



## Welcome to Forest Hill School Family Handbook 2024-2025

Dear Parents and Guardians,

Welcome to the 2024-2025 school year! This handbook has been prepared with information about policies, procedures, rights, and responsibilities for all students and parents at Forest Hill to help keep you informed. Please read it carefully so you will be well informed about our school.

Our goals are to continue developing a strong partnership between home and school with three overall aims:

1. Provide high quality academic first instruction for all students
2. Provide high quality social emotional learning for all students
3. Fully engage parents/guardians and the community in support of student well being

Forest Hill School was a recipient of the prestigious National Blue Ribbon Award in 2019. At our school, we are committed to providing the highest quality education possible. You have chosen to entrust the education of your child to us and we take that responsibility very seriously. While your child attends Forest Hill, s/he will receive the best instruction possible in an environment that recognizes each child's potential.

Several years ago, Campbell Union School District rolled out our new Strategic Plan which is called the "Profile of a Graduate" competencies. At Forest Hill we are focused on developing the following qualities in our students—**self-directed, innovative, critical thinker, collaborative, and empathetic**. Teachers are planning lessons and activities to support these important life skills. We hope that you will partner with us at home to support your children's development of these skills.

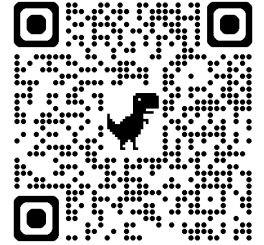
Goals for the 2024-2025 school year:

- Continued implementation of the Common Core State Standards (CCSS) in English Language Arts and math at all grade levels. Implementation of the Next Generation Science Standards (NGSS) in all grade levels.
- Differentiated instruction in all grade levels.
- Positive Behavior Interventions and Supports (PBIS) for all students using **consistent** behavioral expectations (**Be Respectful, Be Responsible, Be Safe**).
- Toolbox: 12 tools for students to use that help build their capacity for managing their own emotional, social, and academic success.
- SKIPS - Counseling for students who are identified as needing more support.
- Art and PE for all students.
- AIM - Art, Innovation, and Music classes 1-2 times monthly for grades K-5.

- Intensive Reading Intervention for students who qualify for the intervention program.
- Math Intervention for students who qualify in grades 3-5.
- Direct and Integrated English Language Development (ELD) for English Language Learners.
- A focus on developing the Campbell Union School District Strategic Plan Profile of a Graduate competencies for all students.

Education is a partnership between the school and the home. We encourage you to work with us to benefit your child. Throughout the year, we will provide you with suggestions that will help your student. Please take advantage of these suggestions and stay in touch with us. Our staff is always open to your insights and observations that will help us to provide the best possible education for your child. As a team, we will work hard to maintain high standards at Forest Hill School.

In order for your family to stay updated on events at our school, please log on to <https://foresthill.campbellusd.org/> and sign up for our newsletter updates. You can also follow us on Facebook and Instagram (@foresthillelementary). Check the Campbell Union School District website at [www.campbellusd.org](http://www.campbellusd.org) on a regular basis to be aware of important district information. Most of our communication will be electronic. **Please download the ParentSquare App or click on the QR Code to keep you up-to-date on all school events!**



This handbook is being distributed electronically to all families. It is important to review this handbook with your child. The [CUSD Parent Handbook](#) is also important to review. Should you have any questions, please do not hesitate to contact us. We look forward to working closely with you and your child this year. Together, we can do this! Thank you, as always, for your help and support!

Sincerely,

Diane Burbank  
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[dburbank@campbellusd.org](mailto:dburbank@campbellusd.org)

Chelsea Armann  
Assistant Principal, Forest Hill School  
[carmann@campbellusd.org](mailto:carmann@campbellusd.org)

(408) 364-4279 front office

### **Forest Hill Mission Statement**

The goal of the Forest Hill School community is to prepare all students to be self-directed, resourceful problem solvers who reach their highest academic potential and are prepared for the future with the skills, flexibility, and confidence to succeed.

### **Daily Schedule**

| <b>Forest Hill Daily Schedule<br/>2024-2025</b>                             |                     |             |
|---|---------------------|-------------|
| <b>Morning Schedule</b>   |                     |             |
| 8:05 (first bell)   | 4-5 School Begins   |             |
| 8:10 (second bell)  | TK-3 School Begins  |             |
| 10:10-10:30   | TK-5 Morning Recess |             |
| <b>Lunch Schedule</b>   |                     |             |
| Grades  | Eating Time         | Play Time   |
| TK-2nd  | 11:45-12:00         | 12:00-12:29 |
| 3rd   | 12:09-12:20         | 12:20-12:53 |
| 4th/5th   | 12:10-12:25         | 12:25-12:53 |
| <b>Regular Days Dismissal<br/>(Monday, Tuesday, Thursday, &amp; Friday)</b> |                     |             |
| 2:20  | TK-3                |             |
| 2:35  | 4, 5                |             |
| <b>Wednesdays and June 9 and 10 Dismissal</b>                               |                     |             |
| 1:30  | TK-5                |             |
| <b>Parent/Teacher Conferences (October 7-11)</b>                            |                     |             |
| 8:05  | 4-5 School Begins   |             |
| 8:10  | TK-3 School Begins  |             |
| 9:15-9:35   | TK-5 Morning Recess |             |
| 11:20-12:07   | TK-2 Lunch          |             |
| 11:39-12:26   | 3rd Lunch           |             |
| 11:43-12:26   | 4-5 Lunch           |             |
| 12:30   | TK-5 Dismissal      |             |

### **Before School Expectations:**

**7:55 AM** – Gates open. Earliest time students should be on campus.

**8:05 AM** – 4-5 Instruction begins, late students check in at office for tardy pass

**8:10 AM** – TK-3 Instruction begins, late students check in at office for tardy pass

### **After School Expectations:**

**TK – 3<sup>rd</sup> Grade:** Parents will meet their students at the gates. Families with no 4th-5th siblings are expected to leave campus at this time. *Please note: primary students may not play on either playground during this time.*

**2:45 PM – ALL** students and parents are asked to have exited campus by 2:45PM.

### **Appointments**

In order to avoid missing valuable class time, we ask that you make medical, dental, and other appointments after school hours, on staff development days, or on Wednesday shortened days whenever possible.

