

Foresthill Elementary School Student Handbook

2025 - 2026

Home of the Falcons



This Handbook describes our programs, policies and procedures.
Please read it carefully, then sign the acknowledgment on the
FUSD Mandatory Signature pages
indicating that you have reviewed the handbook.

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*This is a living document and may be modified during the course of the school year.
District and school websites will always have the most updated version.*

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Welcome Message from Dr. Camille Taylor, Superintendent/FES Principal

Dear Students and Families,

Welcome to Foresthill Elementary School, home of the Falcons! The re-opening of this campus has been a goal of our board of trustees for some time and we owe a great deal of thanks to the many FUSD staff and families who contributed resources and time to make it a reality. As the FES Principal, I am filled with optimism and anticipation as we welcome our youngest scholars on campus. As with any new endeavor, it will take patience, innovation, and communication to reach our full potential here, so I urge you to stay in touch with your child's teacher, and with me.

When it comes to learning and growing, **every minute counts**. Learning begins with curiosity and knowing that each experience is an opportunity to learn. At FES, we firmly believe that each person, no matter what age, is capable of doing something truly significant. Through student choice and student voice we will spark a sense of wonder, weaving threads of each student's unique talents, abilities and perspectives to create a rich tapestry of knowledge and experiences. In partnership with families, our dedicated FES team is committed to nurturing individual strengths and helping every student achieve their highest potential. But we can't do it without you! Whether through volunteering, attending school events, participating in school site council, or regularly connecting with your child's teachers, your meaningful involvement plays a crucial role in your child's success.

This handbook is designed to provide families with important information about our school's policies, procedures, and resources. It serves as a guide to help ensure that we work together harmoniously and effectively. Please take time to carefully read through the handbook and keep it as a reference throughout the school year. We are committed to creating a safe, respectful, and inclusive environment where every student feels valued and inspired to learn. If you ever have any questions, concerns, or suggestions, please do not hesitate to reach out to me or any member of our staff. We are here to support you and your child every step of the way.

Thank you for the privilege of caring for and teaching your children. Together, we will make this school year a memorable and successful one.

Breathe ~ Smile

Dr. Camille Taylor
Superintendent and FES Principal



FUSD Mission Statement

Foresthill Union School District will provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

Foresthill Elementary School Partnership Commitment

Building upon students' foundation at home, Foresthill Elementary School provides a positive and supportive learning environment where each student acquires the skills and knowledge necessary to develop into a responsible, productive member of the community.

This commitment is built upon an interactive partnership between parent/guardians and school/district, with a constant focus on the wellbeing of students. The responsibility of the school is to teach the skills of learning. The responsibility of the child is to be a willing learner while respecting the rights of others to learn. The responsibility of the home is to ensure successful learning by preparing, nurturing and supporting the child.

Non-Discrimination

The Foresthill Union School District does not discriminate on the basis of race, religion, color, national origin, age, sex or disability in its educational programs, activities or employment. All educational opportunities are offered without regard to race, religion, color, national origin, sex or disability.

See Something / Say Something

Foresthill Union School District is committed to maintaining campuses that are safe places to learn and work. We encourage anyone who sees or hears something that may compromise the safety of our students or staff to let us know using our **See Something/Say Something** anonymous reporting system. Reports can be submitted several ways:

- speaking directly with school or district administrators
- using this [link](#) to make an online report (found on our district and school websites)
- using the QR code below to make an online report (posted on both campuses)

By taking the time to share something you see or hear, even if it may seem minor, you will help us with the big-picture of campus safety!



School Life

Daily Schedule

6:00 am	Kids Club Opens (FDS Campus)
7:30 am	FES School Office Opens
7:55 am	Campus opens for student drop-off
8:10 am	First Bell (instruction begins in 5 minutes)
8:15 am	Second Bell - Instruction Begins
11:15 - 11:55	TK/K Lunch + Recess
12:05 - 12:40	1st/2nd/3rd Grade Lunch + Recess
2:15 pm	Students Dismissed */**
3:30 pm	FES School Office Closes
6:00 pm	Kids Club Closes (FDS Campus)

* Monday dismissals are at 1:15 pm

** Minimum Days: Dismissal for minimum days is 11:45 am. Students who have signed up for school lunch will be provided with a "brown bag"/packed lunch to take with them at dismissal.

