

## Bennett Valley Union School District Student Conduct Manual

We are proud of our students! Bennett Valley students are generally well behaved, courteous, and at school for the purpose of learning. The faculty and staff celebrate the parent and student support of our schools. Please read the behavioral code, expectations, discipline protocol, and school rules and discuss them with your child. When you have finished, please sign the parent and have your child sign the student signature portion of the **Back to School Documents Form** and return it to the teacher.

### BENNETT VALLEY BEHAVIOR CODE: BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

#### Student Discipline and the Maintenance of a Positive School Culture

**District Philosophy:** The goal of a student discipline plan is to maintain a positive, safe and secure school culture. A comprehensive student discipline plan endeavors to foster the behavior and skills, in a developmentally appropriate manner students will utilize throughout their lives as responsible people in a democratic society. Discipline is not about punishment. It is to be instructive so that the child learns the skills to make positive choices in the present and future. We intend for our students to remain safe, respectful to others, and responsible for their behavior and decisions. Further, we endeavor to build and maintain a nurturing school climate that is welcoming, fosters a sense of belonging and mutual respect, and eliminates behaviors such as bullying and teasing that can negatively affect a child's sense of joy about being at school.

Bennett Valley students can and do behave in a responsible and respectful manner the majority of the time. Students feel safe and secure at school when they and others follow the rules and clear consequences are outlined and enforced. A school wide discipline plan is most effective, and students feel most secure, when they understand the expectations so well that they know what the consequences will be before choosing to commit an infraction of the rules. Students feel comfortable at school when their parents and teachers show clearly that they believe in them and support them in being responsible for the rules. Our principals and teachers instruct the students in the rules and consequences at the beginning of each school year and assist students in building life skills throughout the year.

**Serious Infractions and Consequences: Suspension and Expulsion:** The big four offenses leading to suspension are fighting, harassing, disrupting classroom learning, and possession of a weapon or other dangerous object. Also, a student may be suspended or expelled for committing any of the acts enumerated in California Education Code 48900 (displayed below) if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus; during or while going to, coming from, or during a school-sponsored activity.

- (a) (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.
- (b) 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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.
- (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 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 drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) 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.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault 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 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.

(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. For 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 his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable 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.

(2) (A) "Electronic act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) 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 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).

(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.

(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, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a 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 a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

**What is Expulsion?** When a crime is committed, the police are called in and the student is suspended (excluded) from school pending the outcome of an expulsion hearing. An expulsion takes place in at least two parts. First the child and his/her parents appear at a hearing before an administrative panel. Second, the Board of Trustees acts on the recommendation of the administrative panel. The Board can uphold the recommendation as written or with modifications, or the Board can reject the recommendation and institute a different consequence within legal limitations. Public school districts may not accept the enrollment of a child expelled by another public school district during the term of expulsion without a board hearing. Ed. Code 48900.8 requires that each offense committed by a child that results in suspension and/or expulsion be identified by offense committed in the child's permanent school record.

**Willful Misconduct and Vandalism:** Did you know that parents are held financially responsible for the vandalism committed by their minor children? Education Code section 48904 provides that the parent or guardian is liable for all damages caused by the willful misconduct of their minor children that results in

- a) the injury or death of any pupil, school district employee, private school employee, or school volunteer.
- b) any damage to real or personal property belonging to the school district or private school, or personal property belonging to a school employee.

The liability limit for parents for the willful misconduct of their minor children is adjusted each year by the State Superintendent of Public Instruction to reflect Federal guidelines and is anticipated to be approximately \$25,000 per incident for 2016-17. Also, parents/guardians are liable for any reward up to \$10,000, paid by local agencies for information leading to the identification and apprehension of their child who willfully damaged or destroyed property, or whose willful misconduct resulted in injury or death to any person. The main sources of expensive vandalism on our sites result from skateboarding, graffiti, petty vandalism, and "mud ball" (playing on the fields when they are closed due to saturation and damaging the turf and/or irrigation system through sliding on it until it becomes muddy). Parents will be held financially liable for damage their children do to school property when engaged in these activities, even if their child is not a current student at the school he/she has damaged. **Please help us keep our schools safe** by calling the RESCQ (Redwood Empire Schools' Care Quest) line at **1-877-570-7770**, 24 hours per day, to report school arson, vandalism, bomb threats, violence against students or staff, and weapons on campus. There is a reward of up to \$1,000 offered to persons who provide information leading to the arrest and conviction of perpetrators of crimes on campus.

**Withholding Grades, Diploma, or Transcripts:** When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the

reparation that may be due. Grades, transcripts, and/or promotion certificates may be withheld until the reparation is made. If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, promotion certificate and or transcripts shall be released (Ed Code 48904). When a student from whom the district is withholding grades, diploma, or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be held until the new district receives notification that the debt has been cleared.

**Tobacco Use is Prohibited:** Tobacco use of any kind is prohibited all hours, on all days of every year on all campuses of the Bennett Valley Union School District.

**Skateboards: Skateboarding, skating, and rollerblading is prohibited on our school campuses by anyone at any time.** There are city ordinances, Board Policies, and state laws prohibiting skateboarding in specified locations to protect the public interest and investment in these facilities due to the damage these activities can cause to school facilities. Students may ride skate boards and skates to school and then check them into the office and change into street shoes when stepping on the campus.

## **GENERAL SCHOOL RULES: BE SAFE BE RESPECTFUL BE RESPONSIBLE**

Specific behavior expectations for areas throughout the school are listed on the following pages. In addition, please follow the rules below:

FOOD: CANDY and other non-nutritional foods are not allowed in the classrooms or only as determined by the classroom teacher.

RECESS SNACKS are to be eaten only in designated areas. CHEWING GUM is allowed only when provided by the teacher during STAR testing and is not allowed on campus at any other time.

TOYS, GAMES, AND SPORTS EQUIPMENT should not be brought to school or on the bus.

