



JACOBY CREEK
PANTHERS

**Handbook for
Students & Parents
2017-2018**

Make Good Choices

Be Safe * Be Respectful * Be Responsible

Welcome from the Superintendent and Principal!

August 28, 2017

Dear Students and Families,

Welcome to Jacoby Creek School! As Jacoby Creek School's superintendent and principal, we are looking forward to a school year filled with learning, growing, and having fun. We also look forward to communicating with students and families about how to provide the best educational experience possible for students. Please stop by our office at any time to share your suggestions, concerns, and aspirations for your children and their education. Our door is always open!

The Student and Parent Handbook serves as a reference manual that describes programs, schedules, policies, and general information about our school. Please do not hesitate to contact the school if you have any questions after reading the handbook.

Families are strongly encouraged to participate in their child's education at JCS. The School Site Council, Jacoby Creek Children's Educational Foundation, PTO, and our classroom volunteer program provide opportunities for families and community members to be involved with the school and to support student learning. Your involvement is encouraged and greatly appreciated.

The staff at Jacoby Creek School constantly strives to ensure that we provide students with a well-rounded and outstanding education. Jacoby Creek has been recognized four times as a California Distinguished School and twice as a National Blue Ribbon School. While working toward academic excellence, we strive to teach students to be kind, productive, and considerate citizens. We are proud of the many successes that our students demonstrate while attending Jacoby Creek School and after they move forward with their education.

We are looking forward to a great school year at Jacoby Creek School.

Sincerely,

Tim Parisi and Melanie Nannizzi

Tim Parisi and Melanie Nannizzi
Superintendent and Principal

General Information

Jacoby Creek School
1617 Old Arcata Road
Bayside, CA 95524-9324

Telephone: (707) 822-4896
Fax: (707) 822-4898
Voicemail: (707) 633-9090

Please use our **voicemail** number, **(707) 633-9090** to leave attendance and other non-urgent messages. Voicemail is checked many times daily. The voicemail system attached to our 822-4896 number does not work!

Average Enrollment: 455

Average Class Size: 24 students

Board of Trustees

	Phone #	Term Expires
Brenna Goodman	(707) 825-7504	11/18
Shari Lovett, President	(707) 822-0203	11/18
Tuan Luu	(707) 822-5225	11/20
Kris Sundeen	(707) 826-2409	11/18
J.R. Renteria	(707) 822-0652	11/20

Administration

Superintendent: Tim Parisi.....superintendent@jcsk8.org
Principal: Melanie Nannizzi.....mnannizzi@jcsk8.org

Teachers/Programs

Mary Dominick...Transitional Kindergarten	Jenney BickelReading Specialist
Pamela Ritter..... Kindergarten	Evy Couling.....Resource Specialist
Thomas FitzMaurice Kindergarten	Laura Arrington.....Music Teacher
Sarah McDowallFirst	Audrey Shears.....School Counselor
Rachael HatchettFirst	Valerie Bourne.....Drama and Counseling Support
Angie DeanSecond	Laurie RenteriaPhysical Education
Patty LongSecond	Jennifer Velasquez.....Spanish
Catherine Girard.....Third	Davita McGoldrick.....Athletic Director
Angie Pierce..... Third	Keith Mack.....Technology Coordinator
Sonya Jackson.....Fourth	John Moore.....Maintenance
Heidi Walsh..... Fourth	Karen Roberts.....Secretary to the Superintendent
Bill Trewartha.....Fifth	Melydna Blaine.....School Office Technician
	Marci Barker.....Library Clerk
	Kari Momoa.....Lunch Aide

Margaret Nugent.....Fifth
Holly CoulingSixth
Megan Day.....Sixth
Mark Barsanti.....7/8th Math
Kirk Goddard7/8th Social Studies
Sarah Holmes7/8th Language Arts
Nick Dedini.....7/8th Science

Emailing Us

Jacoby Creek school staff members are all accessible by email. Email addresses are the person’s first initial followed by their last name @jcsk8.org. For example:

Melanie Nannizzi’s email is: mnannizzi@jcsk8.org

Exceptions are John Moore: johnmoore@jcsk8.org and Timothy Parisi: superintendent@jcsk8.org

Jacoby Creek School Mission

The mission of Jacoby Creek School District in partnership with the parents and the community is to provide, in a structured, safe, and supportive atmosphere, a high quality program of academic instruction which meets the needs of all students and equips them with skills necessary for success in the homes, workplaces, and communities of today and tomorrow.

The district will also strive to develop the qualities of good character, self-discipline, and responsible citizenship in our students. We will encourage them to pursue excellence and embrace new challenges without fear of failure. Above all, we will nurture and encourage each student’s respect of self and the needs and rights of others.

School Schedule

Teachers are at school from 8:00 a.m. to 3:45 p.m. unless participating in district approved activities. Children who walk or ride bikes are asked to arrive no earlier than 7:45 a.m. All other children should go directly home at the conclusion of school unless they are attending special events immediately after school, our After School Activity Center, After School Enrichment program, or where special arrangements have been made by parents or teachers. All students must be in a supervised activity after school hours.

Kindergarten

8:25 School begins
10:15 - 10:45 Recess
11:35 - 12:15 Recess

Grades 4-6

8:25 School begins
9:55 - 10:15 Recess
11:55 - 12:35 Lunch
3:00 Dismissal

Grades 7-8

8:25 School begins
10:15 - 10:30 Recess

2:15 Dismissal

Grades 1-3

8:25 School begins

9:30 - 9:50 Recess

11:25 - 12:05 Lunch

2:15 Dismissal

School Colors and Mascot

Our mascot is the PANTHER and the school colors are ORANGE and BLACK. We encourage both a sense of pride a spirit in Jacoby Creek School.

Attendance

As with all public schools in California, the amount of state monetary support is based upon school attendance. It is essential then that accurate records be kept at school. State law requires that a note be sent to the classroom teacher or a call made to the office secretary, detailing the excuse for a school absence. Please send notes or make calls as soon as possible so that accurate records can be kept. The absences for health, medical, or dental reasons are legally accepted excuses. Students absent or more than 30 minutes tardy without a valid excuse are unexcused and are considered truant.

Students are not allowed to leave the school during the day unless they bring a note of valid excuse from their parent. An adult coming to school to pick up a child must first report to the school office to sign the student out.

School Attendance Review Board: The School Attendance Review Board is a group of school and community members who meet regularly to discuss and provide solutions for students who experience attendance problems. The parents of students are notified by mail of a truancy problem. Parents and students can be asked to appear before a S.A.R.B. board after 10 truant days are on record.

Appointments: When medical appointments can be made for the later afternoon hours, there is much less interruption in the student instructional day. Most medical offices can arrange later afternoon appointments and we appreciate the efforts of parents who will schedule accordingly.

Late Arrivals: In most cases there are no valid excuses for tardiness. Students are expected to be in their seats by 8:30 a.m. Tardy students are not only an inconvenience but disrupt instruction and miss important introductions and instruction. Students more than 1/2 hour late for school without an excuse are considered truant.