FES Arrival

- The campus opens at 7:55 am to welcome students for before-school supervision and/or breakfast. Students should go to either the gym (if eating school breakfast) or the playground until the First Bell.
- Prior to 7:55, students and accompanying adults must wait outside unless they have a scheduled appointment.
- Adults with a prearranged meeting should report to the office to sign in.

FES Dismissal

- Classroom teachers will escort their classes to their grade-level assigned dismissal area.
- Dismissal Areas:
 - TK / K: Gym Hall
 - 1st - 3rd: Office Hall
 - Bus riders: Office Hall
- Students must leave campus after dismissal unless they are under the direct supervision of a staff member for a prearranged event, activity, or help session.

FES Recess

- Each student has a 15-minute morning recess
- Each student has a 20-minute lunch recess immediately following lunch
- Each student participates in at least 200 minutes of PE/Health every two weeks



What It Means To Be A Falcon

Be Safe

Be Respectful

Be Responsible

FES Falcons believe. . .

- Possibilities Abound
 - We dream big, set goals, embrace creativity, think positively, work hard, and learn from mistakes.
- Passion First
 - We focus on strengths, explore interests, and know / stand for our core values.
 - We are authentic
 - We take risks
- We are Connected
 - We embrace everyone, maximize positive relationships, build our dream teams, and lead with value.
- 100% Accountable
 - We own our lives and choices, overcome limiting beliefs, focus our energy, and grow through life.
- Attitude of Gratitude
 - We treasure ourselves.
 - We are grateful, thanking it forward and elevating our perspectives.
- Live to Give
 - We stretch ourselves, make a positive difference, receive gracefully, and create a legacy.
- The Time is Now
 - Every Minute Counts
 - We embrace every minute, get in the zone, let ourselves be vulnerable, and act with purpose.

To SOAR means to be a Falcon in Good Standing:

Good Standing Rubric

	Good Standing (green) = full privileges	At Risk (yellow) = Check in with teacher	Not in Good Standing (red) = action required
Referrals	0 classroom or office referrals	1 -2 classroom referrals	1 office referral OR 3 classroom referrals
Academics	Proficient in all subjects	1 subject below developing	2+ subjects below proficient
Attendance	95% or better	90-94%	Below 90%



Good Standing Interventions:

We know that as every student grows academically, behaviorally, and socially, they are going to face challenges and they might make mistakes. Mistakes are ok and are important tools for helping us learn and grow. To help students who are learning from mistakes, we are dedicated to providing restorative avenues for students to repair their good standing. Some possible interventions are included in the table below.

Good Standing lost due to . . .	Targeted Intervention(s)
Behavior/Referrals	<ul style="list-style-type: none">• 1st time: 5 Acts of Kindness + Acts of Kindness Reflection Sheet and conference• 2nd time: 5 Acts of Kindness level 2, + Acts of Kindness Reflection Sheet and conference• 3rd time: 5 Acts of Community Service + Acts of Service Reflection Sheet and conference, + family meeting
Academics	<ul style="list-style-type: none">• Academic Intervention Teacher Support• Targeted Academic Tutoring After School• SST meeting
Attendance	<ul style="list-style-type: none">• SST meeting• Attendance Recovery• Family Conference• Resource Support• SARB Process



Student Code of Conduct

At FUSD, we strive to create a positive, respectful culture and community. To this end, we ask that our students adhere to a strong, inclusive, and positive code of conduct.

Be Respectful

- Students shall demonstrate respect for themselves through their personal hygiene, dress, & behavior.
- Students shall demonstrate respect for others by
 - using appropriate language & avoiding profanity; racial and ethnic slurs; or any denigration of others through other verbal and nonverbal language or communication.
 - Accepting others on an equal basis & giving them the same consideration you would expect for yourself
- Students shall demonstrate respect for our school by taking care of & protecting school property, ensuring that safe conditions continue.