### **School Office**

The school office is open from 7:30 a.m. to 4:00 p.m. on school days. Our office telephone number is (408) 364-4279. If you are reporting your child absent, you may call our 24-hour absence recorder at (408) 341-7132 or email Denise Figueira: [dfigueira@campbellusd.org](mailto:dfigueira@campbellusd.org)

### **Behavior & Discipline**

Please see the PBIS section of this handbook. The flowchart on page 14 describes the progression of consequences.

### **Bullying**

If you suspect your child is being bullied, please first contact and discuss with your child's teacher. If after that there is still an issue, contact the school Principal. While we prefer that order of notification, you may also visit our [District website](#) to review our policy on bullying and access an anonymous tip line. Additionally, we have more information in the PBIS section below.

### **Closed Campus**

Forest Hill School has a closed campus policy.

- Students may not leave campus without permission from the office from the time of their arrival on campus through the dismissal bell.
- Students who come to school after the start of school must report to the office before going to any class.
- All school gates will be locked during school hours and all visitors must enter through the school office.
- All volunteers must submit a volunteer application.
- All visitors, including parents and volunteers, must check in with the office and obtain a visitor's badge before entering the campus. All visitors must check out and leave campus through the front office.
- Parents must come to the office to sign their student out if they are taking him/her off campus for any reason.
- Items (such as lunches, money, special projects, etc.) that need to be delivered to students need to be dropped off at the table outside of the office. Let your student know if you will be leaving an item there.
- Students may not bring visitors (such as friends or relatives) to school or visit them on campus.

### **General School Rules/Expected Behavior**

As part of a caring school community focused on student achievement, students are expected to conduct themselves in a way that will allow them to learn, allow other students to learn, and will demonstrate respect for others.

### **Positive Behavior Intervention Supports (PBIS) Program**

School wide PBIS is an approach for establishing a social culture and behavioral support for a school to be an effective learning environment for all students. PBIS helps create a school environment that is *predictable, positive, safe, and consistent*.

Our PBIS plan emphasizes positive discipline and behavioral change rather than punishment. We view children's misbehavior as an opportunity to teach new and more appropriate behaviors that emphasize **respect, responsibility, and safety**. Students learn to solve problems in effective ways. Within the classroom, students are involved in class meetings that reinforce life skills and conflict management techniques. Their peers, teachers, and other staff recognize students for appropriate behavior.

The main features of PBIS include:

- Prevention of problem behavior
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of behavior data for decision-making
- Continuum of intensive, individual intervention supports

At the heart of this plan are these expectations for all students, staff and families:

**Be Respectful**

**Be Responsible**

**Be Safe**

**...with people, self, property, and environment.**

At the beginning of the school year, teachers train the students what it looks like and sounds like to be respectful, responsible, and safe in all the key areas of the school, including the classroom, cafeteria and outside eating areas, playground, hallway and blacktop, bathrooms, and library. These are reinforced daily and reviewed regularly by all school staff.

**Overall General School Wide Behavior Expectations:**

**RESPECTFUL**

- Respect and politeness will be shown to all students, adults, and school property
- Cafeteria and playground rules will be followed at all times

**RESPONSIBLE**

- Students will arrive at school on time, ready to learn
- Students will enter the campus during their scheduled time
- All items from home must remain at home unless the teacher specifically requests that a toy/game/playground equipment etc. be brought to school for a learning activity
- Snacks are to be eaten at recess at the picnic tables
- Students will clean up after themselves
- Fourth and fifth grade students are allowed to ride bikes to school but must walk them on and off the school campus and be responsible for securing them during the school day
- Students must wear helmets when riding a bike

**SAFETY**

- Walking only in the hallways, picnic area, to and from cafeteria, prep classes and the library
- Play only on the playground and in designated areas; use all playground equipment properly and cooperatively
- Arrive at school no earlier than 7:55 AM
- Maintain zero tolerance policy for weapons and drugs

**Coming to School and Returning Home**

**Parent Drop-off and Pick-up**

When dropping your child(ren) off at school, parents may walk their student to the classroom during drop-off and then promptly leave campus. Gates will be closed by 8:15 am. All parents will meet their child at the gate during pick-up time.

**Parking Lot Procedures/Traffic Pattern:**

The safety of our students is *paramount* and your compliance to the following traffic and parking procedures is *imperative* to ensure the children's wellbeing.

- **Circle in front of the kindergarten yard:**

- This is for drop off and pick up **ONLY**. Please pull all the way forward, leaving no empty spaces along the curb, before letting the students out of the car. The lane closest to the curb is for drop off and pick up. The left lane is for exiting the area. **There is no parking in the circle. *Drivers may not get out of the car. In the morning, have the students ready with backpacks, etc. to step out quickly once you pull all the way forward.*** During the morning and afternoon rush, make a **right turn only onto McCoy**. It is vital that cars carefully enter and exit this area. *Pedestrians must use the crosswalk when crossing the lot.*
- **Circle in front of office: BUSES only**
  - This is for buses only. No other students may use this area at any time. *During construction, the bus area is located on the curb in front of the office. There is no parking in this area.*
- **Parking lot on side of the kindergarten area:**
  - ***There is no safe space for drop off and pick up in this area.*** This area is for staff parking only, or if you are using the drop off spaces for Campbell Care and/or Preschool.
- **Disabled parking and red curbs:**
  - No parking at red curbs at any time. No parking in disabled parking unless you have a handicap placard.
- **Crossing guards at corner of McCoy and Meta:**
  - If you live close to the school, please walk your child to school. For those living farther away, park in the neighborhood and walk your child to class to help decrease the number of cars at the beginning and end of the school day. The City of San Jose provides crossing guards at McCoy/Meta to help with this process.