ELECTRONIC DEVICES: (iPods and other communication and/or music devices, electronic games, etc.) are not allowed at school or on the bus. CELL PHONES: Per Board Policy 5131, students may not have cell phones (or pagers) for non-medical use at school unless parents have registered the student's telephone on the appropriate agreement form which is signed by both the parent and the student. Violations of the cell phone policy lead to disciplinary referrals. The agreement/registration form is available in the school office. The school is not responsible for loss or damage if toys, electronic devices, cell phones, etc., are brought to school.

GLASS CONTAINERS are not allowed.

SPITTING is prohibited.

PLAYING on the fields when saturated, muddy, or closed is not allowed.

DISPLAY OF GANG AFFINITY, i.e., gang clothing, symbols, styles, and/or signing or signaling is not allowed.

SKATEBOARDS, SKATES, WHEELED SHOES, HOVER BOARDS, HEELIES, AND SCOOTERS are not allowed to be used on campus. (Santa Rosa City Code, Section 9.22.020). They may be ridden to school and checked into the office.

### **DRESS CODE**

General Student Dress--Students need to dress in a way that is safe, not distracting to themselves or others, allows them to fully participate in their academic and physical education activities, and in a manner that reflects a sense of dignity and self-respect.

Please follow these rules:

- No tops which are low-cut, revealing, or show the midriff while standing. Tank tops must have straps at least 2" wide. No spaghetti straps, halter tops, or strapless tops.
- The length of shorts, skirts, and dresses must be even with the bottom of the student's middle finger when standing normally with the arms and hands at sides.
- No baggy or sagging pants.
- No exposed undergarments
- No spiked jewelry, collars, or bracelets.
- No makeup may be worn
- Footwear must have enclosed toes and heels and be safe, comfortable, and supportive for running

No clothing, accessories, or possessions may display, describe, or signify: drugs, alcohol, tobacco, sexuality, violence, nudity, or dangerous or unsafe activity, or be obscene, vulgar, or racially or sexually discriminatory.

No display is permitted of indications of gang inclinations or involvement, such as hair nets, bandanas, beanies, chains, colors or other gang significations as verified by the Santa Rosa Police Department.

The schools may designate certain days of the year for special kinds of clothing or costume. Students participating in nationally recognized youth organizations shall be allowed to wear uniforms on days when the organization has a scheduled meeting.

**BENNETT VALLEY UNION SCHOOL DISTRICT: BEHAVIORAL EXPECTATIONS**

<i>Area</i>	<i>Be Safe</i>	<i>Be Respectful</i>	<i>Be Responsible</i>
<b>All School Areas</b>	<ul style="list-style-type: none"> <li>○ Walk facing forward.</li> <li>○ Keep hands, feet, and objects to yourself.</li> <li>○ Get adult help for accidents and spills.</li> <li>○ Use all equipment and materials appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use kind words and actions.</li> <li>○ Use a respectful tone of voice.</li> <li>○ Wait for your turn.</li> <li>○ Clean up after yourself.</li> <li>○ Respect the property of others.</li> <li>○ Follow adult directions without argument.</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow school rules.</li> <li>○ Remind others to follow school rules.</li> <li>○ Solve problems and conflicts effectively.</li> <li>○ Take care of personal belongings and school equipment.</li> <li>○ Be honest.</li> <li>○ Use restrooms and get drinks at appropriate times.</li> </ul>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>○ Walk bikes.</li> <li>○ Use crosswalks &amp; bike lanes.</li> <li>○ Use crossing guards.</li> <li>○ Put backpacks in designated area.</li> <li>○ Go to assigned, supervised area promptly.</li> <li>○ Stay out of parking lots.</li> </ul>		<ul style="list-style-type: none"> <li>○ Secure bikes appropriately.</li> <li>○ Arrive before freeze bell (Yulupa) or first bell (Strawberry) to be on time to class.</li> <li>○ Report to office if arriving late.</li> </ul>
<b>Line Behavior</b>	<ul style="list-style-type: none"> <li>○ Keep hands, feet and objects to yourself.</li> <li>○ Stay aligned.</li> <li>○ Pay attention.</li> <li>○ Face forward.</li> </ul>	<ul style="list-style-type: none"> <li>○ Allow personal space.</li> <li>○ Use a quiet voice.</li> <li>○ Walk around class lines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Pay attention to staff directions.</li> </ul>
<b>Halls, Passing Areas, Breezeways &amp; Sidewalks</b>	<ul style="list-style-type: none"> <li>○ Walk appropriately to the right side except when directed.</li> <li>○ Walk with a buddy (K- 4).</li> <li>○ Allow others to pass.</li> <li>○ Open doors slowly &amp; safely.</li> <li>○ Be aware of opening doors.</li> <li>○ Hold playground equipment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Hold the door open for the person behind you.</li> <li>○ Use quiet voices.</li> <li>○ Be mindful of classes in session.</li> </ul>	<ul style="list-style-type: none"> <li>○ Stay on sidewalks.</li> <li>○ Go directly to your destination.</li> <li>○ Do not disturb plants or landscaping.</li> <li>○ Keep hands and feet off building walls, windows and gutters.</li> <li>○ Pick up litter.</li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>○ Keep feet on floor.</li> <li>○ Keep water in the sink.</li> <li>○ Wash hands.</li> <li>○ Put trash in the garbage can.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knock on the stall door before entering.</li> <li>○ Give people privacy.</li> <li>○ Use quiet voices.</li> <li>○ Open and close doors quietly.</li> <li>○ Be mindful of classes nearby.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use for restroom use only (no visiting or hanging out)</li> <li>○ Flush toilet after use.</li> <li>○ Return to class promptly.</li> <li>○ Use restrooms at appropriate times.</li> <li>○ Report problems to an adult.</li> </ul>
<b>Playground Recess</b>	<ul style="list-style-type: none"> <li>○ Walk to and from the playground.</li> <li>○ Stay within boundaries and in sight of supervision.</li> <li>○ Act safely with respect to other games and activities around you.</li> <li>○ No pretend fighting, rough housing, or tackling.</li> <li>○ Use equipment safely &amp; appropriately.</li> <li>○ Throw only balls.</li> </ul>	<ul style="list-style-type: none"> <li>○ Play fairly.</li> <li>○ Include everyone.</li> <li>○ Use kind words and actions.</li> <li>○ Use a respectful tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow rules specific to the area.</li> <li>○ Freeze and be quiet at the freeze bell (Yulupa)</li> <li>○ When recess is over, hold equipment and walk to class.</li> <li>○ Return all equipment to its proper place.</li> <li>○ Stay off the field when it is wet or closed.</li> </ul>
<b>Lunch Areas</b>	<ul style="list-style-type: none"> <li>○ Keep all your food to yourself.</li> <li>○ Sit with feet on floor, bottom on bench, and facing table.</li> <li>○ Carry food tray with both hands.</li> </ul>	<ul style="list-style-type: none"> <li>○ Allow anyone to sit next to you.</li> <li>○ Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Get all utensils, milk, etc. when first going through line.</li> <li>○ Sit and eat in designated areas.</li> <li>○ Clean up after yourself.</li> <li>○ Dispose of all trash and recycling appropriately.</li> <li>○ Raise hand and wait to be excused.</li> <li>○ Leave lunch box in designated area.</li> <li>○ Bring healthy meals.</li> </ul>
<b>Inside Recess</b>	<ul style="list-style-type: none"> <li>○ Walk.</li> <li>○ Stay in your classroom unless given permission by school staff.</li> <li>○ Use classroom materials safely.</li> <li>○ Stay inside room away from door.</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep hands, feet, and objects to oneself.</li> <li>○ Use quiet voices.</li> <li>○ Use polite language and a respectful tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow rules and behavioral expectations at all times, even when school staff is not present.</li> <li>○ Clean up promptly.</li> </ul>