Be Responsible

- Students shall be responsible for their behavior.
- Students shall accept responsibility for, & the consequences of, their actions with dignity & a resolve to improve one's performance & conduct,
- Students shall be responsible for following all school rules & encouraging others to do so also
- Students shall accept responsibility for the challenges of their school work & work to their full potential both in & outside of the classroom.
- Students shall have the responsibility to speak up for themselves & be their own advocate in the classroom.

Be Safe

- Students stand up against discrimination & bullying.
- Students will report safety concerns to a trusted adult.
- Students will participate appropriately in Safety Drills.
- Students will help resolve conflicts peacefully by listening to all parties involved and finding constructive solutions. Avoid escalating situations or resorting to violence.
- Students will demonstrate responsible behavior and follow all school rules.

I agree to partner with my school to set the best example possible for fellow students and to help my teacher create a positive, respectful culture together that supports our learning.

Student Name (first and last)

Date



Code of Conduct for Parents, Guardians, and Visitors

At FUSD, we endeavor to set the best example possible for our students, and we ask the same of parents, family members, and visitors. By creating a positive, respectful culture together, we are supporting our children on their educational journey.

Please partner with us by . . .

- Becoming actively involved with your child's schoolwork, homework, and school events throughout the school year
- Seeking to clarify a child's version of events with the school's view in order to bring about a peaceful and productive solution to any issue
- Communicating with teachers and staff in a manner that is collaborative and based on trust and respect;
- Making appointments with staff beforehand whenever possible
- Communicating to the school any information or circumstances which may affect your child's behavior;
- Being mindful of conversations that happen on the school grounds and language used. Only discuss topics that are appropriate to the school setting;
- Respecting everyone in the school and embracing all everyone's unique qualities;
- Being safe and cautious drivers in and around the school;
- Modeling the 3 core values of the district: Be safe, Be respectful, Be responsible
- Inviting respectful conversations when differences arise with the school or with other families;
- Alerting staff when you see a student making poor choices rather than addressing it yourself.
- Acting in the best interests of students, their families, and staff members. Do not engage in malicious or judgmental gossip, and ensure that anything you say about others is fair and truthful.
- Following the school dress code when on one of our campuses.
- Respecting the teacher's right to ask a parent to leave a classroom or class activity for any reason.

I agree to partner with FUSD to set the best example possible for our students, and to create a positive, respectful culture together in order to support our children on their educational journey.

Parent/Guardian Signature

Date

Print Name (first and last)



Family Partnership Opportunities

Volunteering

Many Foresthill adults help children in the classrooms, library, field trips, and in other special activities. Teachers need support in a variety of ways, and we welcome opportunities to bring families onto our campus. Adults can assist the teacher with material preparation, room set up/decoration, classroom events, etc. Additionally, we need adults to read to students, listen to students read, help with individual student supports and/or small group activities. We ask that adult volunteers not bring infants/toddlers when volunteering in the classroom.

The FUSD Board of Trustees has adopted policies that enhance student safety. If you would like to volunteer, please contact the school office for a FUSD Volunteer Packet. All volunteers must have the following on file:

1. Emergency card (updated annually)
2. Tuberculosis clearance – good for 4 years
3. Copy of valid Driver's License or state-issued Identification
4. Livescan Department of Justice (D.O.J.) fingerprint clearance
5. Volunteer Confidentiality Agreement (updated annually)

Teachers need support in a variety of ways, and we welcome opportunities to bring families onto our campus. Here are just a few of the ways that you can volunteer and help on our campus:

- Copying, laminating, cutting, sorting
- Take down/set up bulletin boards
- Self-directed learning support

Parent/Teacher Organization

The Parent Teacher Organization (PTO) serves both FES and FDS programs and needs your involvement! Here are just a few of the reasons why you should join the PTO:

- The children benefit. Research shows that participating in your child's school helps your child be successful in school.
- The school benefits. PTO supports teachers, staff and students. Our PTO has fundraisers and events throughout the year to bring new opportunities to the school.
- Make connections. Joining the PTO gives you opportunities to get to know the teachers and staff better and connect with other parents and families. Some of the events we provide are the Ice Cream Social, Harvest Festival, Spring Carnival, Book Faires, Literacy Day and Falcon Day.

