

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49334 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources

CDE PROGRAM ADVISORIES

1023,88 Corporal Punishment, CIL: 88/9-5

1110.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996 La Canada Flintridge, California

Suspension And Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenses be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, board policy and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students and parent/guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

Student Due Process

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not

respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students

32261 Interagency School Safety Demonstration Act of 1985

33032.5 Hate violence reduction

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

39141.12 Program for expelled students

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

240 Assault defined

242 Battery defined

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

422.6 Interference with civil rights; damaging property

422.7 Aggravating factors for punishment

422.75 Protected classes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

CIVIL CODE

47 Privileged communication

UNITED STATES CODE, TITLE 20

7151 Gun free schools

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

| Suspension Data Palm Crest Elementary Grades K - 6 48900 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Number of suspendable incidents for each school year. | 6 | 5 | 6 | 0 | 1 | 2 |
| Put a mark next to the Ed Code violation(s) that applies to each suspendable incident per year. | | | | | | |
| (A-1) Caused, attempted to cause, or threatened to cause physical injury to another person. | 5 | 4 | 2 | | 1 | 2 |
| (A-2) Willfully used force or violence upon the other person of another, except in self-defense. | | | | | | |
| (B) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. | | | | | | |
| (C) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. | | | | | | |
| (D) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, 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. | | | | | | |
| (E) Committed or attempted to commit robbery or extortion. | | | | | | |
| (F) Caused or attempted to cause damage to school property or private property. | | | | | | |
| (G) Stolen or attempted to steal school property or private property. | | | | | | |
| (H) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. | | | | | | |
| (I) Committed an obscene act or engaged in habitual profanity or vulgarity. | | | 2 | | | |
| (J) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. | | | | | | |
| (K) Alone Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in their performance of their duties. | | 1 | 2 | | | 1 |
| (K) Combined with other codes | | 1 | 1 | | | |
| (K) Total | | | 3 | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| (L) Knowingly received stolen school property or private property. | | | | | | |
| (M) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. | | | | | | |
| (N) Committed or attempted to commit a sexual assault. | | | | | | |
| (O) Harassed, threatened, or intimidated a pupil who is a complaining witness. | | | | | | |
| (P) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. | | | | | | |
| (Q) Engaged in, or attempted to engage in, hazing. | | | | | | |
| (R) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. | | | | | | |
| (S) Aids or abets the infliction or attempted infliction of physical injury to another person | | | | | | |
| (0.2) Engaged in Sexual Harassment. | | | | | | |
| (0.3) Engaged in hate violence. | | | | | | |
| (0.4) Engaged in harassment, threats, or intimidation. | 1 | | | | | |
| (0.7) A pupil making a terrorist threat against school officials or school property or both. | | | | | | |

7. Notification of teachers pursuant to EC 49079.

The school office maintains a file on all students who have been suspended or expelled. Teachers are promptly informed of any student in which such disciplinary action was necessary. At the beginning of the year, teachers are also informed of students who have been suspended or expelled the previous three school years (EC 48900).

See Education Code EC 49079 to follow.

Education Code

Education Code

Providing information to teacher for students engaged in acts described in 48900

EC 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(Amended by Stats 2000, Ch. 345, Sec. 2)

Reference:

Education Code 48900

Education Code 48900.2

Education Code 48900.3

Education Code 48900.4

Education Code 48900.7

8. Sexual Harassment policy (EC 212.5).

The district Governing Board has established policies and standards of behavior regarding sexual harassment and is cited in the Policy Handbook (BP 4119.1, 4219.11, 4319.11). The policy is posted in the school office, and employees are required to sign a statement indicating their awareness and responsibilities. Students and parents also receive the information in the PCR Student Handbook. Additionally, all students attend the beginning of the year assembly which reviews the school rules and includes information related to the harassment policy. Sixth graders review the policy also during their bullying prevention skills lessons.

See Education Code EC 212.5, Board Policy BP 4119.11, Administrative Regulation AR 5145.7 to follow.

Education Code

Education Code

Educational Equity

EC 212.5

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

(Amended by Stats. 1998, Ch. 914, Sec. 12.)

Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.

(cf. 4131/4231/4331 - Staff Development)

2. Publicizing and disseminating the district's sexual harassment policy to staff.

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

3. Ensuring prompt, thorough and fair investigation of complaints.

4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who received a harassment complaint shall promptly notify the Superintendent or designee.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal. Any employee who engages in sexual harassment may also be held personally liable in a court of law for any damage to the victim.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

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

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-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798

Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

adopted: January 18, 2005 La Canada Flintridge, California

Sexual Harassment

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 work or educational setting when:

1. Submission to the conduct is made either expressly or by implication a term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; creating an intimidating, hostile, or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district.