<b>Area</b>	<b><i>Be Safe</i></b>	<b><i>Be Respectful</i></b>	<b><i>Be Responsible</i></b>
<b>Study Hall, School Clean-up Duty, &amp; Detention</b>		<ul style="list-style-type: none"> <li>○ Remain silent.</li> <li>○ Raise your hand for help.</li> <li>○ Keep eyes on your own work.</li> <li>○ Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>○ Report on time.</li> <li>○ Bring necessary books &amp; materials.</li> <li>○ Present paperwork.</li> <li>○ Remain in your seat until excused.</li> <li>○ Work independently.</li> <li>○ Do assigned work without argument.</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>○ Use books carefully and appropriately.</li> <li>○ No food, gum, candies, or drinks allowed in library.</li> <li>○ Sit properly.</li> <li>○ Push chairs in when leaving seat.</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep the library calm and quiet.</li> <li>○ Use whisper voice only.</li> <li>○ Move slowly and carefully.</li> <li>○ Wait for instructions before beginning library activities.</li> <li>○ Minimize interactions with others (no socializing).</li> </ul>	<ul style="list-style-type: none"> <li>○ Listen to and follow teacher and librarian instructions carefully.</li> <li>○ At the end of class, return everything to its proper place.</li> <li>○ Bring needed book, materials, work.</li> <li>○ Return books before or on due date.</li> <li>○ Use shelf markers.</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>○ Use equipment safely, carefully, and appropriately.</li> <li>○ No food, gum, candy, or drinks in the lab.</li> <li>○ Sit properly in the chairs.</li> <li>○ Push chairs in when leaving seat.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use inside voice.</li> <li>○ Move slowly and carefully around lab.</li> <li>○ Wait for teacher's instructions before touching or operating equipment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow teacher's instructions carefully.</li> <li>○ Follow "Internet Agreement" rules.</li> <li>○ Report any program or equipment problems (only staff fix computers).</li> <li>○ At the end of class, return everything to its proper place.</li> </ul>
<b>Assemblies &amp; Special Events</b>	<ul style="list-style-type: none"> <li>○ Keep hands, feet, and objects to yourself.</li> <li>○ Wait for seating and dismissal instructions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Allow for personal space.</li> <li>○ Use audience manners: Applaud appropriately No whistles, hollering, or whoops Listen quietly and attentively Ask questions at appropriate times</li> <li>○ Leave hats in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sit school-style.</li> <li>○ Listen attentively.</li> <li>○ Use your quiet voice.</li> </ul>
<b>Classrooms</b>			<ul style="list-style-type: none"> <li>○ Arrive on time and ready to work.</li> <li>○ Bring all required materials to class.</li> <li>○ Follow class rules, teacher directions.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>○ Stay in designated area.</li> <li>○ Communicate emergencies quickly and calmly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Wait your turn.</li> <li>○ Wait until the Office Manager acknowledges you before starting to talk (don't interrupt).</li> <li>○ State your purpose politely.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use an office pass.</li> <li>○ Be prepared with whatever you need for your business at the office.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>○ Use sidewalks and crosswalks.</li> <li>○ Follow directions given by crossing guards.</li> <li>○ Wait quietly in designated areas.</li> <li>○ Stay out of parking lots.</li> <li>○ Stay away from the curb.</li> <li>○ Report to office after supervision.</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk.</li> <li>○ Keep hands, feet, and objects to yourself.</li> <li>○ Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Leave school promptly.</li> <li>○ Go to designated area promptly.</li> </ul>
<b>Bicycles</b>	<ul style="list-style-type: none"> <li>○ Walk bikes on school grounds.</li> <li>○ Wear helmets.</li> <li>○ Use crosswalk.</li> <li>○ Secure bicycle in designated area.</li> <li>○ No loitering after school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk bike in front of school when others are on sidewalks.</li> </ul>	
<b>Bus</b>	<ul style="list-style-type: none"> <li>○ Follow all bus rules.</li> </ul>	<ul style="list-style-type: none"> <li>○ Treat driver and others politely.</li> </ul>	<ul style="list-style-type: none"> <li>○ No gum or electronics.</li> </ul>