Parents/guardians, grandparents, staff, and community members are welcome to join our PTO with no obligation. Families are encouraged to participate as much or as little as they are comfortable/available. The PTO meets the second Thursday of the month at 3:00 on the FDS campus. Don't forget that Kids Club is available for childcare! To sign up, please email ptoforeshill@gmail.com.

School Site Council

The School Site Council (SSC) is an advisory entity of certificated and classified staff, parents/guardians, and community members from both FES and FDS. SSC works site administrators to review, evaluate, and monitor the progress of school matters, including academic growth and performance, fiscal interests, safety and health, and strategic planning. SSC Members are elected by their respective constituent groups. This dynamic group meets once a month.



Programs, Clubs, Activities and Athletics

SOAR - Falcons in Good Standing

FES is proud to identify, model, and celebrate positive behaviors. Our SOAR - Falcons in Good Standing program is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. We seek to improve social-emotional competence, academic success, and school climate, as well as teacher health and well-being. SOAR fosters positive, predictable, equitable, and safe learning environments where everyone thrives. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, and recreation) for all children. SOAR systems focus on identifying key behaviors that are actively taught and modeled. In our case, these behaviors center around safety, respect and responsibility. Throughout our campus, we recognize and acknowledge students who demonstrate these behaviors in a number of ways such as school-wide assemblies, Falcon Bucks and attendance badges. Students who demonstrate positive behaviors, make good decisions, and exemplify what it means to be a Falcon in Good Standing will have opportunities to participate in special school activities, trimester awards, and positive commendations. In the classroom, our SOAR strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and outcomes.

Expanded Learning Opportunities Program

FUSD hosts an Expanded Learning Opportunities Program (ELO-P) for TK-8th Grade students on the Foresthill Divide School campus. ELO-P has 3 main components:

- KIDS CLUB – before-school, after-school, and intercession child care to TK through 8th-Grade students;
- TARGETED ACADEMIC TUTORING – tutoring for students whose teachers have referred them to a six-week cycle of tutoring on a specific subject or concept; and
- ENRICHMENT – high-interest elective classes after school in six-week cycles throughout the school year.
- ATTENDANCE RECOVERY - student can earn back up to 10 days of absences by attending Attendance Recovery Sessions.

Our highest priority is to provide safe, healthy, fun, and enriching options for our community kids. ELO-P/KIDS CLUB staff are CPR and First Aid Certified, engage in professional learning, and bring a wealth of skills, experience, and care to our kids each day.

Through state funding, FUSD's ELO-P/KIDS CLUB program is available free of charge to kids whose families qualify for the FRPM Program (Free/Reduced Price Meals). The more families who apply and qualify for FRPM, the more funding our ELO-P/KIDS CLUB program will receive. Our ELO-P program will continue to grow and evolve based on student and parent feedback. We invite you to share ideas and if you have a special skill or interest you'd like to teach to young people, consider signing up to teach an Enrichment class. This is a program by our community, for our community.

- Space may be limited, in which case priority will be given to:
 - TK-6th grade students whose families have applied and qualify for FRPM
 - Returning Kids Club participants and their siblings
 - All other TK-6th grade students
 - 7th and 8th grade students



- For non-school days:
 - Free for students whose families have applied and qualify for FRPM
 - Sliding scale for all others

Students with an IEPs: As a before and after school offering, our Expanded Learning Opportunities Program/KIDS CLUB is not part of the district's instructional program. Special accommodations for students with IEPs may not be available.

For more information on FUSD's ELO-P/KIDS CLUB Program visit our website at <https://divide.fUSD.org/Programs/Expanded-Learning-Opportunities-Program/index.html>

Physical Education

Physical Education (PE) studies significantly contribute to students' well-being, are an instructional priority for California schools, and are an integral part of our students' educational experience. High-quality Physical Education contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. To this end, all students at FES engage in 100 minutes of PE instruction per week from their classroom teacher. Students in all grades must have appropriate shoes for PE class.