Other examples of action that might constitute sexual harassment, whether committed by a supervisor or any other employee, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversations or pressure for sexual activity.
4. Sexual jokes, stories, drawings, pictures, graffiti, gestures, or sexually explicit e-mails.
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects or using sexually suggestive computer screen savers.
9. Massaging, grabbing, fondling, stroking or brushing the body
10. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Notifications

A copy of the Governing Board's policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures and standards of conduct are posted

2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Equal Employment Opportunity Commission

6. Directions on how to contact the Fair Employment and Housing Department and Equal Employment Opportunity Commission

7. The protection against retaliation provided by 2CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding or hearing conducted by DFEH and the EEOC. Administrative LA CANADA UNIFIED SCHOOL DISTRICT approved January 18, 2005 La Canada Flintridge, California

BP 5145.7 Students

Sexual Harassment

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Family Life/Sex Education)

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 5141.4 - Child Abuse Reporting Procedures)

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that

appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.3 - Uniform Complaint Procedures)

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(cf. - 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/ Privileged Information)

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

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

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

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

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143

Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy LA CANADA UNIFIED SCHOOL DISTRICT adopted: May 13, 2003 La Canada
Flintridge, California

AR 5145.7 Students

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational tools
10. Displaying sexually suggestive objects

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)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location near each school principal's office (Education Code 212.6)
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 212.6)
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 212.6)
5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who saw the harassment take place
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the

particular situation, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. The parent/guardian of the person accused of harassing someone
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports
- f. Legal counsel for the district

(cf. 5141.41 - Child Abuse Prevention)

4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

(cf. 1312.3 - Uniform Complaint Procedures)

6. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of past instances of harassment by the accused person
- e. Evidence of past harassment complaints that were found to be untrue

7. To judge the severity of the harassment, the principal or designee may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency and duration of the misconduct
- c. The number of persons involved

d. The age and sex of the person accused of harassment

e. The subject(s) of harassment

f. The place and situation where the incident occurred

g. Other incidents at the school, including incidents of harassment that were not related to gender

8. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

10. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Enforcement

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

1. Removing vulgar or offending graffiti

2. Providing staff inservice and student instruction or counseling

3. Notifying parents/guardians

4. Notifying child protective services

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Administrative LA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003 La Canada Flintridge, California

9. School wide dress code provisions (EC 35183):

School dress code for "safe and appropriate attire" is outlined in the PCR Student Handbook that is given to all students at the beginning of the school year.

See Education Code EC 35183 to follow.

Education Code

Education Code

School uniforms; gang apparel; dress codes

EC 35183

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(Amended by Stats. 2003, Ch. 828, Sec. 10.)

Reference:

Education Code 32281

Education Code 48950

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GENERAL SCHOOL INFORMATION

Lost and Found

Articles that have been lost and found should be turned in to the Lost and Found collection area. Smaller articles of value, such as jewelry, wallets, or glasses should be taken to the school office. **Please mark all children's clothes, lunch boxes, glasses, and school supplies so that lost items may be returned to the owners.** Items not claimed by the end of each quarter will be given to welfare agencies.

Dress Standard

Students are expected to dress appropriately. Appropriateness, safety and cleanliness are the three factors that should be considered. Appropriateness means a student comes to school dressed for school activities. Crocs, flip flops, platform shoes, halter tops, short-shorts (shorts must be finger-tip length) excessive jewelry, T-shirts with inappropriate messages, and excessively baggy pants are not allowed. Students are very active on the playground, and these items often contribute to unwarranted injuries or create negative attention. Students are allowed to wear hats for sun protection only, but must take them off when entering classrooms and school buildings. If a student's dress is felt to be unsafe or inappropriate for an elementary campus, the parent may be contacted and requested to bring a change of clothing.

Morning Snack & Lunch:

1. All students will enter cafeterias through the site-established procedures. Students are to remain in the designated areas unless given permission to move by a supervisor or unless the supervisor has designated the day as "free seating."
2. There are no "saved" places in line for friends or cuts.
3. A single file cafeteria line will be enforced. Students are not to cluster around the cashier area. Students will be directed to the end of the line if the rule is not followed.
4. Politeness, respect, and turn taking will be enforced. Students not displaying these behaviors may be directed to the end of the line.
5. Healthful lunches are encouraged. Candy, soda, canned food, microwave lunches, or dried foods in containers that require water are not permitted.
6. Students are to have all needed lunch items prior to sitting down at the table and are to remain there until excused. Students that are finished eating lunch are also expected to remain seated.
7. Students are encouraged to maintain a low conversation level in the cafeteria and in the outdoor eating areas.
8. Students must sit while eating. Standing in the table area is not permitted, since it increases the temptation to talk loudly to students not in proximity.
9. Students are responsible for the cleanliness of their eating area and may not be excused to the playground until the supervisor has given permission.
10. Sharing food is not allowed. Each student must have his/her own snack/lunch to eat.
11. Students may not spend lunch money on snacks. Snack purchases may be made only after eating lunch and may be eaten only in the designated food area(s).

10. Safe ingress and egress of pupils, parents, and school employees to and from school:

This year to date there are no reported injuries to students in the process of arriving to or departing from school.

Campus security provides daily supervision when arriving on campus at 7:55 a.m. and 9:10 a.m., and a teacher supervises students on the playground until they transition into the classrooms. Parents are informed of safe arrival and dismissal procedures with posted signs and reminders throughout the year in the weekly e-mailed newsletter or school websites. The city of La Cañada also provides one walking guard who is present during school arrival and dismissal periods.