## Behavior and Consequence Continuum: *Be Safe, Be Respectful, Be Responsible*

Behavior Intensity	Examples of Behaviors	Handled in:	Consequences
Level 1 Appropriate	Following school staff directions Treating others with respect Using things appropriately Cooperating with others Following school routines and rules Doing your best Solving problems and conflicts effectively	Class	Praise Call to parents Recognition program Positive reinforcement Privileges Public recognition
Level 2 Low	Complaining Not attending to the task Taking too long to get materials Tattling Interrupting/talking Inappropriate tone of voice Crumpling paper Not following procedures and routines	Class	Guidance Planned ignoring of behavior Reinforce acceptable behavior Restating expectations Limit setting Praise, prompt, and leave Problem-solving Reprimand Time-out/benching Natural consequences (removal from activity, cleaning up after self, etc.)
Level 3 Medium	Repeating behavior even after 2 warnings Name calling (low level) Misusing materials Not following school staff prompt Out of the assigned area (less than 4 min.) Play fighting, rough- housing, tackling In hall without a pass Disrupting class (minor/short term)	Class	Time-out Logical consequences Call home or conferences Behavior improvement plan Detention
Level 4 High	Minor hit, kick, shove, bump, etc. Damaging materials (low level) Swearing (medium level) Name-calling (high level) Out of assigned area (4 minutes or more) Disrespect to an adult Challenge to fight Disrupting class (medium/ongoing)	Class or Office	Extended time out Call home or conference Behavior improvement plan Detention/school clean-up Child Behavior Support Team SST (Student Study Team)
Level 5 Suspension	Fighting Major hit, kick, shove, bump, etc. Damaging property, vandalism (minor) Attempting to injure another Not following a school staff directive Continuing behavior even after 2 detentions for the same infraction Disrupting class (severe/ongoing)	Class	Detention Teacher suspension -ref. Ed Code 48910 Parent shadow School suspension (administrator) -ref Ed Code 48900 Behavior improvement plan SST
Level 6 Illegal	Physically injuring another Possessing a controlled substance Possessing, using, or selling a weapon, or dangerous object Threatening another	Class	School Suspension (administrator) -ref Ed Code 48900 Legal intervention

\*Consequences are developmentally-appropriate to the age of the student. The consequences are progressive—increasing with severity and frequency of the infractions committed. Consequences are designed to assist and instruct the child in making positive behavior choices in the future. A more severe offense warrants a more severe consequence, even upon the first offense. The administration and faculty periodically revisit and revise the discipline plan as needed.

Behaviors considered “Levels 1-3” will be handled in class by the teacher for positive recognition (Level 1) or consequence (Levels 2-3).

Infractions considered “Levels 4-6”. Level 4 infractions may be handled in class or the child may be sent to the office. It is up to the discretion of the teacher or supervisor, depending on the severity of the infraction committed. Students who commit Level 5-6 infractions will be sent to the principal or designee.

**Bennett Valley Union ESD**  
**Board Policy and Administrative Regulations**  
**Extended Scholarship**

**BP and AR 6154**

**Instruction**

**Extended Scholarship (AKA Homework Policy)**

In the Bennett Valley Union School District, we endeavor to make learning challenging, satisfying, and joyous for students. We want our students to see the value and fun in continuing their education and to enjoy learning throughout their lives. Our policy encourages students to develop a passion for reading, strengthen their academic skills to prepare them for their futures, and to pursue areas of personal interest.

Best practices research on homework (per Marzano and Pickering among other noted educational researchers) provides strong evidence that, when purposeful and used appropriately, homework benefits student achievement and helps children develop strong organizational and study habits. The optimal focus at home in the elementary grades should be time spent reading across a variety of genre. Therefore, reading is the cornerstone of our philosophy in supporting a policy on homework. This policy is a departure from previous policies on homework and therefore, we have renamed the policy “Extended Scholarship” to be aligned with our philosophy, key goals “Scholarship, Mentorship, Friendship” and the current research on homework. Homework has been renamed “Nightly ABC’s--Academics, Basic Skills, Curiosity”. In addition to reading, Nightly ABC’s will be assigned in a balanced and thoughtful manner to accomplish the following purposes:

1. Deepen student knowledge.
2. Develop productive habits of mind and life skills
3. Help students practice and retain academic skills\*.
4. Encourage the pursuit of areas of interest.
5. Practice and apply concepts tailored to student learning.
6. Build student confidence and academic competence

\*An example for math is to memorize and practice basic rules, algorithms, or formulae so that students will eventually “own” the skill and be able to apply it efficiently in more complex problem solving.

**Guidelines:** To make sure that Nightly ABC’s are purposeful so that there is a balance of learning, play, and family time outside of school hours, Bennett Valley Union School District teachers follow these guidelines:

1. Ensure that reading is the priority assignment for Nightly ABC’s and encourage students to read across a variety of genres. A simple reading log may be used to verify reading.
2. Assign purposeful, relevant, challenging and meaningful work that reinforces classroom learning such as practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
3. Design work to maximize the chances that students will be able complete it independently. The assignments will be designed to be challenging enough to be motivating and to take a reasonable level of effort and perseverance.
4. Give clear instructions and make sure students understand the purpose of the assignments
5. Ensure that the work is at the appropriate level of difficulty/challenge. Students should be able to complete assignments for Nightly ABC’s independently with relatively high success rates.
6. Monitor the amount of work assigned for Nightly ABC’s so that it is appropriate to students' age levels and does not require an unreasonable amount of time.
7. Involve parents in appropriate ways such as helping to motivate, support and encourage learning, reading to and/or with their children, brainstorm ideas, encourage sharing/summarizing of classroom content without requiring parents to act as teachers or to deal with overwhelming student frustration.
8. Require that class projects are primarily completed at school. Research, drafting, and typing may need to be done at home but the majority of the assigned “big” projects will be done in class for students through fourth grade. In order to prepare students for the rigors of projects in middle school, some additional elements of projects and/or project organization for fifth and sixth graders may need to be completed at home.

9. Encourage students to challenge themselves by offering ways for them to go deeper with the topics covered in the classroom.

**Responsibilities of Strawberry Students:** Research shows that homework becomes more and more valuable to student achievement as they get older. Nightly ABC’s will require minimal work in the primary grades and somewhat more as students proceed through the grade levels at Strawberry.