Visual and Performing Arts

Creativity and appreciation for the arts are important for all students to have a well-rounded education that exposes them to new ideas and perspectives. Visual and Performing Arts education boosts school attendance, academic achievement, and college attendance rates; improves school climate; and promotes higher self-esteem and social-emotional development. FES is pleased to offer 50 minutes of visual and performing art instruction to all grades each week.

Friday Assemblies

FES will begin each Friday morning with a whole-school assembly. The purpose of school-wide assemblies is to review core values, explore SOAR expectations and supports, celebrate excellence, and build community. Parents/guardians are welcome to attend Friday Assemblies, which will typically be from 8:15 - 8:35 a.m. each week. Please remember that all guests must check in at the school office.

Processes, Procedures, and Protocols

Listed alphabetically for your convenience

Absences & Attendance

Regular school attendance is directly linked to a positive school experience and the academic success for each of our students. It is equally important to be on time each day. Students who are frequently absent or tardy often fall behind in learning. Additionally, California compulsory education law requires everyone between the ages of six and eighteen years of age to attend school. To encourage attendance, we are excited to introduce our new attendance program: **Level Up Attendance: Powering Through to Reach New Heights**.

The **Level Up Program** incentivizes school attendance by recognizing students who consistently attend school.



Here is an overview of our new program:

Weekly Recognition: Steady Climber Badge given on Fridays to all staff and students who were present every day that week with no tardies or early releases. Students turn their badge into the office for our trimester raffle.

Monthly Recognition: Altitude Achiever Badge given at the end of the month for meeting the monthly attendance challenge. Students turn their badge into the office for our trimester raffle.

Trimester Recognition: Peak Performers (students with 95% or above attendance) will receive an Outstanding Attendance certificate and we will draw the name of one student each trimester to win a Nintendo Switch (this year's prize).

Current state law also requires that all parents/guardians inform school officials when their child is absent. You can notify the school about your student's absence using the following options:

- Call or text the Attendance Line at (530) 367-3782, select 2
- Email attendance@fUSD.org
- Respond to the Automated Attendance Call (through the Catapult communication platform)
- Send a handwritten note to school with your child upon return to school

IT IS VERY IMPORTANT TO CLEAR ABSENCES ON THE DAY OF OR THE FIRST DAY BACK FROM AN ABSENCE. Absences not cleared within three (3) days, will be reported as unexcused. Once the absence is marked unexcused it cannot be changed due to district, county, and state reporting regulations. When a student's absences are not cleared, their parent/guardian are in violation of district, county, and state regulations.

Students who have missed ten percent or more days of school are considered to be truant/chronically absent. To support the family of a chronically absent student, FES will initiate the Student Attendance Review Team (SART) process, which includes a conference with the principal, teacher, parents/guardians and student to identify obstacles to regularly attending school and share local and county resources to support consistent attendance.

In the event the SART process is not successful in returning the student to consistent attendance, a hearing will be scheduled with the Placer County School Attendance and Review Board (SARB) at the Santucci Justice Center in Roseville. Referral to this board may also result in a home visit by child protective agencies or local law enforcement. The County SARB is composed of representatives from various youth-serving agencies (County Office Of Education, Probation Department, Child Welfare Services, Foster Care Services, and others) whose focus is to address school attendance problems through the use of available school and community resources. The SARB process is intended to be a positive experience for families who are struggling with attendance; failure of the student's parents/guardians to attend a scheduled SARB hearing may result in prosecution or other consequences.

Students are responsible for completing academic work missed due to absences from any class or school. The teacher shall determine which assignments, tests, projects, presentations, etc., the student must make-up and the period of time that the student is given to complete such assignment(s). If a student is going to be absent, parents may request assignments by emailing the teacher directly or phoning the office. The request should be made in the morning prior to 10:00 a.m., on the day you wish to pick up your child's work. The make-up work may be picked up in the school office between 2:30-3:30 pm or by appointment. Completed make-up work may be eligible for independent study credit (see below for details).