### **Walking**

Students walking to and from school are encouraged to walk with family members or friends, not alone. Students are expected to follow the school's behavioral standards and all safety laws, including crossing at the crosswalk. Parents can set a good example by following the safety laws at all times. Make sure your child is familiar with the safety laws and how to handle an emergency situation.

The local police department employs a crossing guard to assist students at McCoy and Meta Streets. Students must cross only when the crossing guard has deemed it is safe. The guard will blow one whistle when a student enters the crosswalk and then two whistles when students are safe to cross. Adults are expected to follow the same procedures.

### **Walk to School Wednesdays**

If you live within walking distance from our school, please consider walking to school. If you don't live within walking distance, please consider parking in the neighborhood, at least on Wednesdays, and walk the rest of the way to school.

### **Riding Bicycles**

Fourth and fifth grade students **ONLY** are eligible to ride their bicycles to school. Students must lock licensed bicycles (one per lock) to the racks provided near rooms 30 and 32. The district will not be responsible for bicycles which are lost, stolen, or damaged.

The law requires children to wear helmets when riding. While on campus, students must walk their bicycles. When riding off campus, students must obey all traffic rules. Violations may result in a student losing his or her bicycle riding privilege. Parents who ride bicycles to campus should also walk bikes when on campus.

### **Personal Information Card**

For the safety of your child, it is imperative to complete the Personal Information Form. The form will be emailed to you and submitted digitally, so please check your emails. This is the only way office staff can contact you in the event of an emergency. It is also the only means the staff has of verifying your authorization of designated friends or family members picking up your child. Without such verification, staff cannot release a child under any circumstances.

**Be sure to call the office if your home address, work location, email, or telephone number changes.** If you have moved outside CUSD attendance boundaries, you **must** obtain an interdistrict attendance agreement from your resident district. The transfer must be approved by both districts for your child to continue his/her attendance in the Campbell Union School District.

For information regarding interdistrict transfers, please contact your school office or the Campbell Union School District Enrollment Department at 341-7000 extension 6209.

### **Student Check-out Procedure**

Once a student arrives on campus, he or she cannot leave during school hours except when the office has a written note from the parent and/or authorized person signs the child out in the office. If any staff member observes a child being escorted from school without such documentation, the staff member may stop and question the person or persons involved. If a student leaves without proper permission, that student will be considered truant and the police may be called.

### **Attendance, Truancy, and Health Information - Attendance is Mandatory**

The importance of regular attendance cannot be overemphasized. In addition to the obvious learning benefits to students, law requires regular attendance. As a result, office staff must verify all absences and classify them as excused or unexcused.

California Education Code 46010 defines **only** the following reasons as **excused absences** from school:

- Illness
- Funeral service (immediate family)
- Medical, dental or chiropractic appointment
- Religious observance
- Court appearance

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence (AR 5113).

### **Illness:**

For health and safety purposes, students who exhibit any of the following symptoms should not be sent to school:

- A fever of 100 degrees or higher
- A productive cough with yellow or green nasal discharge
- Eyes that are red, swollen, crusty, draining, or oozing
- A severe sore throat
- Diarrhea, nausea, or vomiting
- Head lice (*notify school immediately*)
- Contraction of a childhood communicable disease such as chicken pox, measles, or mumps (*notify school immediately*)
- An untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis (*notify school immediately*)
- Rash of unknown origin (not diagnosed by health care provider)
- Acute, severe earache or purulent drainage from ear
- Severe toothache
- Pain that does not subside after resting

If a student exhibits any of the above symptoms, the office staff notifies the parents and requests that the child be taken home.

A child diagnosed with a bacterial infection should return to school only after receiving at least 24 hours of antibiotic therapy **and** has been 24 hours without a fever (excluding fevers controlled by fever reducing medication, i.e. Tylenol).

In physician-confirmed cases of childhood communicable diseases, some bacterial infections, and/or head lice, the office staff sends home an exposure notice. Be sure to read the notice carefully as it contains detailed information on symptoms and the incubation period.

**COVID-19:** Please follow [current CDP guidelines](#) for COVID symptoms.

Symptoms are wide ranging and can be similar to the flu, including:

- Fever or chills
- New loss of taste or smell
- Cough
- Sore throat
- Shortness of breath or difficulty breathing
- Congestion or runny nose
- Fatigue
- Nausea or vomiting
- Muscle or body aches
- Headache

If your child has ANY symptoms of COVID-19, it is strongly recommended that you notify your healthcare provider. Follow current county protocol prior to returning to school. Please visit the [Safe Schools for All Hub](#) for current information from the county and our [District COVID page](#) as well.

**Unexcused or unverified absences** are absences for reasons not approved under State guidelines. All absences are recorded on a daily basis. California law (Ed. Code 48260) states that a child is considered truant if he/she has three or more unexcused absences in one year. Students with excessive absences will be referred to the Student Services office, which may result in a home visit and/or referral to the School Attendance Review Board (SARB).

### **Questionable/Excessive Absenteeism**

When a student's total number of absences is in excess of eight days of his/her enrollment of the current school year due to illness and verified by approved methods, any further absences for illness must be verified by a physician, school nurse, or other school personnel. Failure to provide verification by the physician or school nurse/personnel will result in these absences being recorded as unexcused.

### **Tardies**

Unless approved in advance, the failure of a student to be in the assigned classroom within the first 30 minutes of class will receive unexcused tardy. When a student is tardy in excess of 30 minutes on three or more days in a school year, the student is considered a legal truant (Ed. Code 48260).