Independent Study: When students absolutely must be away from school for five or more days without one of the valid excuses listed below as stated by the Education Code, an Independent Study Form should be used. Independent Study Contracts can only be used when a student is missing five or more days. The form must be completed by the student, parent, and teacher before the day of absence. Several days of lead time to prepare these contracts would be appreciated. Use of the form is limited and without an Independent Study Contract, days of absence are days of truancy.

Valid Excuse Days are:

1. Illness or quarantine
2. Medical, dental, or eye doctor appointments
3. The funeral of an immediate family member
4. Court appearance

Home Instruction: The district will provide home teachers for students who are confined due to illness for extended periods of time.

Parent Conference - Report Cards

Three times during the year the school provides parents with a detailed progress report for all students. The schedule will look like the following:

END OF FIRST TRIMESTER: Report cards are given and discussed with parents at scheduled conferences. Dismissal will be at 1:15 p.m. for all grades.

END OF SECOND TRIMESTER: Report cards are given and discussed with parents at scheduled conferences. Dismissal will be at 1:15 p.m. for all grades.

END OF THIRD TRIMESTER: Report cards will be sent home on the last day of school in June.

EARLY SUCCESS CONFERENCES: If your child's teacher finds that a student needs additional support at the start of the school year, you will be invited to attend an Early Success Conference in October to develop a plan to support your child's academic/social emotional success.

Homework

For most students the ability to do homework is a learned behavior. Parents can help by providing a quiet, well-lighted study area away from distractions with materials easily available.

Teachers assign homework on a graduated scale of time allotted with concern to grade level. The determination of specific homework assignments and the amount of homework appropriate for students is to be made by the teacher and/or school.

Homework reflects the school's emphasis upon basic skills, adopted courses of study and the Common Core State Standards. Assignments given should be appropriate to the age and ability of the child. Special consideration may be given to students with identified special needs.

Primary (TK-3): Homework in the primary grades is intended to be independent practice of skills covered in class that is assigned to develop responsibility and reinforce skills. Each student is unique and some may require students may require more adult support than others. It is important to communicate with your child's teacher if your child is struggling with homework. Homework is assigned, corrected, and recorded weekly. Students are expected to read at least five nights per week.

Middle (4-6): Homework in the middle grades is intended to be independent practice of skills covered in class that is assigned to develop responsibility and reinforce skills. Each student is unique and some may require students may require more adult support than others. Homework is assigned, corrected, and recorded. Students are expected to read at least five nights per week in addition to the homework assigned. Below is an approximate outline of the time that you should expect your child will need to complete homework in the middle grades.

It is important to communicate with your child's teacher if your child is struggling with homework. Missed assignments will result in Homework Checkpoints, lower grades, and if a pattern continues, students may miss preferred activities.

Fourth grade: 30 minutes 4 times per week

Fifth grade: 45 minutes 4 times per week

Sixth grade: 60 minutes 4 times per week or 45 minutes daily

Upper (7-8): Upper grade students often have activities to complete outside of the classroom. All students are encouraged to do a thorough and neat job on homework assignments.

Homework is assigned in the upper grade program based on the following:

- Homework is defined as independent practice used to follow-up, reinforce, supplement and extend lessons.
- Homework develops responsibility, self-discipline and good work habits.
- Homework is evaluated, discussed and clarified in class.
- Homework grades are recorded as a part of the subject grade.

- Homework is often assigned daily.
- Homework times may vary, but one and a half hours per night is a reasonable expectation.

Sometimes homework may involve the gathering of information or the investigation of new concepts. This type of assignment may extend over several days or weeks. When such assignments occur in a particular class, the number of routine assignments for the class may decrease accordingly.

Telephone

Students are allowed to use the telephone at school if it is determined to be absolutely necessary.

Services and Programs

School Nurse

The Humboldt County Office of Education makes a school nurse available on a very limited basis to meet with students, consult with staff, and conduct health related programs.

School Psychologist

The Humboldt County Office of Education provides a certified school psychologist to assist the classroom teacher with testing and pupil personal problems. Students with academic and/or emotional problems may be served by the psychologist upon recommendation of the teacher and principal. Parents desiring to know more about the services are invited to discuss it with the school principal.

School Counselor Support

A special counseling program has been developed with a focus on prevention of "at-risk" behaviors as well as intervention when necessary. A part-time counselor and a counseling aide coordinate all program activities and provides community outreach services. The program includes the following: individual/group counseling, parenting programs, and referral services.

Special Education

This individualized instructional program provides help to students who qualify. Programs are designed to help students who for some reason may be having difficulty learning in a particular area. In most cases these students receive some specialized instruction daily. Students are referred to the Specialist Teacher by the classroom teacher, administrator, or the parent through the classroom teacher.

Speech Therapy

A Speech/Language Pathologist (SLP) or SLP assistant is available to work with students needing help with speech-related problems. Referrals are made through the classroom teacher and yearly assessments are conducted for new students to the school.

Performing Arts

An Instrumental and Vocal music program is provided to interested students and families in grades 5-8. Instruction in strings and brass instruments has resulted in a school orchestra which performs a number of times each year. A classroom vocal music teacher provides both singing and creative dance in grade K-3. 4th grades learn to play recorders. In addition, JCCEF supports drama instruction in the classrooms. Drama is offered in all grades.

Enrichment Program

There are a wide variety of enrichment opportunities at Jacoby Creek including classroom and after-school enrichment activities.

Classroom enrichment activities are meant to challenge and motivate a wide range of student's abilities. They may include: learning centers, individualized interest reports, challenge boxes, Math Their Way, Logic/ Problem Solving, Junior Great Books, A.I.M.S., simulation games, computer labs, field trips, speakers in classrooms, foreign language, art instruction, buddies program, History Day, Science Fair, MathCounts, school- wide studies, assemblies, Center Arts productions, Jacoby Creek Authors program, and drama productions.

After-school enrichment activities are also offered to parents and students at the end of each school day and have included: foreign languages, art, drama, dance theatre, juggling, computers, jump rope, tap dancing, jewelry making, creative writing, and model airplanes.

Title I

We offer special reading support for students (1-6) needing additional assistance. This is a federal-funded program with entry based on test scores, as well as teacher referrals.

Outdoor Education

Outdoor education is an important part of the curriculum in many grade levels. Students explore many local outdoor Humboldt County locations on field trips. Our school garden and a nature area provide outdoor classrooms. Sixth grade classes have a one week outdoor education program.

Library/Media Center

The library offers many special programs. The following are some of the ongoing programs and library skills (K-8 performances and presentations, computer instructions, art docents, and Author Festival.

Spanish Program

Instruction in Spanish is offered as an elective in the seventh and eighth grades. Our goal is to complete the Spanish 1 high school program. This allows our graduates to enter Spanish 2 upon passing the Spanish entrance exam. Our students have a very high pass rate!

Jacoby Creek School Age Child Care Program—Activity Center

Jacoby Creek School runs and operates its own After School Activity Center (child care program). The program is supervised by our Director, Colleen Bryie. Our program services children from families attending our school for \$4.00 per hour. We also accept State subsidies from eligible families and offer a sliding scale for families that qualify for free or reduced lunch. Please call the office for additional information or enrollment procedures.