Families are encouraged to plan trips/vacations around the school calendar. For students may request up to 15 days of Independent Study. Families are asked to sign an Independent Study Contract at the commencement of the school year. Requests for planned independent study are asked to be submitted to the school office five (5) school days in advance. All student work is due the day the student returns to school. Independent study may be denied if previous Independent Study contracts have been incomplete. Incomplete Independent Study contracts result in unexcused absences for your child. Note: Independent Study Contracts will not be approved during the first two weeks of school or the last two weeks of school (except for an extenuating circumstance that has been approved by the school principal).

Students who maintain an attendance rate of 95% or above will receive Outstanding Attendance Awards each Trimester.

Academic Support

All students may need academic support at one time or another, and so we have multiple avenues of academic support for students. Students who need extra help with academics may:

- meet with their classroom/homeroom teacher before or after school. Remember to make arrangements in advance to ensure that the teacher is available
- attend KIDS CLUB and participate in the homework help sessions after school
- be referred to our Student Support Team and/or request an SST referral
- be chosen (based on data) to work with our intervention team during Falcon SOAR Time
- Families may request a parent teacher conference for academic support at any time

Accidents

While safety is our number one priority, accidents do happen. All staff are equipped with the supplies necessary to take care of minor scrapes, bumps, and cuts. However, should an accident require a visit to the office, our office team will be available to assist with larger issues. Families will receive a phone call to let them know that their child was seen in the office for health reasons. In the event of an accident requiring the service of a healthcare provider, every attempt will be made to contact the parents/guardians. **For this reason, it is imperative that each year parents/guardians update emergency card information and keep the school informed of any changes in address, work and home phone numbers, sitters, nearest living relatives along with their phone numbers, and emergency contact numbers.** If the parents/guardians cannot be reached, information on the emergency card, signed by the parents/guardians, shall be used for securing medical care. In the event the student needs immediate emergency care, the fire department will be called. If hospital care is indicated, the student will be transported by ambulance to the nearest hospital. Cost of transporting a student to a medical facility will be the responsibility of the parents/guardians. The school nurse, administrator, or teacher and/or medical personnel shall accompany the child and stay with him/her until the parents/guardians have been notified and given time to arrive at the medical facility.

After School

Supervision is not provided after school, and students are expected to leave right after dismissal. Students who attend KIDS CLUB may take the bus from the FES campus to KIDS CLUB at the FDS campus after completing the required documentation through Mid-Placer Transportation. See **Bussing** section, below.

Animals on Campus

For the safety of our students and staff and for the protection of our school grounds, dogs and other animals are not allowed at school unless prior approval has been given by the principal.



Assemblies on Fridays

Each Friday will start with an all-school Assembly in the gym where the following expectations apply to all participants:

- Enter and exit the gymnasium with grace.
- Sit and remain with your class or designated area unless otherwise directed.
- If arriving late, enter the gym quietly and wait in the back until invited to join your class.
- Always be courteous to guests and presenters. Courtesy includes active listening and participation.
- Keep their hands and feet to yourself, listen attentively, and use applause to show appreciation.
- Save loud voices and stomping for rally-type assemblies.

Parents/Guardians are always welcome to join Assemblies on Friday after signing in at the School Office. We ask that parents/guardians be seated in designated guest areas.

Bicycles and Skateboards

Students who ride bicycles to school must park their bicycles in the bike rack upon arrival at school. For safety reasons, bicycles are never to be ridden on school grounds at any time. Students riding bicycles must observe the same laws as adults when driving cars or motorcycles, including wearing a helmet when riding their bicycle. The school will make every effort to keep the bike rack area secure to prevent damage and/or theft. Bicycles must be locked when stored in the bike rack. Skateboards are housed in the student's homeroom and, like bicycles, are never to be ridden on school grounds. School administration shall direct a student to leave their bike and/or skateboard at home if a student endangers themselves or others by disregarding safety rules. Failure to comply with the directive will result in the impounding of the bike or skateboard. The impounded item will be delivered to the student's parent/guardian(s) upon request.