Additionally, reported incidents of a suspicious nature that involve strangers loitering around the school area are responded to promptly. Campus Security has the responsibility of monitoring areas directly surrounding the campus when such a report is made. More substantial reports of significant concern trigger informing all staff and parents by memo or letter of the nature of the concern. The school has established a lock-down procedure, which is practiced as a drill.

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To receive full credit, all assigned work must be complete and turned in to the office the day the student returns to school.

Independent Study - Please note: The teachers take much time and careful thought to compiling the Independent Study work. Before making this commitment, please make sure that you and your child are prepared to set time aside to complete the assigned work. While every attempt will be made to assign appropriate work, a student's grades may be lowered if the absences significantly interfere with the student's learning in one or more subject areas.

SCHOOL SAFETY

Drop-Off/Pick-Up

Each school will provide parents specific information regarding drop-off/pick-up procedures prior to the first day of school. Parents and students must follow the established school guidelines regarding drop-off/pick-up to ensure the safety of all students. All school sites have established car lines to facilitate student drop-off/pick-up. When using the car lines, vehicles are to move in a single line and as far forward as possible. Students must wait for vehicles to come to a complete stop to safely enter or exit from the passenger side only. Students cannot jaywalk across streets to enter vehicles. Vehicles may not double park. A campus supervisor and/or parent volunteer will be available to assist students during drop-off and pick-up times.

Walking To & From School

Students are urged to use caution at all times when using public streets and sidewalks. Where sidewalks do not exist, students should walk on the left side of the street, facing traffic.

Bicycles, Skateboards, Scooters, Roller Blades/Roller Sneakers

Bicycles may be ridden to school by students in grades 4, 5, and 6 **only**. A bicycle permit is available in the school office and must be signed by a parent. Riding bicycles on school grounds is prohibited at all times. Bicycles are to be walked while on school grounds and must be locked securely in the bike rack during school hours. Students riding bicycles are required by state law to wear a helmet. If safety rules are not followed, the privilege of riding a bicycle to school will be revoked.

Skateboards, scooters, roller blades, and roller sneakers are not to be ridden to or from school. Riding skateboards, scooters, and rollerblades/sneakers on school grounds is prohibited at all times.

Dogs/Animals

In order to provide for the health and safety of La Cañada Unified students, staff, and visitors, we have a **NO ANIMALS** policy on school grounds except for service dogs. Please do not bring your dogs on school grounds when dropping off or picking up your children. Thank you for your understanding and cooperation in this matter.

11. Safe and orderly school environment (EC 32282 a):

This plan addresses the major guidelines, policies, and procedures used to maintain a safe school environment conducive to learning. PCR's safe and orderly school environment is furthermore a result of diligent prevention, intervention and communication of rules and expectations. The PCR community supports and reinforces high expectations for all students to do their part in maintaining a safe and caring school climate. All staff members work together to consistently implement a discipline system that holds students accountable for their choices. Our school community promotes character education (i.e. Developmental Asset promotion, conflict resolution practices and a bullying prevention program) which teaches students to adhere to a high standard of citizenship. The local Sheriff's Department conducts a "Success Through Awareness and Resistance (STAR) Program provided through classroom instruction with our Resource Officer. Our monthly student recognition celebrations, spirit rallies, "caught being good" and "panther point" rewards also help support positive behavior at school. Additionally, we appreciate the support from our PTA who extend the opportunities for students to interact with caring adults and our Campus Aides who actively supervise students during ingress/egress, recesses and throughout the day.

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STUDENT CONDUCT AND RESPONSIBILITY

School is reading, writing, mathematics, social science, science, and much more. It is often the first place children begin to develop an understanding of their own needs and wants, as well as the needs and wants of others. It is a place children begin to "negotiate" turn taking, confront issues of fairness, and resolve differences. At Palm Crest Elementary we are committed to providing a safe, academically challenging, and socially instructive supportive environment in which children can learn and grow. PCR uses the principles of the 40 Developmental Assets and SAFE schools, where students are taught how to make good choices and to solve differences peacefully.

By establishing a clear set of school policies and rules for both the classroom and the playground, and actively recruiting parent support, we believe we can teach our children to be responsible young people. We wish to encourage more than simple obedience. Instead, we strive to develop an attitude of intrinsic personal responsibility that will stay with each child when they are not in the presence of an adult's influence or watchful eye.

Good Student Qualities

- *Be honest* - even if you did something wrong. People will believe in your trustworthiness.
- *Say no* to a friend if you know it will get you into trouble. Come up with a different and better idea.
- *Wait* your turn.
- *Use* words carefully. Words can hurt as well as help.
- *Say* thank-you a lot.
- *Do* good favors for one another.
- *Offer* your help.
- *Keep on working*, even when it's really hard.
- *Ask* lots of questions, especially when you don't understand.
- *Find* a friend or two that you can call if you are absent.
- *Always* let your teacher know if you don't understand.
- *Smile* and laugh with your friends and the adults at LCE.
- *Solve* problems peacefully and fairly. Ask an adult for help.