Testing

The Smarter Balanced Assessment Test is given in the spring to third through eighth grade students. The SBAC measures achievement in reading, spelling, language, and mathematics. In addition, district-developed assessments in the fall and spring provide achievement information for determining proficiency levels of all K-8 students. 5th and 8th grade students will take the STAR test in science in spring.

Hot Lunch

The Jacoby Creek School District takes part in the National School Lunch Program. Meals are served every school day for \$4.25 per meal (50¢ for milk only). Eligible students may receive meals for free or at a reduced price of 40¢ for lunch. If you feel you may qualify for either free or reduced lunches please contact the office for an application.

- Students may pay for meals in advance at the school library or with their classroom teacher. Lunches are nutritionally balanced and vary from day to day. A monthly lunch menu will be posted on the website.

Closed Campus

All students eat lunch on campus during the lunch period.

Under no circumstances will students be allowed to eat or purchase lunches across the street or go to a friend's house for lunch, as this does cause supervision and discipline problems. Parents who want their child to leave campus for lunch at home are asked to discuss it with the child's teacher and the principal.

Activities and Entertainment

Many activities are planned during the school year. Parents will be notified through bulletins sent home with students, as well as the school newsletter. Some of these programs include: Holiday concerts, Open House, class plays, school plays, folk festivals, and more.

Parent-Community Newsletter-The Panther Press

The Panther Press is e-mailed to each family at the beginning of the month. It contains items of interest including parent organization agendas, principal's features, school program information, curriculum features, classroom happenings and monthly news and school events. Please be sure to provide us with your e-mail address. If you prefer a paper copy, please let the office know.

Athletics: Please see our **Athletics Handbook** for detailed information regarding specific sports, communication, and grievance procedures.

Extra-curricular Athletics Programs:

The objective for the after school sports program is to encourage each interested student to develop his/her physical and mental skills in a chosen sport. Active participation in a school sport will help student athletes learn a sport and gain confidence in his/her ability to play. It is our goal for student athletes to development a winning attitude. Athletic programs will emphasize participation, cooperation, and good sportsmanship.

Sports We Offer:

Jacoby Creek School is committed to providing a broad range of athletic opportunities to our students. We strive to maintain an equitable balance between boys' and girls' sports, and to provide sporting opportunities during the entire school year. The availability of a sports team is dependent on having a coach and enough interested players to make up a team. Currently, we offer:

Cross Country (co-ed)	September-November
Golf 6-8 (co-ed)	September-November
Girls' Volleyball	September-November
Girls' Basketball	November-December
Boys' Basketball	December-February
Track and Field (co-ed)	April-June

Grades and Eligibility

It is important that participants be STUDENT athletes, with an emphasis on being students. The first priority of student athletes should be a commitment to their

education and performing well in the classroom. Academic eligibility will be checked weekly. In order to participate, the student athlete must have and maintain a grade of 70% or above in each of the core classes.

Articles from Home: Electronics, Toys, Skateboards, Etc.

Students are asked not to bring articles from home unless approved by a teacher for a specific purpose. Personal electronics, games, toys, stuffed animals, models, and the like can be an interruption to learning and should not be brought to school. Guns, toy guns, or gun replicas are *never* to be brought to school. Skateboards may be brought to school if they are used as a means of transportation and accompanied by helmets. Students must carry skateboards on campus at all times, store them with their homeroom teachers for the day, and pick them up after school.

Pets on Campus

For safety reasons, as well as to be respectful of students with allergies, pets are not allowed on campus. Any animal brought onto campus must first be approved by your child's teacher.

Use of Portable Phones and Other Electronic Communication Devices

The Board recognizes the need to maintain a non-disruptive and safe environment for pupils while on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

Students may possess electronic signaling devices, including but not limited to pagers, beepers, and cellular or digital telephones, provided that such devices are not used and do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off while on campus, attending school-sponsored activities, or while under the supervision and control of school district employees. If such devices are used during school hours, the student will receive a referral and the device shall be confiscated and held in the office until the student's parent/guardian retrieves it. If a device rings or vibrates during school hours because it has not been turned off, a Behavior Checkpoint will result.

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 health-related purposes.

In accordance with BP/AR 5145.12 – Search and Seizure, a school official may search a student's communications device, including, but not limited to, reviewing messages or viewing pictures.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Dress

It is strongly recommended that the student's name be on jackets and coats.

The district is concerned that clothing be neat, clean, and fit properly. Clothing should not be distracting or impair freedom of movement, i.e., excessively short mini-skirts, crop tops, or shoes with high heels. Students should wear clothing that is warm and suitable for physical activity. T-shirts which could be interpreted as obscene, vulgar, or in bad taste, or promote or refer to drugs or alcohol are not to be worn at school. No undergarments should ever be visible. Students who come to school in clothes deemed to be inappropriate by school personnel will be asked to return home to change into more acceptable apparel, or a parent may bring a change of clothes to school for their child.

Field Trips

Students taking field trips are under the direction of the classroom teacher and permission slips for student involvement are sent home for parent signature. In many cases private transportation is used; in these cases it is necessary that the driver of the automobile have adequate insurance coverage.

Emergency Plan: Instructions for Families

Drills

We will have drills at least once monthly in order to prepare students and staff members for a natural disaster or safety concern at school. It is very important that parent volunteers participate in these drills when they are on campus.

- Fire: The school fire alarm will sound. Go to the playground and assist with students.

- Earthquake: Duck and cover until office indicates that it is time to evacuate. Go to the playground and assist with students.
- Lockdown: A lockdown is used for a violent or potentially violent activity where an unsafe situation exists. This is indicated by a pitched horn. Lock the doors, close the blinds, and turn off the lights of the room that you are in. Do not unlock the door if there are children in the room until you hear five long bells indicating that the drill has concluded.

In the Event of a Disaster During School Hours

In the event of a disaster during school hours, parents will play a key role in the safe and successful release of students from the school grounds. The staff has developed specific guidelines to instruct you in the students release process. Following these guidelines will assure a safe and timely evacuation of the school site. **Your cooperation is essential for the safety of all of the children.**

- Maps showing where children are located by classroom will be posted by the main office and between the gym doors.
- Go to the area where your child's class is waiting and find the teacher in charge.
- The teacher in charge will sign out children to adults that are authorized on the STUDENT RELEASE FORM.
- These children are now released into your care for transportation from the school grounds.

DO NOT LEAVE THE SCHOOL GROUNDS WITHOUT SIGNING OUT YOUR CHILD OR WITH ANY CHILDREN THAT HAVE NOT BEEN RELEASED TO YOUR. Allowing the extra time for the check-out process will assure proper tracking of our students and provided a record of their intended location after leaving the school grounds.

Parent Involvement

Classroom Volunteers: Parent and community volunteers are extremely important to Jacoby Creek School as their efforts enable the school to provide the students more individual attention, special study programs, to help secure better equipment and supplies. Volunteers receive a better understanding of the education the children are receiving, and school volunteer work may enhance a parent-child relationship.