**Strawberry Students are to:**

- Write down assignments in the “Strawberry School Student Agenda”
- Be sure all assignments are clear; and ask questions of their teachers if necessary
- Work on homework independently so that it reflects the student’s abilities and efforts.
- Put out their best effort and produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

**Frequency and Time:**

The nature and frequency of Nightly ABC’s is dependent upon its purpose. The amount of time required for assignments will vary, depending upon the age, abilities, and needs of students, as well as the grade level and the requirements of the topic of study. The teacher will determine the nature and frequency of homework in regard to classroom activities and objectives.

- 1) Nightly ABC’s may be assigned up to four nights per week (Monday-Thursday).
- 2) Students will spend 20-30 minutes per night reading. In the early elementary grades, this includes parents and other family members reading aloud to children, and as they mature, children are encouraged to read independently as well as aloud to family members as time warrants. The key is for reading to be enjoyable as well as reinforcing. Readings can include Accelerated Reader titles, class novels, Science, Language Arts, Health, or History texts, primary source materials or other reading selections for information, research, or pleasure.
- 3) In addition to reading, students may be assigned to practice or explore concepts learned in math and in other subjects; and they may be assigned the completion of written assignments, etc. as stated in the “Guidelines” above.
- 4) The maximum amount of time required for students (applying themselves diligently) to complete assigned Nightly ABC’s is as follows:

Grade Level	Reading	Nightly ABC’s
Kindergarten	20 minutes	Optional
First Grade	20 minutes	10 minutes
Second Grade	20 minutes	10 minutes
Third Grade	20 minutes	10 minutes
Fourth Grade	20 minutes	20 minutes
Fifth Grade	20 minutes	30 minutes
Sixth Grade	20 minutes	40 minutes

**Non Productive Use of Class Time:** Students who have not completed required classwork work due to their choice not to apply themselves during the class time allocated, in addition to their Nightly A,B,C’s, may be given the opportunity to complete unfinished class work at home and return it the next school day for full credit.

**Optional Work:** Students are encouraged to pursue educational areas of interest to support their individual academic and personal goals. Starting in third grade, the District provides students accounts to such programs as Khan Academy to provides on-line learning opportunities on a host of topics, Typing Agent to increase keyboarding speed and accuracy, and Duo Lingo to practice English skills (for English learners). Students are encouraged to pursue those and other extra curricular opportunities outside of school.

### **Makeup Work**

**Excused Absence:** Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)  
(cf. 5113 - Absences and Excuses)

**Unexcused Absence:** Students who miss school work because of unexcused absences may be given the opportunity to make up missed work at home for full or reduced credit.

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

Policy

adopted: May 11, 2016

BENNETT VALLEY UNION SCHOOL DISTRICT

Santa Rosa, California

**STUDENT WELLNESS**

The Governing Board recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, counseling services, health promotion for staff (e.g., health fairs and presentations), a safe and healthy school environment, and parent/guardian and community involvement

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 3514 - Environmental Safety)*

It is the policy of the district to educate students about nutrition and to provide each student access to a nutritious lunch each day. The district endeavors to promote health-consciousness and help students excel at learning through better nutrition. The district will educate students in ways to establish and maintain life-long healthy eating habits that will benefit them and the larger community in which they live.

**Goals**

1. Embrace and support the concept of "wellness" in the district by promoting nutrition education and physical fitness activities
2. Assist students in self-regulating their food selections to minimize the consumption of less nutritious foods that compete with healthier choices at mealtime
3. Strive to ensure that no student in the district lacks basic nutritional needs during the school day
4. Make a healthy lunch available every day for all students desiring it
5. Ensure that all children who are eligible for the free lunch program are properly identified
6. Maintain nutrient-based lunch menu planning (that meets or exceeds USDA guidelines) to allow for more flexible food selection
7. Serve meals in a pleasant environment with sufficient time for eating, while fostering good manners and respect for fellow students
8. Integrate nutrition into the district's Education Program in health, science, and physical education curricula

**STUDENT WELLNESS** (continued)**Responsibilities**

The School Site Council shall be empowered to serve as the Wellness Advisory Board (Advisory Board) and shall work with site administrators to review the implementation of this policy under the direction of the Board.

**Nutrition Education and Physical Activity Guidelines**

The Advisory Board shall review, revise, and propose goals for nutrition education, physical activity, physical education, and other school-based activities that are designed to promote student wellness in a manner that the Board determines appropriate.

Nutrition education shall be provided as part of the health education program in all grades and, as appropriate, shall be integrated into core academic subjects. Three themes will be addressed throughout each school year in instruction to students and/or in parent/guardian communication:

1. The importance of eating breakfast
2. The role of good nutrition for good health
3. The importance of physical activity (especially as it relates to preventing heart and other diseases and obesity). The provision of the instruction will be verified by the grade level teams annually and reported to the Site Council by the teacher representatives. The Site Council will monitor the communication.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, after-school programs and other structured and unstructured activities.

1. Students will have a minimum of 100 minutes of structured physical activity and Physical Education per week (an average of 200 minutes every ten school days)
2. Through the curriculum and activities provided through the Safe Routes to School Program--Walk and Roll to school day, bike rodeo, pedestrian and bike safety assemblies/lessons, Walking School Bus-students will learn about and be encouraged to participate in regular exercise that is healthful and ecologically sound
3. Students will have the opportunity to take walking field trips, play organized games at recess, including soccer, basketball, tetherball, kickball, handball, and softball

**STUDENT WELLNESS** (continued)

4. Students may participate in optional after school events such as Girls On The Run, the Eagle Fitness program for special needs, and interscholastic basketball for both boys and girls

Efforts will be made to integrate instruction in ecology with environmental stewardship and to reduce energy waste, using such activities as:

1. Trash free Tuesdays
2. Recycling
3. Solar Power study,
4. Safe Routes to School
5. Creek Study and Restoration
6. Eco-Eagles waste stream analysis, etc.