### **Absence and Tardy Reporting**

A student's absence from school must be verified by parent/guardian with an *e-mail* or *written note* on the date they return to school or *phone call* to the school within 24 hours of the absence. Whenever a child has missed more than 10 days in a school year for a verifiable excused reason, the parent must provide supporting documentation for any further absences to be considered excused. Verification may include notes from doctors, dentists, or other medical professionals (on letterhead), a school nurse or health clerk verification, funeral notices, or other supportive documentation.

A verification of the reason for absence shall not be accepted after 20 school days after the occurrence or 14 calendar days after the last school day of the school year (Ed. Code 46015).

**Absence 24 hour Reporting Line:** (408) 341-7132 or email Denise Figueira: [dfigueira@campbellusd.org](mailto:dfigueira@campbellusd.org)

**Information needed: Child's name, grade, name of parent/guardian reporting, date of absence(s), and reason for absence.**

### **School Attendance Review Board (SARB)**

Students who fall under the truancy law (Ed. Code. 48260-48263) shall be reviewed according to law and the rules and regulations established by local board policy. This review process may include a referral to the district SARB, a panel of district and community representatives.

*Truant Defined:* The student was absent from school without a valid excuse for three days or was tardy or absent for more than a 30-minute period during one school day without a valid excuse on each of the three days, or any combination thereof. This is



the first truancy. After the first three unexcused absences, each unexcused absence or tardy over 30 minutes that follow count as one more unexcused absence. These are the second, third, fourth, etc. truanancies.

*Habitual Truant Defined:* Any student is deemed a habitual truant who has been reported absent without valid excuse for three days or was tardy for more than 30 minutes, or any combination thereof, had a letter sent to the parent or guardian, and has had three more unexcused absences or tardies over 30 minutes, or combination thereof. A district employee has made a conscientious effort to hold at least one (1) conference with the student and his/her parent or guardian, after filing reports required by Education Codes 48260-48261.

#### Purpose of SARB

1. To identify and provide coordinated district and community services to assist parent(s) and student when the student is truant or has school behavior problems.
2. To ensure that appropriate District and community resources have been used prior to referral to the judicial system.
3. To consider the following options if District and community resources are unable to correct school attendance or behavior problems:
  - Propose the use of alternatives to the juvenile court system
  - Refer the student and parents to the Santa Clara county District Attorney's Office

#### School Health Office

Students sent to the health office are attended to by office staff. The District Health Services Department works in collaboration with all school health offices and trains district personnel in first aid, safety, and emergency procedures. A district nurse is on call for emergencies and oversees all specialized health services. The district nurse also administers the state-required vision and hearing screenings for specific grade levels and reports any concerns directly to parents.

**Immunizations** (CUSD AR 5141.31;CUSD BP 5141.31; California Immunization Handbook) Students entering a district school or childcare and development program, or transferring between school campuses, shall present an Immunization Record, which shows *at least* the month and year of each immunization in accordance with law. Students shall be excluded from school or exempted from immunization regulations only as allowed by law.

\*A transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school.

**TDAP** According to State law, students entering grades 7 through 12 must show evidence of TDAP booster prior to beginning school. Failure to do so will result in the student's exclusion from school.

**Tuberculosis (TB) School Mandate** The TB School mandate includes all students entering Transitional Kindergarten, Kindergarten and students transferring into grades TK through 12 from outside Santa Clara County. Refer to the CUSD Parent Notices-Communicable Disease Control; Immunization section for more information.

**Oral Health Assessment** (Ed. Code 49452.8) State Law requires that each child have an oral health assessment (dental check up) by a licensed dentist or registered dental health professional or a signed waiver on file by May 31 in either kindergarten or first grade, whichever is the child's first year in public school. An Assessment completed within 12 months before a child enters school also meets this requirement.

**First Grade Physicals** (Ed. Code 49450) (Health and Safety code 321.50 and 323.5) State Law requires that each child enrolling in the first grade must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months, unless provisions for exemption have been made.

#### Medication

Any student required to take medication during school hours may do so provided his or her parents and physician complete a *Medication Administration At School* form. The medication must be in its original container with clear directions on the label, including the student's name, medication name, and dosage instructions. All medication must be stored in the health office, although special circumstances may exist to allow a student to carry an emergency medication and self-administer the medication with parent/guardian and physician approval (i.e. asthma inhalers, EpiPens). A district nurse must approve any special circumstance.

**Meals and Snacks (All students qualify for free breakfast and lunch.)**

Campbell Union School District participates in the National School Lunch Program. Students may also bring cold lunches from home and/or a nutritious snack to eat during the morning break. Our cafeteria serves breakfast during morning recess and lunch during noon recess. Students will need their lunch cards in order to receive breakfast and/or lunch. See our website for daily lunch options.

**Communication**

The most important way to ensure a child's success and positive school experience is through good communication. Without it, we all miss out on enriching opportunities. Be sure to do your part by reading all information in the weekly envelopes, checking our websites every Thursday for updates, attending monthly PTA meetings, and asking questions. Forest Hill School staff and PTA board members are happy to answer any questions you might have.

**Weekly Envelopes**

Every student will receive a free envelope full of pertinent information the first day of school. After that, the envelopes go home every Friday. Regular enclosures include class work, classroom newsletters, breakfast and lunch menus, important PTA or district information, plus occasional community activity brochures. Please read the contents Friday evening, complete any necessary form, insert any notes to the teacher or staff, sign and return the signed envelope with your child on Monday morning. The replacement fee for lost envelopes is \$1.00.

**Concerns and/or questions**

Please contact your child's teacher if you have any concerns and/or questions. If you feel your attempts to resolve an issue have failed, please contact the school administrator for assistance.

**School Safety and Student Discipline**

**Emergency Procedures**

All schools in the Campbell Union School District follow established procedures during emergencies. Emergency preparedness includes monthly school-wide drills. These drills help both staff and students to be better prepared should an emergency situation arise.