There are many ways volunteers help at Jacoby Creek School, even many which do not require regular or school-hour time. All efforts are appreciated by the staff. Contact the school (822-4896) if you are able to volunteer for any of the following.

All volunteers must register with the office prior to volunteering. Volunteers must sign in and out at the office each time they volunteer.

School Site Council: The SSC is an advisory body to the Board of Education that provides input on the planning, implementation, and evaluation of our special

programs. The SSC consists of parents, teachers and the principal. Parents are selected to the SSC through the electoral process. If you are interested in attending council meetings, please contact the office. Meets the 2nd Tuesday of the month at 3:15 p.m. in Room 1.

Jacoby Creek Children's Education Foundation: The Jacoby Creek Foundation is made up of parents and staff members interested in developing financial and human resources to enhance the educational richness of students' school experience. All interested individuals are encouraged to join us. Please visit www.jcccf.org for additional information and /or meeting dates. Meets the 1st Tuesday evening of the month in the Library.

Parent-Teacher Organization: Organizes and coordinates activities that increase school spirit and sense of community. Some of the activities throughout the year may include: ice cream social, Family Skate Day, sweatshirt sale, and the Harvest Carnival. There is one general meeting each month. Dates posted in advance on the marquee and in the Panther Press.

Classroom Volunteering: Working in your child's or grandchild's classroom is a great way to support the children at Jacoby Creek School and to share in your child's school experience. Please attend Back-to-School Night to find out about volunteering in your child's classroom.

Library Help: May include shelving books, filing, reading to children, book talks, assisting Jacoby Creek authors, typing.

After-School Study Hall: Help supervise and support upper grade students in study hall.

Special Events: We have many other events where help is welcomed. These may include activities such as the Panther Pentathlon, book fair, magazine sales, folk dance and music festival, exploration or all-school activity day, science fair, art fair, holiday program, graduation.

After School Program: Present or assist with enrichment activities.

Athletics: Soccer, volleyball, basketball, track, cross-country, golf. Coach assistant, scorekeeping, transportation, refereeing of practice games, Athletic Committee, tournament organization or service. The athletic committee meets once a month.

Miscellaneous: Playground or Lunch Supervision, Clerical Work, Chaperone 7th/8th Grade Dance, field trips, and helping in the school garden.

Meeting Times

Governing Board: The District Board of Trustees meets the first Thursday of each month at 7:30 p.m. in the Library-Media Center. Agendas are posted on the school office bulletin board prior to the meeting dates. Trustees are elected by the community and serve 4 year terms.

Parental Concerns

The teacher is the key person in the educational program of each child.

Individual parental concerns should first be brought to the attention of the teacher so that the opportunity is given to resolve misunderstandings and answer questions. Our staff is happy to work with parents to resolve issues and understand concerns.

Misunderstandings or questions that may arise outside the supervision of the teacher - such as on the bus or walking to and from school - should be brought to the attention of the teacher and principal.

When educational matters are not resolved in discussions with the teacher, it is the principal's responsibility to seek a solution in consultation with the teacher and parent. At this point, complaints must be submitted in writing.

In case of complaint, the matter should be first discussed with the teacher and/or principal before it is brought to the attention of the Governing Board.

Uniform Complaint Procedures

Except as the Board of Trustees may otherwise specifically provide in other Board policies, the Uniform Complaint Procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits or other charges for participating in educational activities, unlawful discrimination, harassment, intimidation or bullying, and complaints regarding the implementation of the Local Control Funding Formula.

The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination

The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision

The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

Compliance Officer

The Board of Trustees designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

Superintendent Tim Parisi

1617 Old Arcata Road Bayside, CA 95524
(707) 882-4896

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant.

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision.

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE:

A copy of the original complaint

A copy of the decision

A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision

A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator

A report of any action taken to resolve the complaint

A copy of the district's complaint procedures

Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

Student Behavior Expectations

Make Good Choices

Be Safe * Be Respectful * Be Responsible

We believe that learning about safe, respectful, and responsible behavior is an essential part of the learning that takes place at school. It is our goal to guide students in developing a sense of personal responsibility to improve their academic skills and emotional development. We strive to reward good behavior in order to have a positive school climate. Students are taught clear behavior expectations for the many different settings they encounter at school. All staff members are trained in Positive Behavioral Interventions and Supports (PBIS).

Area	Be Safe	Be Respectful	Be Responsible
All Areas	<ul style="list-style-type: none"> • Wipe your feet when entering rooms • Use school supplies as instructed • Be kind with your body 	<ul style="list-style-type: none"> • Follow the "Golden Rule" • Follow adult directions • Use polite language: please and thank you! 	<ul style="list-style-type: none"> • Model school rules • Be honest and fair
Playground	<ul style="list-style-type: none"> • Keep hands to self • Use equipment properly • Make sure everyone playing the game knows the same rules. • Freeze when the bell rings and walk in when whistle blows 	<ul style="list-style-type: none"> • Take turns • Include those who want to play • Speak kindly and act kindly • Listen to your peers and respond calmly to solve problems 	<ul style="list-style-type: none"> • Pick up garbage even if it is not yours • Return playground equipment, including to other classrooms • Check in with anyone who is injured • Use break times for bathroom and water
Classroom	<ul style="list-style-type: none"> • Use all materials properly • Keep hands to self • Calm and quiet body • Follow directions the first time asked 	<ul style="list-style-type: none"> • Listen while others are speaking • Treat everyone in the room with respect even if you disagree • Take care of classroom tools and materials 	<ul style="list-style-type: none"> • Be prepared with assignments and supplies • Have a ready-to-learn mindset • Ask questions
Eating Lunch	<ul style="list-style-type: none"> • Stay seated while eating • Calm and quiet body • Stay in your personal space 	<ul style="list-style-type: none"> • Focus on your lunch and let your neighbors eat theirs • Use school appropriate language when talking to friends and adults • Use appropriate table manners 	<ul style="list-style-type: none"> • Clean up after yourself and the area near you • Minimize waste-dispose of waste and recycling appropriately • Report spills • Wipe your feet when entering the gymnasium

Walkways	<ul style="list-style-type: none"> Walk when not on the playground Hold any playground equipment in transit or once recess is over Stand quietly in line outside class 	<ul style="list-style-type: none"> Respect the quiet zones Be mindful of pedestrian right of ways 	<ul style="list-style-type: none"> Being mindful that others are in class learning Plan ahead and take with you what you will need for the next setting
Library	<ul style="list-style-type: none"> Walk Use quiet and calm feet on stairs and stage Have a calm body Enter when adult present 	<ul style="list-style-type: none"> Treat the stage space with care. Maintain a quiet work space for others. Speak quietly Treat the books nicely Be careful with technology Laugh /clap at the appropriate time when attending a performance 	<ul style="list-style-type: none"> Students/staff share in keeping the space ready for the next group of users. Push in chairs. Use the stairs to get on and off the stage Keep the computers on the table Put books back where you found them-place saver
Pick Up/ Bus line	<ul style="list-style-type: none"> Wait for your ride to come to a complete stop in the pick-up lane (and the bus doors are open if waiting for the bus) Stay on the sidewalk Hold any playground equipment that could get loose 	<ul style="list-style-type: none"> Watch for others who are trying to get by Keep an aisle open Be mindful of those around you. 	<ul style="list-style-type: none"> Know your after school plan Follow your after school plan Help younger students as needed Stay in areas that are supervised by adults
Concerts/ Assemblies	<ul style="list-style-type: none"> Wait for directions from the adults before getting up to leave Walk carefully when getting on and off the bleachers 	<ul style="list-style-type: none"> Applaud for the performers Give the speaker/performers your full attention Hoods and hats off 	<ul style="list-style-type: none"> Watch and listen Think about what the speaker is saying Demonstrate self-control Clap when appropriate
ASE Classes and Activity Center	<ul style="list-style-type: none"> Be on time and check in with ASE teacher Follow classroom and school rules. 	<ul style="list-style-type: none"> Treating ASE teacher as you treat your classroom teacher. After class move to next activity in a way that respects staff working Wait quietly in front of office after class 	<ul style="list-style-type: none"> Treat classroom supplies/furniture properly Returning borrowed supplies Clean work area before you leave Talk kindly

