10/84) Revised (11/87)