Bullying

Bullying is the use of force, coercion, hurtful teasing, exclusion, or threat, to abuse, aggressively dominate, or intimidate. Bullying has the following characteristics:

- unwanted aggressive behavior
- repeated over time
- a power imbalance (physical strength, access to embarrassing information, popularity, etc.)
- intention to cause fear, distress, or harm.

Bullying is not

- a mean or rude moment
- something that happens once
- accidental or unintentional
- having a different opinion
- not liking someone

Types of Bullying

- Physical
 - Using physical force to torment or harm someone
 - Hitting, kicking, tripping, punching, pinching, biting, hair pulling, and damaging property
- Verbal
 - Vocal comments intentionally directed at a person or people
 - Name-calling, insults, teasing, comments based on protected class (ex. Racism, Abilities, Religion,



LGBTQIA+ etc.), threats, and intimidation

- Social Bullying
 - Harming someone's social reputation or status, intentionally embarrassing or humiliating someone in public
 - Rumors, lying, exclusion or isolation, jokes or pranks to embarrass someone, rude facial expressions or hand gestures, mocking or mimicking
- Cyber Bullying
 - Using technology or social media to target someone
 - Cruel messages, mocking posts, rude comments, posing as someone online
- Mental/Emotional Bullying
 - Intentionally harming the way a person thinks or feels about themselves
 - Can be combined with other types of bullying
 - Comments about worth or value, rumors, cruel nicknames

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and (if the behavior is severe or pervasive as defined in Education Code 48900) may include suspension or expulsion in accordance with district policies and regulations. For more information on our district's policy on bullying, please see our website and Regulation 5131.2: Bullying.

Bussing

FUSD contracts with Mid-Placer Transportation for home-to-school bussing. To ride the bus, students must register with Mid-Placer Transportation directly at <https://midplacer.com/>. If you have questions, contact Mid-Placer Transportation at (530) 823-4820, or email them at passes@midplacer.k12.ca.us.

Pupils must realize that the safety of their own lives as well as those of their schoolmates depends upon cooperative bus conduct. Failure to comply with safe riding practices may result in the loss of the privilege of riding the bus.

1. The bus driver is responsible for the behavior of the students aboard the bus.
2. The bus driver shall expect and will receive, full administrative support in exercising his/her duties in maintaining proper student behavior aboard the bus. This support, of necessity, is based on the premise that the bus driver has exercised reasonable judgment in performing his/her duties.
3. No student shall be permitted off the bus except at their designated stop.

Riding the bus only between the two campuses is an option this year for our FES students. Students riding the bus between Kids Club @ FDS and FES still must register in advance with Mid-Placer Transportation for a bus pass (see above). Fees associated with bussing between FES and Kids Club @ FDS, if any, will be covered by the district.

Cafeteria

The cafeteria is an important learning environment where positive human relations can be developed. Each student is expected to practice the general rules of good manners. All students will:

- Enter and exit with grace and follow adopted traffic patterns.
- Stand single-file while in the meal line, keeping hands/feet to self.
- Take meal to assigned table and be seated while eating.
- Observe good dining room manners while in the cafeteria and at the outside tables.
- Speak with an indoor voice.



- Remain seated at the assigned table until dismissed.
- Leave your assigned table and surrounding area clean and orderly.
- Place **No Thank You** items in the appropriate bin.
- Place uneaten food in food waste containers.
- Place trash in proper containers.
- Place lunch boxes in classroom lunch tubs.
- Playing with your meal is prohibited – this includes tossing / popping milk containers.
- Toys and recess equipment are prohibited in the cafeteria during meal times.

Candy, Seeds, Soda, Gum, etc.

To ensure a clean environment and fewer distractions, candy, seeds, soda, gum, and similar items are not permitted on campus at any time, including after school/evening events.

Closed Campus

FES is a closed campus. Students may not leave campus until the end of the school day. If a student needs to leave school early, parent permission is required. An adult who is on the student's list of emergency contacts must sign out the student in the office unless prior arrangements have been made.