Responding to Problem Behaviors

TK-3rd Grade: Each primary classroom has its own system of rewards and consequences based on a continuum that reflects students' increasing awareness and development. Teacher and school staff will conference with students that are not meeting the behavior expectations. Should the child continue to demonstrate problem behaviors they may be asked to sit on the bench and write a reflection during their recess period. The child's teacher may also ask to have a conference with the student's parents or convene a Child Study Team Meeting if additional support for the child is needed.

4th-6th Grade: Middle grade classrooms also each have their unique systems for rewards and consequences for student behavior. Students that are not meeting behavior expectations will receive Behavior Checkpoints in order to communicate with parents. Multiple Behavior Checkpoints will result in loss of privileges and/or participation in Preferred Activity Time activities.

For excessive misbehavior the school will follow guidelines contained in Policy 5114- Suspension and Expulsion procedures.

School Policies and Guidelines for 7th and 8th Grade

Academic and Organizational Expectations: In order to succeed in the upper-grade academic courses at Jacoby Creek School, each student should be demonstrate responsibility by:

1. Attending school regularly with an open-minded attitude toward learning.
2. Completing in-class assignments as well as required and necessary home assignments.
3. Actively seeking out missed assignments due to absences and making up any required work.
4. Investing pride and quality into every learning activity.
5. Displaying behavior which helps the learning environment and does not interfere with the learning of others.

- 6. Demonstrating good note taking and organizational skills.
- 7. Displaying the ability to work independently as well as cooperatively.

One aspect of academic success in the upper grades is organization. Students will be well prepared if they have a three-ringed binder in which to take notes, complete assignments, and, keep extra papers and daily assignments.* The binders may be sectioned with labeled dividers indicating the various subsections required by the individual teachers. Small inexpensive plastic pouches should also be placed within the binders in order for the student to have available extra pencils, pens, erasers, sharpeners, etc. Being well prepared will greatly benefit an individual's learning experience, allow greater time on in-class tasks, and lessen searching for necessary materials. Students are asked to have school supplies ready as soon as possible. The deadline, however, is one week after the first day of school. All textbooks should be covered with jackets by that date as well.

* A detailed materials list will be given to each student before the beginning of the school year. If purchasing these materials is financially prohibitive, please have your son/daughter see his/her homeroom teacher and arrangements for these materials will be made.

Grading Policies and Progress Reports

Report cards will be issued three times during this school year in the upper grades. Failure notices and progress reports can be issued at any time, though failure notices are usually given early enough to allow students to improve their grades. Students who have excused absences will be given an opportunity to make up missed assignments. In most cases, an extra day to complete assignments given during an excused absence will be allowed for each day of the absence.

In each class a letter grade will be given reflecting the student's performance for each class. The performance percentage, the letter grade equivalents, and the GPA equivalents are listed below.

Percent	Grade	GPA
95-100	A	4.0
90-94	A-	3.7
87-89	B +	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7

67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0.0

Each trimester students will be recognized for their academic performance. Students achieving a grade point average of 3.3 - 4.0 will be on the Honor Roll.

Textbooks

Textbooks are loaned to the students for their use. They must be returned in good condition. There will be a charge for lost texts, as well as fines for excessive damage. Workbooks are school property and are considered textbooks. Defacing or losing workbooks may result in a family having to purchase another copy and/or disciplinary action.

The school may withhold grades, diplomas, or transcripts of a pupil who willfully fails to return loaned property.

SCHOOL POLICIES AND GUIDELINES FOR SEVENTH AND EIGHTH GRADE

Academic and Organizational Expectations

In order to succeed in the upper-grade academic courses at Jacoby Creek School, each student should demonstrate responsibility by:

1. Attending school regularly with an open-minded attitude toward learning.
2. Completing in-class assignments as well as required and necessary home assignments.
3. Actively seeking out missed assignments due to absences and making up any required work.
4. Investing pride and quality into every learning activity.
5. Displaying behavior which helps the learning environment and does not interfere with the learning of others.
6. Demonstrating good note taking and organizational skills.
7. Displaying the ability to work independently as well as cooperatively.

One aspect of academic success in the upper grades is organization. Students will be well prepared if they have a three-ringed binder in which to take notes, complete assignments, and keep extra papers and daily assignments.* The binders may be sectioned with labeled dividers indicating the various subsections required by the individual teachers. **Small inexpensive plastic pouches should also be placed within the binders in order for the student to have available extra pencils, pens, erasers, sharpeners, etc.** Being well prepared will greatly benefit an individual's learning experience. Students are asked to have school supplies ready as soon as possible. The deadline, however, is one week after the first day of school.

* A detailed materials list will be available online and in the office before the beginning of the school year. If purchasing these materials is financially prohibitive, please have your son/daughter see his/her homeroom teacher and arrangements for these materials will be made.

Attendance

As with all public schools in California, the amount of state monetary support is based upon school attendance. It is essential then that accurate records be kept at school. State law requires that a note be sent to the classroom teacher or a call made to the office secretary, detailing the excuse for a school absence. Please send notes or make calls as soon as possible so that accurate records can be kept. The absences for health, medical, or dental reasons are legally accepted excuses. Students absent or more than 30 minutes tardy without a valid excuse are unexcused and are considered truant.

Students are not allowed to leave the school during the day unless they bring a note of valid excuse from their parent. An adult coming to school to pick up a child must first report to the school office to sign the student out.

School Attendance Review Board

The School Attendance Review Board is a group of school and community members who meet regularly to discuss and provide solutions for students who experience attendance problems. The parents of students are notified by mail of a truancy problem. Parents and students can be asked to appear before a S.A.R.B. board after 10 truant days are on record.

Appointments

When medical appointments can be made for the later afternoon hours, there is much less interruption in the student instructional day. Most medical offices can arrange later afternoon appointments and we appreciate the efforts of parents who will schedule accordingly.

Late Arrivals

In most cases there are no valid excuses for tardiness. Students are expected to be in their seats by 8:30 a.m. Tardy students are not only an inconvenience but disrupt instruction and miss important introductions and instruction. Students more than 1/2 hour late for school without an excuse are considered truant.