In the case of an area-wide emergency situation, the superintendents of all school districts act as emergency officers for their respective districts. If the school superintendent declares a state of emergency during school hours, all students will be required to remain at school or an alternate safe site supervised by district personnel. The students will be released at regular dismissal time only if it is deemed safe. At that time, students will be released to authorized adults only (the parent, legal guardian, or adult listed on the Personal Information Form). Refer to the Personal Information Form section on page 5. If bused students are on their way to school during an emergency, the bus will continue to school. Students walking to school during an emergency should proceed to school. Likewise, if they are on their way home, they should continue home.

**Campus Safety**

Campbell Union School District makes every effort to maintain a safe, positive school environment that promotes student welfare and academic achievement. The District expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct, and respect for others. Students who jeopardize the safety or welfare of others on campus shall be referred to an administrator for disciplinary action, including involvement of local law enforcement agencies when necessary.

The Governing Board recognizes that incidents may occur which jeopardize the health, safety and welfare of students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials. School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. The parent/guardian of a student subject to an individualized search shall be notified by the district as soon after the search as possible.

Law enforcement officers have the right to interview and question students on school premises. Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.

Campbell Union School District works closely with local law enforcement agencies in the preparation, review, and annual adoption of school safety plans. In emergency situations, which may pose a threat to campus safety, local police will work closely with school staff and will direct all safety and security operations. In order to ensure student safety, all school personnel, students, and parents must comply with the law enforcement directives in such emergency situations. Non-school personnel, including parents, will not be permitted on school grounds or access to students until the police have determined a threat to safety no longer exists.

**(Governing Board Policies and Administration Regulations 5131.4, 5145.11, and 5145.12)**

**Expected Behavior**

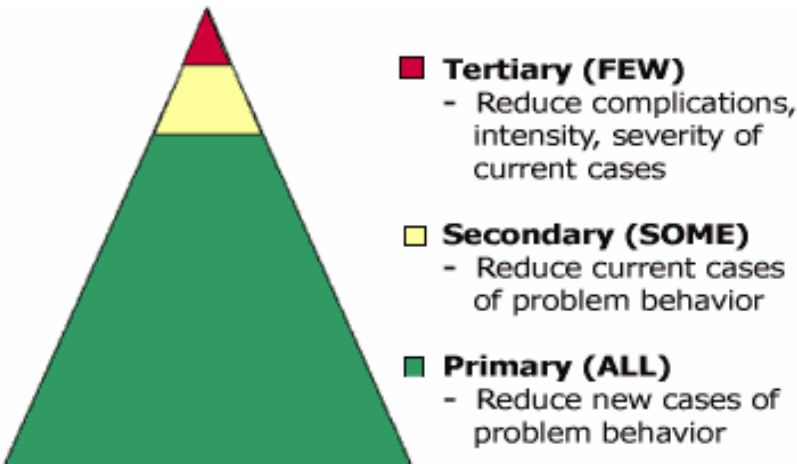
In order to provide an effective learning environment for all students, Forest Hill staff works in collaboration with students and parents to provide a predictable, positive, safe, and consistent school environment.

Students who engage in inappropriate or disruptive behavior, fail to follow classroom or school rules, or refuse to abide by the directions of school officials while at school will be subject to disciplinary actions by their teachers and/or school administration.

Students who harass, bully, or otherwise intimidate other students shall be subject to appropriate discipline, up to and suspension, and/or expulsion.

**Positive Behavior Intervention System (PBIS)**

At Forest Hill we have developed a systems approach to establishing the positive social culture and behavioral supports needed to support an effective learning environment for all students. We have a three-tiered approach:



**ALL Students-Primary**

- Consistent expectations
- Consistent school wide lesson plans-common areas
- Common understanding-Major/Minor behaviors
- Consistent Referral Process
- Positive Environment-Regular Recognition
- Stop, Walk and Talk

### **“Stop, Walk, & Talk” Problem Solving Strategy**

Student says “Stop” and signals with hand extended (STOP)

If the other student doesn’t comply, student walks away (WALK)

If problem continues, student seeks adult assistance (TALK)

### **Secondary and Tertiary**

Check-in-Check-out (CICO)

Individualized Behavior Plans (tiered approach)

Intervention Team

Possible Student Study Team

### **Primary Preventions & Interventions:**

**Our expectations for the students, staff, parents, and community:**

**Be Respectful,**

**Be Responsible,**

**Be Safe!**

Students in grades K-5 may earn Falcon Wing tickets by any staff member for positive behavior, which are focused around Being Respectful, Responsible and Safe. A variety of ways for students to redeem Falcon Wings will be offered throughout the year. If your student brings home a Falcon Wing, be sure to ask her/him why she/he was given the ticket.

### **General Procedures for Dealing with Problem Behaviors**

- Observe problem behavior
- Problem solved by student “Stop-Walk-Talk”
- Problem identified as minor or major
  - Minor: Classroom teacher and/or yard duty handles
  - Major: Classroom teacher and/or yard duty go through the referral process (See flowchart for referral process)