For Physical Activity Opportunities and Physical Education:

1. The district will foster a school environment that promotes and protects students' health, well-being, and ability to learn
2. Classroom physical education and/or health education will provide students with knowledge of safe walking and bicycling practices and an understanding of the benefits of walking and bicycling to their own health and the health of the environment in order to establish and encourage life-long healthy transportation behavior
3. Teachers shall be provided resources as requested to integrate safe pedestrian and bicycling education as well as the benefits of walking, bicycling and using alternative transportation (bus and/or carpool) to health and the environment, into the curriculum at all grade levels
4. All students in grades 4-6 will be provided with opportunities, support, education, and encouragement on how to safely walk and/or bicycle to school
5. Parents and students will be provided the results of home-to-school transportation analysis as well as recommended routes of travel for walking and bicycling/scootering to school when completed or updated by the Safe Routes to School program

**STUDENT WELLNESS** (continued)

6. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, including safe pedestrian and bicycling habits, and will establish linkages between health education, environmental education, and school meal programs, and with related community services, such as Safe Routes to School
7. Parents will be given information each year regarding safe drop-off and pick-up of their children at school and the safe ingress and egress to the campuses
8. Students and parents will be helped to mitigate difficulties they may face on their trips to/from school each day through education about safe walking and bicycling, and driver-awareness practices

The Superintendent and/or Principals shall encourage staff to serve as positive role models (for personal wellness). The Superintendent and/or principals shall promote and may provide opportunities for regular physical activity among employees. Professional development opportunities provided shall include instructional strategies that assess health knowledge and skills, and promote healthy behaviors.

To encourage consistent health messages between the home and school environment, the Superintendent and principals shall periodically disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and peak academic performance.

The marketing and advertising of non-nutritious foods and beverages through signage, vending machines, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs or other means is prohibited. Non-nutritious foods are considered those that:

1. Exceed 30% of calories from fat (e.g. donuts, fried foods, etc.)
2. Exceed 35% sugar by weight (e.g. sodas, sugared fruit juices, candy)
3. "Juices" with less than 25% juice

**Nutrition Guidelines for Foods Available at School**

The Advisory Board shall review and propose nutrition guidelines for foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity.

**STUDENT WELLNESS** (continued)**School Meals**

The district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs that includes the National School Lunch Program (NSLP). The meals offered:

1. Are accessible to all students
2. Are appealing and attractive to children
3. Are served in clean and pleasant settings;
4. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
5. Promote healthy food and beverage choices with
  - a. Daily, whole or sliced fruit options displayed within reach of the student
  - b. White milk displayed in front of other beverages
  - c. Staff members, especially servers, trained to politely prompt students to select and consume the daily vegetable options
  - d. Student surveys and taste testing opportunities

The district program shall be posted on the website and menus will be created in consultation with a certified nutrition professional. Students will be served meals at an appropriate time of the day and allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students will be given extra time to eat as needed. The district will encourage participation in Federal child nutrition programs among students and families to help ensure that families know what programs are available in their children's school.

**STUDENT WELLNESS** (continued)

Foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages sold to students during the school day, including foods and beverages provided through the district's food service program, student stores, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards. (School food sales may use pricing structure to encourage the choice of foods with better nutritional value.)

School organizations should use healthy food items or non-food items for fundraising purposes when such fundraisers take place on campus during the school day. School staff should avoid the use of foods as rewards for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks that they may send to school for the "snack" recess, and/or that they may donate for birthdays and occasional class parties. Ongoing efforts will be made to keep parents fully informed of this policy.

## Guidelines for class parties:

1. Class parties or celebrations that involve food shall be held after the lunch period. On a limited basis, with prior approval of the school principal (to comply with the National School Lunch Program regulations), curriculum-related nutritious breakfast events may be approved provided that they take place before or during morning recess (allowing adequate time before lunch)
2. No more than one food and/or beverage per classroom party may fail to meet nutritional standards (see definition of "non-nutritious" foods above). Teachers are encouraged to work with parents to determine the treat, requesting that only nutritious items be sent
3. If food is provided at the party/celebration, recommended foods and beverages include: fresh fruits, vegetables, whole grain items, baked rather than fried snack foods, milk-based products such as yogurt, 1% and 2% milk, water, and 100% fruit juice. If birthdays are celebrated, a single acknowledgement of all the birthdays for each month with planned nutritional snacks is recommended. Summer birthdays would also be acknowledged in this way. This idea should be promulgated by teachers at the Back to School Nights
4. Teachers are encouraged to plan a game, craft, or activity for the event so that party food/refreshments are not the sole focus of the celebration

## **STUDENT WELLNESS (continued)**

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools.

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch Program to the extent possible.

### **Program Implementation and Evaluation**

The Advisory Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate the principals as the ones charged with operational responsibility for ensuring that the school sites implement the district's wellness policy.

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy district wide and at each district school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served (in coordination with the meal contractor); student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers held during school days, sales of non-nutritious foods at other venues outside the district's meal programs; and feedback from food service personnel, school administrators, parents/guardians, students/student environmental stewardship groups, and other appropriate persons.

The Superintendent shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity.

### **Posting Requirements**

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all cafeterias or in other central eating areas. (Education Code 49432)

*Legal Reference: (see next page)*

**STUDENT WELLNESS (continued)***Legal Reference:*EDUCATION CODE

33350-33354 CDE responsibilities re: physical education  
 49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001  
 49490-49494 School breakfast and lunch programs  
 49500-49505 School meals  
 49510-49520 Nutrition  
 49530-49536 Child Nutrition Act  
 49540-49546 Child care food program  
 49547-49548.3 Comprehensive nutrition services  
 49550-49561 Meals for needy students  
 49565-49565.8 California Fresh Start pilot program  
 49570 National School Lunch Act  
 51210 Course of study, grades 1-6  
 51220 Course of study, grades 7-12  
 51222 Physical education  
 51223 Physical education, elementary schools  
 51795-51796.5 School instructional gardens  
 51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations  
 15510 Mandatory meals for needy students  
 15530-15535 Nutrition education  
 15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:  
 1758b Local wellness policy  
 1771-1791 Child Nutrition Act, especially:  
 1773 School Breakfast Program  
 1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program  
 220.1-220.23 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

*Management Resources:*CSBA PUBLICATIONS

Increasing Access to Drinking Water in Schools, Policy Brief, March 2013  
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012  
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012  
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012  
Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009  
Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009  
Physical Education and California Schools, Policy Brief, rev. October 2007  
School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