Independent Study

When students absolutely must be away from school for five or more days without one of the valid excuses listed below as stated by the Education Code, an Independent Study Form should be used. The form must be completed by the student, parent, and teacher before the day of absence. Several days' lead time to prepare these contracts would be appreciated. Use of the form is limited and without an Independent Study Contract, days of absence are days of truancy.

Valid Excuse Days are:

1. Illness or quarantine
2. Medical, dental, or optometrical appointments
3. The funeral of an immediate family member
4. Court appearance

Articles from Home: Electronics, Toys, Skateboards, Etc.

Students are asked not to bring articles from home unless approved by a teacher for a specific purpose. Personal electronics, games, toys, stuffed animals, models, and the like can be an interruption to learning and should not be brought to school. Guns, toy guns, or gun replicas are *never* to be brought to school. Skateboards may be brought to school if they are used as a means of transportation and accompanied by helmets. Students must carry skateboards on campus at all times, store them with their homeroom teachers for the day, and pick them up after school.

Use of Portable Phones and Other Electronic Communication Devices

The Board recognizes the need to maintain a non-disruptive and safe environment for pupils while on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

Students may possess electronic signaling devices, including but not limited to pagers, beepers, and cellular or digital telephones, provided that such devices are not used and do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off while on campus, attending school-sponsored activities, or while under the supervision and control of school district employees. If such devices are used during school hours, the student will receive a referral and the device shall be confiscated and held in the office until the student's parent/guardian retrieves it. If a device rings or vibrates during school hours because it has not been turned off, a Behavior Checkpoint will result.

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 health-related purposes.

In accordance with BP/AR 5145.12 – Search and Seizure, a school official may search a student's communications device, including, but not limited to, reviewing messages or viewing pictures.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Dress

The district is concerned that clothing be neat, clean, and fit properly. Clothing should not be distracting or impair freedom of movement, i.e., excessively short mini-skirts, crop tops, or shoes with high heels. Students should wear clothing that is warm and suitable for physical activity. T-shirts which could be interpreted as obscene, vulgar, or in bad taste, or promote or refer to drugs or alcohol are not to be worn at school. No undergarments should ever be visible. It is strongly recommended that the student's name be on jackets and coats. Students who

come to school in clothes deemed to be inappropriate by school personnel will be asked to return home to change into more acceptable apparel, or a parent may bring a change of clothes to school for their child.

Field Trips

Students taking field trips are under the direction of the classroom teacher and permission slips for student involvement are sent home for parent signature. In many cases private transportation is used; in these cases it is necessary that the driver of the automobile have adequate insurance coverage.

Grading Policies and Progress Reports

Report cards will be issued three times during this school year in the upper grades. Failure notices and progress reports can be issued at any time, though failure notices are usually given early enough to allow students to improve their grades. Students who have excused absences will be given an opportunity to make up missed assignments. In most cases, an extra day to complete assignments given during an excused absence will be allowed for each day of the absence.

In each class a letter grade will be given reflecting the student's performance for each class. The performance percentage, the letter grade equivalents, and the GPA equivalents are listed below.

Percent	Grade	GPA
95-100	A	4.0
90-94	A-	3.7
87-89	B +	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0.0

Each trimester students will be recognized for their academic performance. Students achieving a grade point average of 3.3 - 4.0 will be on the Honor Roll.
Home Instruction

The district will provide home teachers for students who are confined due to illness for extended periods of time. A doctor's authorization is required.

Homework

For most students the ability to do homework is a learned behavior. Parents can help by providing a quiet, well-lighted study area away from distractions with materials easily available.

Teachers do assign homework on a graduated scale of time allotted with concern to grade level. Upper grade students often have activities to complete outside of the classroom. All students are encouraged to do a thorough and neat job on homework assignments.

The determination of specific homework assignments and the amount of homework appropriate for students is to be made by the teacher and/or school.

1. Homework reflects the school's emphasis upon basic skills, adopted courses of study and the California State Standards.
2. Assignments given should be appropriate to the age and ability of the child. Special consideration may be given to students with identified special needs.
3. Homework is assigned in the upper grade program based on the following:
 - Homework is defined as independent practice used to follow-up, reinforce, supplement and extend lessons.
 - Homework develops responsibility, self-discipline and good work habits.
 - Homework is evaluated, discussed and clarified in class.
 - Homework grades are recorded as a part of the subject grade.
 - Homework is often assigned daily.
 - Homework times may vary, but one and a half hours per night is a reasonable expectation.

4. Sometimes homework may involve the gathering of information or the investigation of new concepts. This type of assignment may extend over several days or weeks. When such assignments occur in a particular class, the number of routine assignments for the class may decrease accordingly.

Telephone

Students are allowed to use the telephone at school if it is determined to be absolutely necessary.

Textbooks

Textbooks are loaned to the students for their use. They must be returned in good condition. There will be a charge for lost texts, as well as fines for excessive damage. Workbooks are school property and are considered textbooks. Defacing or losing workbooks may result in a family having to purchase another copy and/or disciplinary action.

The school may withhold grades, diplomas, or transcripts of a pupil who willfully fails to return loaned property.

7-8 DISCIPLINE SYSTEM AND RELATED SCHOOL POLICIES

Jacoby Creek's departmental program allows upper grade students to work with several teachers in a variety of subject areas. The goals of the program are to develop the talents and academic skills of all students to their greatest potential. To be successful, students must develop a sense of responsibility toward self and school. Through responsible behavior students earn privileges that go beyond those received by students in the lower grades.

Discipline System

The Discipline System is designed to provide rewards and privileges to students for their success, and appropriate loss of privileges and consequences for misbehavior.

The Jacoby Creek Discipline System is divided into two sections: Behavior Code and Academic Behavior Code. The Behavior Code details the standards of behavior at school and the consequences of misbehavior. The Academic Behavior Code lists both minimum standards of behavior for success in a departmental classroom as well as consequences for not following this code.

Behavior Code

Students are expected to:

1. Respect the health and well-being of others and themselves.
2. Conduct oneself in an orderly manner and respect the rights of others both inside and outside classrooms.
3. Treat and address all school staff members in a respectful manner.
4. Attend classes regularly and provide an authorized explanation for absences and tardiness.
5. Speak courteously without using profanity.
6. Remain within the boundaries of the playground during recesses. This includes the time before school.
7. Dress appropriately for the school setting.
8. Refrain from physical displays of affection on school premises.
9. Leave the classroom only when excused by a teacher.
10. Refrain from eating candy and food inside classrooms and other school buildings without teacher permission. Gum chewing is prohibited at all times. The only exception is with a written orthodontist's note.
11. Refrain from spitting, throwing food or littering.
12. Return parent-teacher communication such as progress reports, checkpoints, and notices of missing assignments as required.
13. Refrain from going to shops across the street during the school day or after school if returning to the school grounds due to liability considerations and lack of supervision. Notes from parents giving permission to purchase lunch or after-school snacks prior to returning to school will not be honored.
14. Refrain from riding skateboards, rollerblades, bicycles, and other like equipment on school grounds until after 5:00 p.m., or during school functions occurring later than 5:00 p.m.