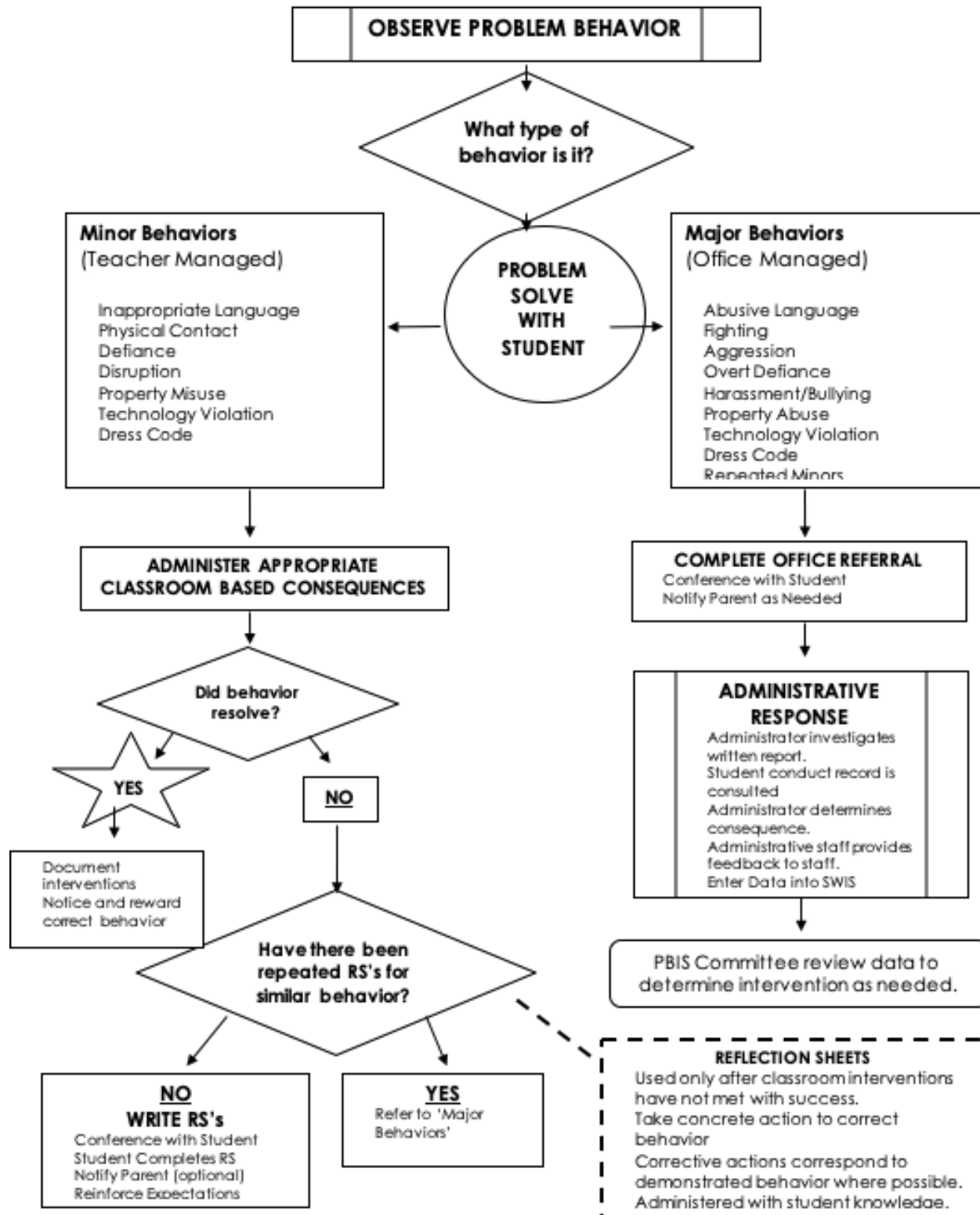
### **Common Definitions**

In order to provide clear and consistent consequences for violations in behavior at Forest Hill, we have developed common definitions for identifying behaviors.

| <b>Minor Behavior Problem</b>  | <b>Major Problem Behavior</b>  |
|--|--|
| <b>Inappropriate Language:</b> Student engages in inappropriate language not directed at an individual or group.                             | <b>Abusive Language:</b> Student directs inappropriate or abusive language at an individual or group.  |
| <b>Physical Contact:</b> Student engages in non-serious, but inappropriate physical contact such as bumping in line, pushing, shoving, etc.) | <b>Fighting/Aggression:</b> Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, etc.)   |
| <b>Defiance:</b> Student engages in brief or low-intensity failure to respond to multiple adult requests.                                    | <b>Overt Defiance:</b> Refusal to comply after 3 requests (refuses to comply with stated consequences – see flow chart).   |
| <b>Disruption:</b> Student engages in low-intensity, but inappropriate disruption.   |  |
|  | <b>Harassment / Bullying:</b> Student delivers disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, obscene gestures, pictures or written notes.<br>Disrespectful messages include negative comments based on race, religion, gender, age, and/or national |

|   |  |
|---|--|
|   | origin; and may or may not be sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.                |
| <b>Dress Code:</b> Student wears clothing that is not within the dress code guidelines defined by our school/district.                              | <b>Dress Code:</b> Student is unable to comply with dress code guidelines defined by our school/district without family intervention.            |
| <b>Property Misuse:</b> Student engages in low-intensity misuse of property.  | <b>Property Abuse:</b> Student participates in an activity that results in destruction or disfigurement of property.                             |
| <b>Technology Violation:</b> Student engages in non-serious but inappropriate use of cell phone, pager, music/video players, camera, computer, etc. | <b>Technology Violation:</b> Student engages in inappropriate, intentional use of cell phone, pager, music/video players, camera, computer, etc. |

Problem Behavior Flow Chart



## Violations and Consequences

Depending on the behavior, one or more of the following actions may be taken by school officials. The frequency and severity of student behaviors will determine the level of intervention or discipline administered:

1. **Suspension:** Suspension is the temporary removal of a student from ongoing instruction. Students may be suspended (or recommended for expulsion) for any of the acts summarized below (Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7)
  - a.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - a.2. Willfully used force or violence upon the person of another, except in self-defense.
  - b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
    - \* Possessing an explosive as defined in 18 USC 921.
  - c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
  - k. 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.
  - l. Knowingly received stolen property or private property.
  - m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
  - o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
  - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - q. 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. For purposes of this subdivision, "hazing" does not include athletic events or

school-sanctioned events.