Rules for Responsible Behavior

At Palm Crest we believe that a positive environment, where responsible behavior is recognized and rewarded, fosters individual growth, lasting friendships, and pride in the community. We want all students to be proud of their own sense of responsibility. Students can be empowered to make good choices for themselves and others by learning to use these and other basic interventions when confronted by unacceptable behaviors in others:

- **Say "Stop":** Students can be advocates for themselves by letting others know that the behavior is hurtful or threatening.
- **Walk Away:** Students can avoid hurtful or threatening situations by walking away. We want students to learn that they can choose to be safe and socially responsible at school.

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- **Talk to an adult:** Students are encouraged to go to a supervisor on duty, a teacher, a staff member, or an administrator when they need help.

When Students Struggle With Rules

Our role at school is to model, help shape, and work supportively with students to develop responsible behaviors. We view inappropriate student behaviors as opportunities to positively intervene, to provide coaching, and to prompt problem-solving skills among our students. Children grow when they have knowledge and feedback about their actions, understand the reasons for rules, and are given opportunities to practice appropriate behavior.

The type of consequence is based on the severity of the incident and the maturity of the individuals involved. We also acknowledge that behavior determines consequences. Below is a list of possible steps the staff uses to support and intervene with students who periodically struggle with rules. Please remember, struggling with rules is a part of growing up. We learn from the struggle.

1. As problems emerge, the teacher will meet and counsel with the student. Teachers are encouraged to brainstorm and informally seek the advice of other staff members. Strategies used in the classroom may include positive praise, individual and group incentives such as points, earning privileges or recognition, "time-out" or quiet areas in the classroom, loss of privileges or play periods, detention, and/or individual student contracts.

Emphasis is placed on replacing inappropriate behavior with an alternate appropriate choice. Frequently, simply telling a student what *not to do* is not enough. A student also needs to know *what to do* instead.

2. If a pattern of problems continues, the teacher will share his/her observations and concerns with the parent and encourage a home-school solution.
3. If the behavior(s) continues, or if the problem is felt to jeopardize the personal welfare of other students or staff members, the principal will intervene.
4. If problems do not improve, the principal, parent, teacher, and in some cases, the school psychologist/counselor will assist in determining ways of altering the unwanted behavior. These may include a home-school contract, detention, exclusion from specific activities or from a particular peer group, or other techniques that may be helpful.

Occasionally, if a student's behavior is felt to regularly interfere with his/her classroom performance, the teacher may make a referral to the Student Study Team (SST). The SST is an informal body of colleagues, which may include the principal, the counselor, or the school psychologist, whose purpose is to generate formal or informal academic or behavioral interventions for the teacher to implement. The parent is informed that an SST is recommended.

6. Suspension is reserved as a last resort and will be used only when other interventions have failed or the welfare and safety of other students or adults is seriously jeopardized.

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We believe school rules need to be clear and consistently enforced. The following is a detailed list of rules that apply to different times of the day and different areas of the campus, including specific game rules played during the recess periods.

General School Conduct

1. Students must walk in the hallways and sidewalks.
2. Games of tag or chase are not allowed anywhere on the campus or school sidewalk areas.
3. Planted areas may not be used for shortcuts.
4. Students must refrain from making excessive loud noises that may disrupt other classrooms while walking to and from various areas on the campus.
5. Restrooms and drinking fountains must be kept clean and orderly. Paper towels go into trash containers. The toilets should be kept free of any item other than toilet paper.
6. All trash goes into trash containers. Students are responsible for their own trash.
7. Gum is not permitted.
8. Personal student items of play (game equipment, trading cards, toys, etc.) may not be brought to school, unless specific permission is given by the teacher and Principal.
9. Climbing trees or other school facilities is not allowed.
10. No items are to be thrown (rocks, sticks, pine cones, paper wads, etc.).
11. Fighting, real or "play fighting" (kick boxing, karate, wrestling, etc.) is treated as a serious, and possible, suspendable behavior. No person is to be physically harmed by another.
12. Students may not use profanity. Students may not tease, malign or threaten.
13. Students are expected to follow general rules of safety and appropriate conduct when on field trips. If there are concerns about a student's behavior that may interfere with their safety, the teacher will notify the principal and counsel with the parent prior to a scheduled field trip.
14. Students may not bring or use laser pointers.
15. Students are not permitted to bring or wear shoes with wheels.
16. Toys of any type and especially toy guns, knives and any other weapon or pictures of weapons are not permitted. If students bring them to school, they will be taken away and suspension may result.

Rules for Before School

1. Students must not be on campus before 7:55 a.m. ("Late Bird" students should not arrive prior to 8:55 a.m.) Students beginning school at 8:10 a.m. will be supervised on the lower playground from 7:55 a.m. – 8:10 a.m. Students need to report directly to the field and not their classrooms. They may not be in the halls until after 8:10 a.m. Students who begin school at 9:10 a.m. may not be in the halls or on the playground until 9:10 a.m. They will be supervised from 8:55 – 9:10 a.m. in front of the multi-purpose room (MPR). Parents are responsible for providing care prior to the arrival times and may make arrangements with a childcare provider.
2. Students in grades 4, 5, and 6 may ride their bicycles to school. All riders must wear a helmet and have a bicycle permit on file in the office. Bicycles must be walked on campus and locked securely in the bike rack, located non the east side of room 19.
3. Skateboards, rollerblades, and scooters are not allowed on campus at any time.
4. Students who arrive after the start times must report to the office before going to class.
5. Students are responsible to arrive prepared for class work, bringing the necessary materials and completed homework.