15. Refrain from wearing hats in school buildings during school hours unless for religious reasons.
16. Leave campus to go home at the end of the school day unless involved in an adult sponsored activity.
17. Refrain from cheating, plagiarizing, and committing forgery.

Note: Behaviors that are threatening, defiant, involving illegal substances, or are damaging to school property will be treated as excessive misbehavior as outlined in School Board Policy 5114 - Grounds for Suspension and/or Expulsion. Students may receive immediate suspensions for severe behaviors. An immediate suspension will also result in four referrals and loss of all upper grade privileges for 30 consecutive student school days.

Privileges Earned for Respectful, Responsible, and Safe Choices

1. Participation in after school sports and cheerleading
2. Participation in upper grade dances
3. Participation in the Big Events at the end of trimesters, including Exploration Day
4. Participation in Center Arts Activities and off-campus events
5. Participation of eighth graders in eighth grade celebration

Rewards for Respectful, Responsible, and Safe Choices

1. YELLOW SLIPS - Staff members reward students with Yellow Slips for academic success and positive behavior.
2. AWARDS ASSEMBLY - Students are formally recognized at awards assemblies.
3. SPECIAL PRIZES - Students receiving Yellow Slips and Orange Smile tickets are eligible for prizes given periodically throughout each trimester.

Consequences for Misbehavior

1. For infractions of school rules students will receive warnings in the form of behavior checkpoints indicating the nature of the misbehavior. Students are to take these checkpoints home to get them signed by their parents. Failure to do so will result in an additional checkpoint. Each time a student receives three behavior checkpoints, a referral will be given, resulting in an after school detention. Certain defiant, unsafe, or other severe behaviors will result in an immediate referral without issuing 3 behavior checkpoints beforehand.
2. For each of the first four referrals, the student will receive a one-hour detention. All detentions are served from 3:10 p.m. to 4:00 p.m. in the detention hall on the date indicated on the referral, usually on a Tuesday or a Thursday. Missing or being late for a detention will result in an additional behavior checkpoint and an additional detention will be assigned.
3. It is the responsibility of the parents to arrange with the office for an alternate detention date if a previous medical or dental conflict exists.
4. For the fourth referral a student will lose all upper grade privileges for 30 consecutive student school days. In addition, there will be a parent/principal phone conference.
5. For the fifth referral another conference with the principal and two one-hour detentions will result.
6. For the sixth referral the student will be suspended at the discretion of the principal.
7. For the seventh referral the student will receive another suspension at the discretion of the principal. Additionally, school personnel and the parents will develop a behavior support plan for the student.
8. Note that the referral count will start at the beginning of each trimester. However, a student must complete the 30-day loss of upper grade privileges regardless of when the fourth referral occurred. Repeated suspensions during the school year will call for a School Attendance Review Board.
9. Students in the 8th grade who receive a third referral in the last trimester will conference with the principal and parents regarding the consequences of a subsequent referral.
10. Students in the 8th grade receiving 4 referrals in the last trimester will be ineligible to participate in the 8th grade celebration. Excessive referrals and

severe discipline problems during first and second trimesters may be considered in determining a student's eligibility for the 8th grade celebration.

11. Misbehavior under the supervision of a substitute will result in one referral and one detention.

12. Forgery will result in two behavior referrals and two detentions for the first offense.

Addendum

The Discipline System is a working document that is intended to cover most situations. Clearly not all behavior and consequences can be covered in a few pages. Students should understand that the teacher and/or the principal are the deciding factors in every situation.

Academic Code

Students are expected to:

1. Bring all necessary materials to class, including textbooks, paper, and pencils.
2. Be ready for class when class begins.
3. Organize binders in order to work effectively.
4. Complete and turn in assignments on time.
5. Complete all assignments to the best of their ability.
6. Keep all textbooks appropriately covered.
7. Be responsible for getting written communication such as progress reports signed and returned.
8. Refrain from cheating and plagiarism.

Note: Each teacher will outline additional academic requirements.

Consequences for Not Meeting Academic Expectations

1. A natural consequence of not completing assigned work is the loss of learning opportunities. Grades will also suffer if students fail to complete work.
2. Students may be issued a Notice of Missing Assignment (NOMA), which must be signed by a parent/guardian and returned to the issuing teacher the following class.
3. Students may find it necessary to attend extra academic support opportunities before or after school.
4. Parents will receive Progress Reports as a notification of academic problems and of possible failure.
5. Meeting the expectations of the Academic Code and successful completion of academic work, including large projects, qualifies students for upper grade privileges such as the Big Event or 8th grade celebration, as well as the 8th grade graduation ceremony. Teachers will meet before these events to determine student eligibility.
6. In cases of cheating/plagiarism, students may be penalized with a loss of points, may need to retake tests or redo assignments, and/or may receive a behavior checkpoint or discipline referral, and forfeit upper grade privileges and athletic eligibility.

Suspension and Expulsion/Due Process
Notification of Regulations

In compliance with Section 35291 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 1 through 8, inclusive, of the fact that the district's regulations concerning student discipline are available on request at the principal's office in all schools of the District.

Suspension and Expulsion/Due Process

In compliance with Section 35291 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 1 through 8, inclusive, of the fact that the district's regulations concerning student discipline are available on request at the principal's office in all schools of the District.

Grounds for Suspension and/or Expulsion (Ed. Code Section 48900)

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent/principal of the school in which the pupil is enrolled determines that the pupil has done one or more of the following:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an 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.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Health and Safety Code.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault or a sexual battery.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil, organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.
19. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a pupil to experience substantial interference with his or her academic performance.

- Causing a pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site, including, but not limited to:
- Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above.
- Creating a false profile for the purpose of having one or more of the effects listed above.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period whether on or off the campus.

Bus Rules

The following school bus conduct rules for pupils were adopted by the Jacoby Creek Board of Trustees from State of California Regulations:

Ed. Code (Section 14263 Title 5) Authority of Driver states: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of

the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit the authority of the bus driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus en route between home and school or other destinations.

The following list of student actions constitute violations of the established rules and regulations:

1. Abusive body contact - slapping, hitting, poking, shoving, pulling hair, etc.
2. Fighting on the bus, or at bus stop.
3. Using other than the student's regularly designated bus stop.
4. Using profane language or obscene gestures.
5. Unauthorized exits (from emergency doors or windows)
6. Putting any part of the body out of bus window at any time.
7. Any movement OUT of seats while bus is in motion.
8. Riding bus after receiving "no ride" penalty.
9. Legs, feet and objects obstructing aisle or sitting facing to the rear.
10. Creating excessive noise.
11. Any improper bus stop procedures (not lining up, rock throwing, playing in streets, any property damage at bus stops, etc.)
12. Unauthorized opening, closing, or tampering of any kind with bus doors, windows, or emergency exits.
13. Any type of damage or defacing of bus.
14. Lighting of matches, cigarettes, smoking on bus.
15. Throwing any objects in, out of, or at the bus.
16. Littering of any kind.
17. Transporting live animals, reptiles, or insects on a school bus.
18. Eating or drinking on the bus.
19. Disrespect to the bus driver.
20. Give improper identification when requested by driver.
21. Tampering with bus controls.
22. Failure to obey driver.
23. Failure to remain quiet at all railroad crossings.
24. Endangering life or limb of other people.
25. Other unauthorized or unsafe action.