- r. Engaged in an act of bullying, including cyber bullying, directed toward a pupil or school personnel. For the purposes of this subdivision, the following terms have the following meanings:

(1) "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 as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)(A) "Electronic act" means the creation or 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:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii)(I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.



(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occurs 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
- During, or while going to or coming from, a school sponsored activity

Education Code 48900.5 (a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. To correct the behavior of any student who is subject to discipline, the Superintendent, or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified.

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

Other means of correction may include, but are not limited to the following:

1. A conference between school personnel, the pupil's parent or guardian, and the pupil.
2. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3. Student Study teams or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4. Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participating in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code 48900.5)
9. Detention after school hours
10. Community Service during non-instructional periods

48900.2 Committed sexual harassment (Grades 4-8 only)

48900.3 Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence (Grades 4-8 only)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that materially disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (applicable to grades 4 and above only)

**Expulsion:** Expulsion is the removal of a student from ongoing instruction in the district for a specific length of time. Pursuant to State law and District policies, the principal of a school may recommend or be required to recommend expulsion of a student, but only the Governing Board may actually expel a student.

◆ **Mandatory recommendation for Expulsion/Mandatory Expulsion**

- Sale, possession or furnishing a firearm
- Brandishing a knife at another student
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive

◆ **Mandatory recommendation for Expulsion/Discretionary Expulsion**

- Causing serious injury to another person, except in self-defense
- Possession of a knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance except for the first offense for the possession of not more than one (avoirdupois) ounce of marijuana, other than concentrated cannabis
- Robbery or Extortion
- Assault or battery of any school employee

**Zero Tolerance**

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

Zero tolerance requires a mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive. (Education Code [48915](#))

In addition, the Campbell Union School District has adopted a countywide Zero-Tolerance Policy in conjunction with our local law enforcement agencies. This policy states that weapons are not tolerated on any school district campus. We will report any student who breaches this policy to the appropriate law enforcement agency. The student is then subject to disciplinary action up to and including expulsion from the district.

State law expressly prohibits firecrackers, knives, firearms or imitation firearms, weapons or other dangerous objects, tobacco, alcohol and other controlled substances from school grounds. Possession of any of these items will lead to disciplinary action, including suspension and/or expulsion.

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

**Personal Items: Toys and Games; Prohibited Items**

Items that are disruptive and/or can cause a safety hazard do not belong at school. Our main responsibility is to provide an environment that is safe and conducive to learning. Specifically, Campbell Union School District prohibits the following items on school campuses:

**Items Prohibited at School**

- All weapons or devices that may be used to harm others. This includes chains that may be attached to wallets, toy guns, tools, etc.
- Matches, lighters, firecrackers, BB shot, knives or fireworks.
- All controlled substances such as nicotine, drugs, or alcohol.
- Mopeds, skateboards, scooters, rollerblades or rollerblade athletic shoes, or any motorized vehicle.

- Tape or CD players, radios, Walkman-type tape or CD players, headsets, and cameras.
- Toys (such as balloons, silly string, cards, dice, pogs, etc.) including electronic computer games and sports equipment.
- Permanent markers, whiteout, aerosol spray cans, hairspray, perfume, cologne, aftershave lotion, etc.
- Large amounts of money, card collections, etc
- Laser pointers
- Radios, cassette players, CD players, DVDs, iPods, cameras and other expensive equipment
- Unauthorized athletic equipment
- Live animals can not be brought to school unless a previous arrangement has been made with the teacher and site administrator
- Gum, sunflower seeds, or other food items that are not common to a child's lunch

Students shall not possess, smoke or use tobacco or any product containing tobacco or nicotine while on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

Students' prohibitions or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited. School personnel may also confiscate permitted items that are used inappropriately. Students may be subject to disciplinary procedures, which may result in suspension from school.

### **Cellular Phones and Pagers**

Campbell Union School District permits students to carry cellular phones and pagers. However, students may not use either the cellular phones and/or pagers during the school day. As stated in District policy, cellular phones and pagers must be turned off during the school day. Students who violate this policy may be subject to disciplinary action. **The District assumes no liability for the loss or theft of cellular phones and/or pagers.**

### **Recess Restriction**

Teachers and site administrators may restrict a student's recess time under the following conditions when s/he believes that this actions is the most effective way to bring about improved behavior, subject to the following conditions:

- The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
- The student shall remain under a certificated employee's supervision during the period of detention.
- Teachers shall inform the principal of any recess restriction they impose. **(Governing Board Administration Regulation 5144)**

### **Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parent/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

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

**(Governing Board Administration Regulation 5144)**

### **School Property**

Students are responsible for all textbooks, library books, desks, computers and all other types of property issued to them during the school year. The school will solicit replacement costs in the event of loss or damage. Grades and/or transcripts may be withheld until payment has been made.

### **Appropriate Attire**

The Governing Board believes that students and staff have the constitutional right to be personally safe and secure in a safe and disciplined learning environment at school. The Board also believes that appropriate dress and grooming contribute to a productive, safe and secure learning environment. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. The following guidelines shall apply to all regular school activities:

1. A student's hairstyle, clothing, jewelry, and makeup should not distract others from learning.
2. Clothing with printed vulgarities and/or drug and alcohol-related themes are not acceptable.
3. Gang-related apparel, including bandannas or headbands, is not to be worn.
4. Skin-tight apparel, excessively baggy apparel, short shorts, bare midriffs, mini skirts, and loose-fitting tank tops are not appropriate.
5. Students must wear shoes at all times.
6. Although hats may be worn outdoors, students may not wear hats or sunglasses in any classroom. Baseball caps must be worn with the bill facing forward.