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Playground Rules

1. Never leave the playground without a hall pass or getting permission from the yard supervisor. This includes coming to the office, using the bathrooms or drinking fountains. You must have a hall pass for the health office. With permission, you may go to the health office with only one partner (not a group).
2. Students must walk "to" and "from" the playground.
3. Only PCR game rules can be used. Do not change the rules.
4. There are no "lock-outs." Any student wanting to play a game (unless there are rule restrictions) can play. Play fairly and allow for others to rotate into the game.
5. Take turns. No one can "hold" a place for a friend. There are no "cuts."
6. Playground equipment is to be used for the game it was intended. Do not kick handballs or basketballs. Misuse eventually ruins the equipment. Put equipment away at the end of recess.
7. Specific games must be played in the area that is assigned for that game. For example, jump ropes are used on the blacktop; kickball must be played in the assigned kickball area. Chasing games and contact sports, such as tag and football, are not allowed.
8. Students are not allowed to dig or throw dirt, rocks, or other unsafe objects at any time.
9. Inform an adult if a ball has gone over a fence. Do not climb over a fence to get a ball.
10. Listen for the Freeze bell or whistle* and follow these directions:
 - a) Get down from play equipment safely;
 - b) Stop swings and dismount safely (no jumping);
 - c) Collect playground balls, other equipment and return to equipment containers,
 - d) Stop talking and listen quietly for the release bell or whistle;
 - e) Walk to designated line-up area or classrooms as directed;
11. Try to solve a problem using rules for responsible behavior. Solve game disputes by talking about the problem using appropriate words and a calm voice. Use only the PCR rules of play. You may also play a game of, "Rock, Paper, and Scissors" to solve the problem. Seek the help of a yard supervisor as needed.

****At anytime a whistle is blown on campus, students are to stop their activity and wait for adult direction.**

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PARENT INVOLVEMENT

Parent Teacher Association (PTA)

The Parent Teacher Association actively promotes and sponsors activities that benefit the children of La Cañada Schools. PTA meetings are held monthly and all parents are invited to attend. Informative programs on a wide variety of topics are presented at these meetings as well as at other times throughout the year.

Some of the PTA activities involve volunteers who devote time as classroom volunteers, library and computer lab aides, resource people, clerical aides, drivers, room representatives or other school volunteers. Parents should contact the teacher or room representative to find out how they can help. School volunteers must sign in at the school office when they arrive on campus. Parent volunteers must have a current TB test on file in the schools main office. Parents who go on overnight field trips must be fingerprinted. Ask in the office to learn of the procedures for TB testing and/or fingerprinting.

The PTA facilitates communication between the school and home through regular email updates and flyers sent home with students. The PTA President and Executive Board members are listed on the PTA website. Please contact them if you would like to volunteer or have questions and/or suggestions about PTA programs and activities.

Funds raised at PTA activities have been used for curriculum materials, playground equipment, computers, library books, art materials, assemblies, PE equipment and in so many other important ways.

School Improvement Program

La Cañada Schools participate in a state-funded School Improvement Program. Through the School Site Council and a strong collaborative partnership with PTA, staff members coordinate programs and resources to support all students in a rich, engaging, challenging, and relevant program. The partnership has resulted in providing an abundance of instructional materials, additional staff, as well as staff development opportunities that allow staff to access professional training. The School Site Council (SSC) is composed of parents and staff, and is actively involved in planning, implementing and evaluating the school's educational programs. This committee helps to determine how the program funds will be spent each year. All parents are invited to attend SSC meetings and are encouraged to participate in the program.

ATTENDANCE

Absences

Please call the attendance hot line phone number listed on the cover page of this handbook between 7:30 a.m. and 10:00 a.m. to report your child's absence for that day. Please indicate the reason for the absence and the probable duration. **Please note: If your child has been ill for five or more days, the child must have a doctor's note to return to school.**

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In the event of an earthquake students and staff are trained to take a "Duck and Cover" position and are then escorted to the field. All classes will remain on the field under the supervision of a teacher until released to an authorized adult.

CONTACTING STUDENTS/PHONE USE

Delivering Items - Lunches, lunch money or homework/projects need to be brought to the office and have the student's name clearly marked. Students are not permitted to wait inside or outside the office for forgotten items. ***We will not interrupt class*** to notify a child of items delivered to the office; however students are permitted to check for delivered items at recess and lunch. Please discuss this policy with your child in advance so he/she will know to check in the office for forgotten items at the appropriate time.

Messages to Students - Messages to students will be delivered to class only in ***emergency situations***. We will notify students to come to the office when eyeglasses are delivered or when medication must be administered.

Phone Use - Permission by a staff member must be given for students to use the office telephone. Students are not allowed to call home for forgotten lunches, lunch money, and homework assignments or to make after school play date arrangements.

Cell Phones - Students are permitted to have a cell phone at school; however it must be turned OFF and stored in their backpack during school hours. Cell phones are NOT allowed to be used during any part of the school day (including recess and lunch). Cell phones will be confiscated and returned to the parent if students are using cell phones during the school day.