These are direct copies of rules recommended in a California State Department of Education bulletin.

Education Code (Section 14263 Title 5) Authority of Driver states: Boards of Trustees shall adopt rules and regulations to enforce this section. These regulations shall include, but not be limited to, specific administrative procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Corrective measures for infractions of

established rules are listed below: 1st
warning - phone call to parents

2nd warning - riding privileges
suspended for one week 3rd
warning - riding privileges
suspended for two weeks

4th warning - riding privileges suspended for the balance of the school
year

Transportation

The Jacoby Creek School District encourages our families to carpool, walk, ride bikes, or use the school bus as much as possible in order to minimize traffic and environmental impact. We are also fortunate to have well-marked bike paths and sidewalks approaching the school from both directions.

If you find that you need to drive your child to/from school, we ask that you help us by following these guidelines:

- The front of the school is the drop-off/pick up area. There are 2 lanes: one next to the curb ON THE RIGHT, and one close to the parked cars ON THE LEFT.
 - Students may only be dropped off or picked up from the curb lane. Please do not leave unattended parked cars along the curb lane. This is a loading and unloading zone only.
 - The lane close to the parked cars is for through traffic and for those leaving after picking up/dropping off their student only. It is very important that students not be let out of the car in this lane and that traffic continue moving in this lane.
- The gym parking lot is for staff and school buses only. Visibility is restricted and we do not want children in that area except when dropped off/picked up by the bus. Please do not park in any space marked "Staff."

- If you park and bring your child onto campus, please remember to use the crosswalks.
- Do not back up your vehicle in the traffic line. Our students are not very visible around vehicles and we want to avoid accidents. Leave enough room between your car and others so you won't need to back up.

YOUR UNDERSTANDING AND COMPLIANCE COULD HELP AVOID A TRAGIC ACCIDENT.

District Goals

Learning Atmosphere

The Jacoby Creek School District will develop and maintain a learning atmosphere which promotes high academic achievement. We will establish and maintain a school climate which enhances the social, civic, cultural and personal development of all students. Our program will be comprehensive, consistent from grade to grade, and reviewed and updated on a regular basis to reflect current educational research and district needs.

Diversity Awareness Statement

We acknowledge the dignity and worth of one another and strive never to diminish one another by our words or actions. The school personnel, families, and community members of JCS join together in creating a safe and welcoming atmosphere where students can succeed both academically and socially. Differences in socio-economic standing, race, ethnicity, culture, family structure, gender, religion, language, national origin and ability are valued and they enrich the learning opportunities of all students. The JCS community moves beyond tolerance to celebrate the rich diversity of Humboldt County. In order to provide the foundation for our students to become effective leaders in an increasingly diverse society, the District's multicultural educational program promotes understanding of differences and encourages positive social interactions. Multicultural education promotes the development of students through greater self-understanding, positive self-concept and pride of one's ethnic and social identities.

Physical Plant

The Jacoby Creek School District will maintain and operate its building, grounds, and equipment in a safe and functional condition.

Personnel

The Jacoby Creek School District will serve the community by assuring high quality education through knowledgeable, ethical, professional and effective faculty.

Community Involvement

The Jacoby Creek School District believes that the community offers valuable life experiences to our school children. In turn, the school offers many programs and services to the community. The Jacoby Creek School District encourages and promotes strong community interest and support. We strive for effective, two-way communication to ensure a strong community school.

Management

The Jacoby Creek School District maintains exemplary procedures and controls for the security of the District's funds, utilizing all fiscal resources in a creative and cost-effective manner. In addition, we will seek to secure all available state, federal and alternative funding, in support of the District's mission.

JACOBY CREEK SCHOOL DISTRICT

1617 Old Arcata Road

Bayside, CA 95524

PARTNERSHIP FOR SCHOOL SUCCESS

At Jacoby Creek School, we believe that cooperation between school and home is essential for children to succeed to their highest potential. When we combine our resources for education and guidance, we provide cohesive and positive boundaries in which children can feel safe. We believe that schools and families who work together can solve even the most difficult problems. The more collaboration we model between home and school, the more assured the children will be that their education is important both to their parents and their teachers. As a way for us to recognize the importance of this partnership, we have drafted this compact.

DISTRICT/TEACHER ROLE: The district will provide the best education possible for your child. His/her unique qualities and learning styles will be considered and encouraged. Our educational program will be based on the highest academic expectations, which includes arts, physical education, and technology. An important goal is that each child is recognized for and feels proud of his or her best efforts. Speech and Special Education programs will be provided when determined necessary. We encourage active parent participation, invite volunteers, and provide information about our program through a monthly newsletter, classroom communications, parent conferences, report cards, and other programs for parent information and education.

FAMILY ROLE: Families will ensure that their child regularly attends school, minimizing vacation plans during the school year. They will also make sure their child arrives on time, is well-rested and well-fed. Families will encourage a positive attitude about school and the district's effort to provide a rigorous academic program. Families will set the expectation that their child will be responsible about his/her assignments and complete them to the best of his/her ability. A consistent time for homework will be established and the child's assignments will be checked regularly. The families will support the school's efforts, read school communications, make every effort to attend Back to School Night and the two parent conferences, communicate issues that may affect their child, and encourage positive social behavior.

STUDENT ROLE: The student will pay attention to school lessons and complete them to the best of his/her ability. The student will treat teachers, school personnel, and classmates with respect. The students will work to be positive group members both in class and on the playground. The students will follow school rules, complete homework regularly, and accept responsibility for their work and behavior.

We have read and understand the three roles in the partnership for school success:

TO BE SIGNED DURING GALL CONFERENCES

Parent(s)

Date

Student

Date

Teacher(s)

Date

Principal

Date

Jacoby Creek School District
5131.2
Board Policy
Students

BP

Bullying

The 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. District employees shall establish student safety as a high priority 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.

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.

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.

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.

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.

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

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

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 grievance procedures specified in AR 5145.7 - Sexual Harassment, *utilizing E 5131.2 Report of Suspected Bullying*.

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.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

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

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

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

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

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

1st Reading: April 8, 2013

2nd Reading: May 13, 2013

Adopted: May 13, 2013

Revised: May 7, 2013

Jacoby Creek School Youth Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Jacoby Creek School Youth Suicide Prevention Policy

The Governing Board of Jacoby Creek School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction

with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Jacoby Creek School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Jacoby Creek School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training with school counselor. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Jacoby Creek School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Jacoby Creek School.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Jacoby Creek School suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Jacoby Creek School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Jacoby Creek School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Jacoby Creek School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge

and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Jacoby Creek School staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. School Principal and student support provider will be designated as the primary and secondary liaisons.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Counseling support will be available to students.

D. Parental Notification and Involvement

Jacoby Creek School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;

- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Jacoby Creek School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Principal and Student Support Provider for the Jacoby Creek School shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);

- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.