**(Governing Board Administration Regulation 5132)**

**Gang Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonable could be determine to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

**Parent Participation (Please note, volunteers will need to submit an application and provide a negative TB test result. Volunteer positions that are not directly supervised by staff will also need to get fingerprinted (e.g., yard duty and garden volunteers)).**

Parent involvement is encouraged at Forest Hill School. All volunteers must complete the volunteer application and be approved by administration and HR. Listed below are some of the existing programs in which parents participate:

- **Parent-Teacher Association:** The Forest Hill PTA aims at enhancing the educational growth of our children by sponsoring events like our Back to School Social, Fall Festival, Restaurant Nights, Astronomy Night and End of Year Socials. The PTA also provides funds for much-needed classroom supplies, Art Program (K-5), school-wide assemblies as well as fun and exciting field trips. At the monthly meetings, parents ask questions and get answers. They also find a tremendous amount of support just from talking with other parents. Meetings are held monthly. <http://www.foresthillpta.com/>
- **School Site Council:** The School Site Council, along with ELAC, is an advisory committee made up of parents, community representatives, and school staff members. The School Site Council is included in the development of the Local Control Accountability Plan (LCAP) and offers feedback and input prior to the writing of the document and before it goes to the School Board for approval.
- **ELAC (English Language Advisory Committee):** ELAC is a group of parents of English language learners (ELL) who meet four times each year to provide input on the Local Control Accountability Plan (LCAP). Other topics discussed include the importance of school attendance and supporting learning for ELL students.

**School Event Sign**

Monthly events are highlighted to remind families and encourage parent involvement. The school bulletin board and marquee outside the office contains a more detailed monthly calendar highlighting school wide events, and posters to remind parents of school or district events. *During construction, the school sign may not be in operation.*

**Special Services and Programs**

**Special Education Assistance/Section 504 Plans**

CUSD provides specialized educational programs for students with identified learning disabilities. Some of these programs function in a special class setting and others are incorporated into the regular instructional setting. These programs require referral, assessment, and parental permission. Questions regarding special education or Section 504 procedures should be directed to the school principal.

### **Student Study Team (SST)**

This group meets on a regularly scheduled basis to take a closer look at students who are experiencing academic and/or behavioral difficulty. Membership on the Student Study Team may include the school psychologist, the resource specialist, the principal, the child's teacher, and the child's parent. Remedial actions may include classroom accommodations, special education assessment, and/or medical or behavioral evaluations.

### **Classroom Computers/Internet Access**

Computers, printers, and internet access are available in every classroom at Forest Hill. Internet access allows for expanded and global educational opportunities for students. A signed Internet Use Agreement must be on file before a child may explore the internet.

Forest Hill School is proud to host a web page: <https://foresthill.campbellusd.org/>

### **Library**

Forest Hill's library contains many books and reference materials, including a special section of donated materials on parenting. Each classroom has a regular schedule for visiting the library. The library staff and volunteers instruct students on using the library, caring for books, using reference materials, and using the computer retrieval system.

## **Other Important Information**

### **Homework/Makeup Work**

K-2 10-20 minutes (plus nightly reading)  
3-6 60 minutes (including nightly reading)  
7-8 60-120 minutes (including nightly reading)  
(Administrative Regulation AR6154)

Homework assignments are designed to extend and practice what has been learned in the classroom, and students should be able to complete the homework assignments independently. Parents, or persons assisting with the homework may notify their children's teachers if the children struggle with completing the homework assignments independently, as this may highlight for the classroom teacher areas needing additional focus.

### **School Materials and Supplies**

The Governing Board furnishes assigned books, materials and instructional equipment as needed for the educational program.

At the middle school level, students should provide paper, binders, pens, pencils, and other incidental school supplies. In addition, students will need to purchase a PE uniform. Uniforms may be purchased at the school site. If financial assistance is needed, please feel free to contact the school principal.

### **School-Based Assistance**

The Forest Hill School staff recognizes that not all children learn in the same way. In order to assist students who may be experiencing difficulty, Forest Hill School teachers adjust either assignments or the classroom environment to meet students' unique needs. They work with parents to design reinforcement systems and develop learning and/or contracts. Teachers also refer students to administrators, resource teachers, and other support personnel when necessary.

### **Student Council**

Under the direction of teachers and parents the student council coordinates spirit days, has fundraising activities, and offers students opportunities to give service to the school and develop leadership skills.

### **Lost and Found**

The Lost and Found is located on a hanging rack, outside rooms 3 and 4. Students and/or parents may claim articles before or after school or during recess or lunch. Small items like rings, wallets, key chains, hair scrunchies, and calculators are kept in the office. After a reasonable time period, Forest Hill School donates unclaimed items to charity. However, you will receive ample warning via Parent Square.

**Smoke Free Campus**

Every school in CUSD is a smoke-free school. Smoking is not permitted at any time in any campus location.

**Personal Belongings**

Parents should be sure to write their child’s name or initials in permanent marker on all personal belongings such as backpacks, lunch boxes or sacks, sweaters, coats, hats, and bicycle helmets. Unmarked items left outside the classroom will end up in the Lost and Found.

**Annual Parental Notifications**

At the beginning of every school year, Campbell Union School District distributes the Parents Rights and District Code of Conduct. Please review these documents carefully. Questions may be directed to either the school principal or to the Director of Student Services at 341-7000 extension 6250.

**DO YOU HAVE A QUESTION OR CONCERN?**

Parents play an active part in our district. We encourage your involvement and welcome your questions. We ask that parents address questions or concerns to the teacher and then the school principal. If, after contacting the school principal, you would like more information, please feel free to contact the following:

|                           |                            |                         |
|---------------------------|----------------------------|-------------------------|
| Student issues:           | Student Services Dept.     | 364-4200 extension 6250 |
| Personnel issues:         | Human Resources Dept.      | 364-4200 extension 7235 |
| Instructional issues:     | Educational Services Dept. | 364-4200 extension 6245 |
| Special Education issues: | Special Education Dept.    | 364-4200 extension 6253 |
| Enrollment issues         | Enrollment                 | 364-4200 extension 6209 |