Management Resources continued: (see next page)

**STUDENT WELLNESS** (continued)*Management Resources: (continued)*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009**Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003*CALIFORNIA PROJECT LEAN PUBLICATIONS*Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006*CENTER FOR COLLABORATIVE SOLUTIONS*Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010*CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS*School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005*FEDERAL REGISTER*Rules and Regulations, January 26, 2012, Vol. 77, Number 17, pages 4088-4167*NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS*Fit, Healthy and Ready to Learn, 2000*U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS*Dietary Guidelines for Americans, 2005**Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000*WEB SITESCSBA: <http://www.csba.org>Action for Healthy Kids: <http://www.actionforhealthykids.org>California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>California Department of Public Health: <http://www.cdph.ca.gov>California Healthy Kids Resource Center: <http://www.californiahealthykids.org>California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>California School Nutrition Association: <http://www.calsna.org>Center for Collaborative Solutions: <http://www.ccscenter.org>Centers for Disease Control and Prevention: <http://www.cdc.gov>Dairy Council of California: <http://www.dairycouncilofca.org>National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>National Association of State Boards of Education: <http://www.nasbe.org>School Nutrition Association: <http://www.schoolnutrition.org>Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>Policy **BENNETT VALLEY UNION SCHOOL DISTRICT**

adopted: June 7, 2017

Santa Rosa, California

## Student Safety

**Megan's Law:** Megan's Law requires registered sex offenders to be named and pictured on a state registry that you can access at [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov). If you do not have access to a computer with Internet capability, please call me and I will be happy to meet with you in my office and show you the site. A registered sex offender is a person who was caught doing something illegal and inappropriate of a sexual nature, was tried and convicted, served his/her punishment, and was let back into society by the courts provided he/she register as a sex-offender. The Megan's Law website contains information about those who are legally required to register as sex offenders and not also ex-convicts of violent crimes that were not sexual in nature. I urge you to visit the site periodically to keep apprised of registered offenders in your neighborhood.

From time to time the principals and I may receive sensitive information that we are prohibited from disclosing directly, even though the information may be available on the Megan's Law website. This is designed to prevent undue hysteria or harassment/harm to a registered offender who has served his/her debt to society. In those cases, I will issue an advisory upon receiving the threat level determined by the police and securing advice from legal counsel on the fullest extent of what I can do and say to help YOU keep your kids safe. Generally, when the police state that a registered sex offender in the area is a threat, districts are able to issue a specific advisory but only to the direct population determined by police to be at risk (e.g. families in the same classroom if the sex offender is also a parent). If the police don't feel that the person is a threat, school personnel are allowed only to issue a more general advisory. I am not issuing an advisory at this time; if/when I do, please follow the recommendations carefully. Working together we can protect our students! Thanks! Sue Field, Superintendent

### **The Megan's law website offers the following guidance for parents, abridged for this distribution:**

- \* Stress to your child that he or she should feel comfortable telling you anything, especially if it involves another adult. If your child does not feel comfortable being completely honest with you, then together you should find another trusted adult your child can talk to in confidence.

- \* Make sure you know where each of your children is at all times. Know your children's friends and be clear with your children about the places and homes they may visit. Make it a rule that your children check in with you when they arrive at or depart from a particular location and when there is a change in plans. You should also let them know when YOU are running late or if your plans have changed so that they can see the rule is for safety purposes and not being used to "check up" on them.

- \* Never leave children unattended in an automobile, whether it is running or not. Children should never be left unsupervised or allowed to spend time alone, or with others, in automobiles, as the potential dangers to their safety outweigh any perceived convenience or "fun." Remind children NEVER to hitchhike, approach a car or engage in a conversation with anyone in a car who they do not know or trust, or go anywhere with anyone without getting your permission first.

- \* Be involved in your children's activities. As an active participant, you will have a better opportunity to observe how the adults in charge interact with your children. If you are concerned about anyone's behavior, take it up with the sponsoring organization.

- \* Listen to your children. Pay attention if they tell you that they do not want to be with someone or go somewhere. This may be an indication of more than a personality conflict or lack of interest in the activity or event.

- \* Notice when someone shows one or all of your children a great deal of attention or begins giving them gifts. Take the time to talk to your children about this person and find out why the person is acting in this way.

- \* Teach your children that they have the right to say NO to any unwelcome, uncomfortable, or confusing touch or actions by others. Teach them to tell you immediately if this happens. Reassure them that you are there to help and it is okay to tell you anything.

- \* Be sensitive to any changes in your children's behavior or attitude. Encourage open communication and learn how to be an active listener. Look and listen to small cues and clues that something may be troubling your children, because children are not always comfortable disclosing disturbing events or feelings. This may be because they are concerned about your reaction to their problems. If your children do confide problems to you, strive to remain calm, non-critical, and nonjudgmental. Listen compassionately to their concern and work with them to get the help they need to resolve the problem.

- \* Be sure to screen babysitters and caregivers. Many states now have public registries that allow parents to screen individuals for prior criminal records and sex offenses. Check references with other families who have used the caregiver or babysitter. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask your children how the experience with the caregiver was, and listen carefully to their responses.

- \* Practice basic safety skills with your children. Make an outing to a mall or a park a "teachable" experience in which your children can practice checking with you, using pay phones, going to the restroom with a friend, and locating the adults who can help if they need assistance. Remember that allowing your children to wear clothing or carry items in public on which their name is displayed (especially first name or nickname) can bring about unwelcome attention from inappropriate people who may be looking for a way to start a conversation with your children.

- \* Remember that there is no substitute for your attention and supervision. Being available and taking time to really know and listen to your children helps build feelings of safety and security.

- \* Also remember that in the vast majority of cases (up to 90%), children are molested by someone they know. Your efforts at keeping your child safe must be informed by this fact and not focused exclusively on the danger that strangers may present.

## Developing Self-Esteem in Children

Nurturing your child's self-esteem may seem like a hefty responsibility. After all, a feeling of self-worth lays the foundation for your child's future as he sets out to try new things on his own. "Self-esteem comes from having a sense of belonging, believing that we're capable, and knowing our contributions are valued and worthwhile," says California family therapist Jane Nelsen, co-author of the Positive Discipline series. Noted childhood development expert Lilian Katz, T. Berry Brazelton, MD. and other experts in the field discuss how parents and schools work together to help children develop self-esteem in their articles summarized and excerpted below.