MISCELLANEOUS

LCUSD Student Technology & Internet Use Agreement

The La Cañada Unified School District has established ethical standards for the use of technology and technological resources in its schools. LCUSD has taken steps to guide student use of the Internet, including installation of blocking software to limit access to inappropriate information. In addition to providing instruction, LCUSD continually monitors student use of technological information. ***Every student and parent in grades K-6 are required to read, sign, and return the LCUSD Student Technology and Internet Use Agreement*** (included in the first day packet). Please carefully review the terms of these agreements with your child. Inappropriate use of technology will be dealt with under the terms of the district's and school's discipline policies.

Parent-Teacher Communication

Parent-Teacher Conferences are held in the fall for students in kindergarten through sixth grade. At Back to School Night, sign-ups for conferences are available in each classroom. All kindergarten and 1st - 3rd grade students have individual conferences. Conferences for 4th - 6th grade students are scheduled on an as needed basis. Conferences may be scheduled throughout the school year as needed by teacher or parent request.

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Please contact the classroom teacher(s) when you have questions or concerns about your child and/or his/her progress. Messages to teachers can be emailed directly to them or given to the office. If you would like to meet with your child's teacher, please avoid "dropping in" unannounced. Though it may appear that a teacher has a free moment, they are often engaged in supervising students or preparing materials or lessons for their class. You can make an appointment with any teacher by emailing them or leaving a message in the office.

Homework Policy

The La Cañada Unified School District policy recognizes that the actual time required for assignments may vary with the study skills of the individual student and the course load. Parents are encouraged to contact their student's teacher or counselor if they observe either excessive or insufficient time being spent on homework or if they have questions concerning the appropriateness of specific homework assignments.

The La Cañada Unified School District recommends the following time periods:

- Kindergarten:** Students are not required to have daily homework; however, kindergarten teachers shall provide approximately 10 minutes of daily homework. This will help students establish a study routine and reinforce concepts and skills being taught in the classroom.
- 1st Grade:** First graders shall be responsible for school related homework activities designed to be completed in no more than 20 minutes per school day.
- 2nd Grade:** Second graders shall be responsible for school related homework activities designed to be completed in no more than 25 minutes per school day. Additional independent reading is also assigned. *
- 3rd Grade:** Third graders shall be responsible for school related homework activities designed to be completed in no more than 30-40 minutes per school day. Additional independent reading is also assigned. *
- 4th Grade:** Fourth graders shall be responsible for school related homework activities designed to be completed in no more than 50 minutes per school day. Additional independent reading is also assigned. *
- 5th Grade:** Fifth graders shall be responsible for school related homework activities designed to be completed in no more than 60 minutes per school day. Additional independent reading is also assigned. *
- 6th Grade:** Sixth graders shall be responsible for school related homework activities designed to be completed in no more than 60-90 minutes per school day. This time also includes self-review, self-preparation, self-reflection, study, memorization, and independent projects. Additional independent reading is also assigned. *

*Required independent reading is based on the total number of minutes and/or pages read over a block of time. Student reading might not occur every evening; longer weekend blocks of reading might be used to reach the overall totals.

It is the view of the District that homework helps students take responsibility for their own learning, provides opportunity outside the classroom to develop constructive study habits, provides additional opportunity to reinforce basic skills, and provides supplementary learning experiences.

40 Developmental Assets® for Children Grades K–3 (ages 5–9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



| | | |
|------------------------|--------------------------------------|--|
| External Assets | Support | <p>1. Family Support—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.</p> <p>2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</p> <p>3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</p> <p>4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.</p> <p>5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</p> <p>6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child's school success.</p> |
| | Empowerment | <p>7. Community Values Children—Children are welcomed and included throughout community life.</p> <p>8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events.</p> <p>9. Service to Others—Child has opportunities to serve in the community with adult support and approval.</p> <p>10. Safety—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.</p> |
| | Boundaries & Expectations | <p>11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</p> <p>12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</p> <p>13. Neighborhood Boundaries—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).</p> <p>14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</p> <p>15. Positive Peer Influence—Parent(s) monitor the child's friends and encourage spending time with those who set good examples.</p> <p>16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</p> |
| | Constructive Use of Time | <p>17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school.</p> <p>18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community.</p> <p>19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p> <p>20. Time at Home—Child spends time at home playing and doing positive activities with the family.</p> |
| Internal Assets | Commitment to Learning | <p>21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</p> <p>22. Learning Engagement—Child is enthused about learning and enjoys going to school.</p> <p>23. Homework—With appropriate parental support, child completes assigned homework.</p> <p>24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school.</p> <p>25. Reading for Pleasure—Child listens to and/or reads books outside of school daily.</p> |
| | Positive Values | <p>26. Caring—Parent(s) help child grow in empathy, understanding, and helping others.</p> <p>27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone.</p> <p>28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior.</p> <p>29. Honesty—Parent(s) encourage child's development in recognizing and telling the truth.</p> <p>30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</p> <p>31. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</p> |
| | Social Competencies | <p>32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities.</p> <p>33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control.</p> <p>34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</p> <p>35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</p> <p>36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</p> |
| | Positive Identity | <p>37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life.</p> <p>38. Self-Esteem—Child likes herself or himself and feels valued by others.</p> <p>39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future.</p> <p>40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.</p> |