Parents can play an important role in strengthening their children's self-esteem by loving them unconditionally, treating them honestly and respectfully, taking their views and opinions seriously, expressing appreciation to them, believing in their abilities, and expecting them to do well. Above all, parents must keep in mind that self-esteem is an important part of every child's development (Katz). In school, the primary way self-esteem is developed is through academic achievement. Children gain self-esteem and develop a strong work ethic leading to self-reliance by accomplishing difficult, meaningful, and challenging things. When they can say, "Whew! That was hard, but I did it!" and when they stretch themselves to overcome frustration, they build self-esteem. Self-esteem is eroded when children feel that the important people in their lives don't believe in their ability to overcome the difficult, or when those people endeavor to make things too easy or protect them from valuable learning opportunities by not holding them accountable for their work and behavior, and when they try to get them out of having to do a challenging task. The elementary school years help students build the skills and habits they will need for future learning. It is their time to learn, explore and apply their skills; time to earn new privileges and rights by taking on responsibilities within a secure and consistent, reliable structure. All of these things help students develop healthy self-esteem that they need for a successful future (Brazelton).

**How Can We Help Children Develop a Healthy Sense of Self-Esteem?** According to expert pediatrician, T. Berry Brazelton, self-esteem is "the confidence you have in your abilities, the satisfaction you take in your accomplishments and the respect you have for yourself. It is the result of an inner sense of success, satisfaction and optimism. Self-esteem grows out of three key elements: acceptance, competence, purpose." According to Lilian Katz, self-esteem is related to children's feelings of belonging to a group and being able to adequately function in their various groups. When toddlers become preschoolers, for example, they are expected to control their impulses and adopt the rules of the family, preschool, and community in which they are growing. Successfully adjusting to these groups helps to strengthen feelings of belonging to them. In school, children gain a sense of belonging by contributing to their class and school, following the rules and doing what is expected of them. Children are unlikely to have their self-esteem strengthened from excessive praise or flattery. On the contrary, it may raise some doubts in children; many children can see through flattery and may even dismiss an adult who heaps on praise, particularly for menial performance, as a poor source of support—one who is not very believable and doesn't believe in their ability to master the difficult (Katz).

**The following points may be helpful to you in strengthening and supporting a healthy sense of self-esteem in your child (Katz):**

- As they grow, children become increasingly sensitive to the evaluations of their peers. You and your child's teachers can help your child learn to build healthy relationships with peers. You can help your child by being clear about your own values and keeping the lines of communication open about experiences outside the home.

- Children benefit more from tasks and activities that offer a real challenge than from those that are merely frivolous or fun. For example, you can involve your child in chores around the house, such as preparing meals, caring for pets, and contributing to others that stretch his or her abilities and give him/her a sense of accomplishment and fulfillment.

- Self-esteem is most likely to be fostered when children are esteemed by the adults who are important to them. To esteem children means to treat them respectfully, ask their views and opinions, take their views and opinions seriously, and give them meaningful, honest, and realistic feedback.

- You can help your child develop and maintain healthy self-esteem by helping him or her cope with defeats, rather than emphasizing constant successes and triumphs. During times of disappointment or crisis, your child's weakened self-esteem can be strengthened when you let the child know that your love and support remain unchanged. When the crisis has passed, you can help your child reflect on what went wrong. The next time a crisis occurs, your child can use the knowledge gained from overcoming past difficulties to help cope with a new crisis. A child's sense of self-worth and self-confidence is not likely to deepen when adults deny that life has its ups and downs.

Noted child development expert Sarah Henry adds these tips:

- Teach limits. Establish a few reasonable rules for your child. For instance, if you tell him to wear his helmet when he rides his bike in the driveway, don't let him go without it at his friend's house. Knowing that certain family rules and school rules are set in stone will help him feel more secure. It is important to be clear and consistent and show him/her that you trust and expect him/her to do the right thing.

- Support healthy risks. Encourage your child to explore something new, such as trying a different food, making a new friend, or playing a new game or sport. Though there's always the possibility of failure, without risk there's little opportunity for success. So let your child safely experiment, and resist the urge to intervene. For instance, try not to "rescue" him the minute he's showing mild frustration at figuring out how to read a tricky word. Jumping in to say, "I'll do it" can foster dependence and diminish your child's confidence. You'll build his self-esteem by balancing your need to protect him with his need to tackle new tasks.

•Let mistakes happen. The flip side of having choices and taking risks is that sometimes your child is bound to make mistakes. These are valuable lessons for your child's confidence. So if your child misses the school bus because he was dawdling in his bedroom, encourage him to think about what he might do differently next time. That way your child will understand that it's okay to make mistakes sometimes and that he/she can learn from them. When you goof up yourself, admit it, says Daniel Meier, assistant professor of elementary education at San Francisco State University. Acknowledging and recovering from your mistakes sends a powerful message to your child — it makes it easier for your child to accept his own difficulties.

•Provide encouragement. Praise the effort your child is making rather than his/her innate ability. For example, "I love the way you developed the character in your story" vs. "You are a great writer". Every child needs the kind of support from loved ones that signals, "I believe in you. I see your effort. Keep going!" Encouragement means acknowledging progress — not just rewarding achievement. So if your child is struggling with a math problem, say: "You're trying very hard and you almost have it!" instead of "Not like that. Let me do it." There's a difference between praise and encouragement. One rewards the task while the other rewards the person ("You did it!" rather than "I'm proud of you!"). Praise can make a child feel that he's only "good" if he does something perfectly. Encouragement, on the other hand, acknowledges the effort. "Tell me about the game. I saw you really hustling out there" is more helpful than saying, "You're the best player on the team." Too much praise can sap self-esteem because it can create pressure to perform and set up a continual need for approval from others. So dole out the praise judiciously and offer encouragement liberally; it will help your child grow up to feel good about him/herself and achieve to the highest measure of his/her potential.

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