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



| | | |
|------------------------|--------------------------------------|---|
| External Assets | Support | <p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. Other adult relationships—Child receives support from adults other than her or his parent(s).</p> <p>4. Caring neighborhood—Child experiences caring neighbors.</p> <p>5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.</p> |
| | Empowerment | <p>7. Community values youth—Child feels valued and appreciated by adults in the community.</p> <p>8. Children as resources—Child is included in decisions at home and in the community.</p> <p>9. Service to others—Child has opportunities to help others in the community.</p> <p>10. Safety—Child feels safe at home, at school, and in his or her neighborhood.</p> |
| | Boundaries & Expectations | <p>11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. Positive peer influence—Child's closest friends model positive, responsible behavior.</p> <p>16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p> |
| | Constructive Use of Time | <p>17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</p> <p>19. Religious community—Child attends religious programs or services one or more times per week.</p> <p>20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p> |
| Internal Assets | Commitment to Learning | <p>21. Achievement Motivation—Child is motivated and strives to do well in school.</p> <p>22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. Homework—Child usually hands in homework on time.</p> <p>24. Bonding to school—Child cares about teachers and other adults at school.</p> <p>25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</p> |
| | Positive Values | <p>26. Caring—Parent(s) tell the child it is important to help other people.</p> <p>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. Honesty—Parent(s) tell the child it is important to tell the truth.</p> <p>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p> |
| | Social Competencies | <p>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</p> |
| | Positive Identity | <p>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. Self-esteem—Child likes and is proud to be the person that he or she is.</p> <p>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. Positive view of personal future—Child is optimistic about her or his personal future.</p> |

12. Policies and procedures pursuant to School Discipline EC 35291 and 35291.5:

School rules and discipline policies are provided to students and parents on an annual basis through the PCR Student Handbook. The handbook is revised periodically. Parents are requested to review specific discipline sections with their children and return a signed page from the handbook to the classroom teacher. The page states "I have read the Palm Crest Elementary School student handbook. I have reviewed and agree with the school rules and behavior standards my child will be held accountable for." In addition to district policies and school rules, the handbook lists "Good Student Qualities." We conduct an annual review with yard supervisors and teachers to maintain consistency with handling student discipline and bullying reports.

La Canada USD

Board Policy

Discipline

BP 5144

Students

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Board believes in rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction.

The district shall adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior, communicating clear, appropriate and consistent expectations and consequences for student conduct; and ensuring equity and continued improvement in the implementation of district policies and practices. Positive interventions and alternative disciplinary measures shall be preferred over exclusionary discipline measures as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. The administrative staff at each school shall develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules as described in the comprehensive safety plan, for consistency with Board policy and state law. Pursuant to Education Code 32282 and 35291.5 any adopted site-level discipline rules must be included in the comprehensive safety plan.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. As permitted by law, continually disruptive students may be assigned to alternative programs or removed from school.

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Conduct)

(cf. 5142 - Safety)

(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)

(cf. 6164.5 - Student Study Teams)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5145.7 - Sexual harassment)

(cf. 4131/4331 - Staff Development)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5020 - Parent Rights and Responsibilities)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School-adopted discipline rules: additional employees

37223 Weekend classes

44807.5 Restriction from recess for disciplinary purposes

48900-48925 Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment
49330-49334 Injurious objects
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus
353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CDE PROGRAM ADVISORIES

1023.88 Corporal Punishment, CIL: 88/9-5
1110.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Public Counsel: <http://www.fixschooldiscipline.org>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302926.1

La Canada USD

Administrative Regulation

Discipline

AR 5144
Students

Site-Level Rules

Rules for student discipline shall be developed at each school site and filed with the district office. These rules shall be adopted jointly by a panel comprised, at a minimum, of the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. Site-level rules shall be consistent with law, Governing Board policy and district regulations (Education Code 35291.5). Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel

for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a Student Study Team (SST) or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support plan with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or

disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Curricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her after school transportation on account of being detained after school, the teacher, principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student

shall not be detained unless the teacher, principal or designee has notified the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students attending junior or high school may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

AdministrativeLA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302902.1

Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff and the Board all must understand and fulfill their responsibilities related to student conduct. 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 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 firearm or other weapon, and terrorist threats;

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment;

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority;

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

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

(cf. 5131.5 - Vandalism and Graffiti)

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

Obscene acts or use of profane, vulgar, or abusive language;

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

☐ f. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose; (Penal Code 417.27)

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

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;

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

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests;

(cf. 5131.9 - Academic Honesty)

☐ f. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire;

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school;

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. Failure to remain on school premises in accordance with school rules.

(cf. 5112.5 - Open/Closed Campus)

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

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

(cf. 5145.12 - Search and Seizure)

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

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 cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during 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/lr/ss>

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

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

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

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

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

adopted: July 10, 2012 La Cañada Flintridge, California

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The district and its employees shall establish student safety as one of its highest priorities and shall not tolerate bullying of any student.

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

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

Intervention

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

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures.

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

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

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

Discipline

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

☐ f. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

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

☐ 985 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:

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☐ e 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/ls/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, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

Adopted: July 10, 2012 La Cañada Flintridge, California

Education Code

Education Code

Discipline rules

EC 35291

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

(Amended by Stats. 2002, Ch. 1032, Sec. 2.)

References:

Education Code 48980

Education Code 489

Education Code

Education Code

Discipline rules

EC 35291.5

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during nonclassroom hours, and on normal school days.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

(Amended by Stats. 2002, Ch. 1032, Sec. 3.)

BP 5131 Students

Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff and the Board all must understand and fulfill their responsibilities related to student conduct.

Student Responsibilities

The Board believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar or abusive language.

(cf. 5137 - Positive School Climate)

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

(cf. 5145.7 - Sexual Harassment)

Students shall receive regular instruction in district and school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6184 - Continuation Education)

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior.

California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee. (Education Code 48904)

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

District Responsibilities

The school principal shall establish and enforce school rules that conform with district procedures and that foster safety and good citizenship. He/she shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

Adoption of School Rules and Procedures Related to Student Discipline

At least every four years each school shall adopt rules and procedures on student discipline applicable to the school and consistent with State statutes and District policies. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one or more representatives selected by each of the following groups:

1. Parents
2. Teachers
3. School Administrators
4. School security personnel, or any
5. Students at grades 7-12

Meetings for the development of the rules and procedures should be held at the school site during nonclassroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations shall be adopted by a panel comprised of the Principal or his/her designee, and a representative selected by classroom teachers employed at the school. Each year each Principal shall file a copy of the rules and procedures with the Superintendent.

(cf. 5131.1 - Bus Conduct)

(cf. 5142 - Safety)

Legal Reference:

EDUCATION CODE

35181 Governing board policy on responsibilities of students

35291 Rules

35291.5 Rules and procedures on school discipline

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion

48908 Duties of pupils

48980-48981 Notification of parent or guardian

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2 et seq. Title IX, 1972 Education Act Amendments

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996 La Canada Flintridge, California

LCUSD

Elementary Schools

Parent and Student Handbook

principal, with assistance from the sixth grade PTA room representatives and other parent volunteers.

ANTI-BULLYING POLICY

The La Canada School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Our elementary schools will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions.

Bullying among children encompasses a variety of *negative acts* carried out *repeatedly over time*. It involves a *real or perceived imbalance of power*, with the more powerful child or group attacking those who are less powerful.

Bullying can take several forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, racial slurs, and making threats); psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion or intimidation), and cyberbullying (use of technology to harass, threaten or humiliate).

Our elementary schools expect students to immediately report incidents of bullying to school staff. Staff is expected to immediately take action when they see or hear of a bullying incident. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school, during the lunch period, whether on or off campus and during a school-sponsored activity.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action.

The steps for intervening in bullying behavior include, but are not limited, to the following:

1. All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year as part of student orientation, included in the student handbook and/or information packet, and as part of the school system's annual notification to parents.
2. Staff is expected to take immediate action when they see a bullying incident or when an incident is reported.
3. The school will consistently follow established progressive discipline procedures in dealing with students who violate school rules and/or the school's Anti-Bullying Policy.
4. People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. In addition, students who retaliate against witnesses or those reporting bullying behaviors are subject to disciplinary action.
5. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Palm Crest Elementary

ANTI-BULLYING POLICY

Palm Crest Elementary School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Palm Crest Elementary School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions.

Bullying among children encompasses a variety of **negative acts** carried out **repeatedly over time**. It involves a **real or perceived imbalance of power**, with the more powerful child or group attacking those who are less powerful.

Bullying can take several forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, racial slurs, and making threats); psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion or intimidation), and cyberbullying (use of technology to harass, threaten or humiliate).

Palm Crest Elementary School expects students to immediately report incidents of bullying to school staff. Staff is expected to immediately take action when they see or hear of a bullying incident. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school, during the lunch period, whether on or off campus and during a school-sponsored activity.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action.

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- Staff is expected to take immediate action when they see a bullying incident or when an incident is reported.
- The school will consistently follow established progressive discipline procedures in dealing with students who violate school rules and/or the school's Anti-Bullying Policy.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. In addition, ~~students who retaliate against witnesses or those reporting bullying behaviors are~~ subject to disciplinary action.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

13. Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code

The district Governing Board has established policies and standards of behavior regarding Hate Crimes (BP 5145.9). The policy is addressed through our school-wide prevention programs (Developmental Assets, bullying prevention and character education), and intervention programs (individual or small group counseling with school counselor).

In response to an incidence of a hate crime, school personnel shall conduct an investigation and an interview. Personnel shall then contact the Sheriff's Department and complete the district mandated forms to notify the Superintendent's office according to BP 5145.9.

Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.1 - Crime Data Reporting)

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

Legal Reference:

EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.6-422.95 Civil Rights

628-628.1 School crime reporting

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF
EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators,
Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL
ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights: [http://www.ed.gov/
offices/OCR/index.html](http://www.ed.gov/offices/OCR/index.html)

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: May 13, 2003 La Canada Flintridge, California