Celebrations

Celebrating special occasions is an important cultural aspect at school and a great opportunity for students to learn about each other. FUSD Board Policy 5030: Student Wellness encourages parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. If you would like to bring something for your child's class to celebrate a birthday, please be mindful of the following:

- Check in with your child's teacher to let them know you would like to bring something for the class and to find out if there are any allergies or other safety concerns.
- Do not bring balloons, small items that may be choking hazards, candy, or gum.
- Be available to help the teacher clean up following the celebration.
- Candles or open flame are prohibited.
- Class birthday celebrations will take place in the last 15 minutes of the school day.
- Do not distribute private party invitations at school unless you are inviting your child's entire class.

Cell Phones

In accordance with the State Assembly Bill 3216 prohibiting student cell phone use during the school day, Foresthill Elementary School will implement a secure storage solution to help maintain a focused and distraction-free learning environment.

The use of mobile phones during school hours has been shown to negatively impact student attention, academic performance, social development, and mental health. To align with statewide guidelines and support a productive educational environment, students will be required to secure their personal cell phones in a school-provided Yondr pouch each day.

While at FES we do not anticipate that many of our TK - 3rd grade students carry cell phones to school, if a parents of an FES student wishes to have a cell phone at school, they should consult the school principal on the protocols necessary. (See FDS Student Handbook under Cell Phones, for details.)



Conferences

Parent teacher conferences will be scheduled during fall trimester and spring trimester for all students. Parent teacher conferences may also be scheduled on an as needed basis or via parent request. Parents/Guardians are encouraged to request additional conferences as needed.

It is critical that parents/guardians attend conferences initiated by a teacher/principal, particularly if a student is performing below grade level, is at risk of being retained, or has social-emotional challenges.

Conflict Resolution

Occasionally a disagreement or concern may arise concerning particular district, school, or classroom procedures. Classroom concerns should be brought to the attention of your child's teacher first. Most problems can be resolved in a parent/teacher conference. Should you feel that the matter has not been resolved after the Parent/Teacher conference, please make an appointment to further discuss the matter with the principal. Further action would include a meeting with a superintendent, who will address the matter in accordance with district policy.

Dress Code

FES' dress and grooming guidelines are intended to define attire and personal grooming to encourage a strong learning atmosphere at our school. These guidelines apply to all regular school activities, including dances, field trips and other off-campus, school sponsored activities:

- Shoes must be worn at all times. Sandals must have heel straps; no flip flops.
- Shirts must have straps (no less than 1") and be made of sufficient material and opacity to cover the torso. Pants, shorts, dresses, skirts and leggings must be made of sufficient material and opacity to adequately cover the student's body while sitting or standing. Shorts, dresses and skirts must extend past the palm. Avoid tight or form-fitting material that inches upward with movement. Pajamas and baggy sweatpants are prohibited (unless specifically authorized by the site principal for a special event, such as spirit day). All clothing must conceal undergarments.
- All clothing and personal items (backpacks, fanny packs, gym bags, water bottles, etc...) shall be free of writing, pictures, or any insignia that are crude, vulgar, profane, or sexually suggestive, bear drug, alcohol, or tobacco company advertising, promotions, and likeness, or advocate racial, ethnic or religious prejudice.
- Sunglasses, hats, and hoods may be worn outdoors. Hats may be worn indoors, teacher permitting, but not sunglasses or hoods.
- Dress and grooming must contribute to our respectful learning environment and must not pose any distractions and/or safety concerns.
- Grooming is done at home. Grooming appliances and products, nail polish, make-up, and perfume, are not allowed at school.

Emergency Procedures

The Foresthill Union School District has a crisis response plan in place at each of its schools which specifies actions to be taken for the following emergency situations: explosion or threat of explosion, earthquake, severe windstorm, flood, fire, war, evacuation, bomb threats, intruders, and chemical accidents. During an emergency, children will be dismissed to go home by a site or district administrator only if there is time to return students safely to their homes and parents/guardians can be notified. Students of parents/guardians who are not contacted will remain in the care of school personnel.



In accordance with state law, safety drills will be conducted regularly during the school year. Students are expected to respond quickly and safely as directed by school personnel. All individuals on campus during a safety drill should participate in the safety drill until the conclusion of the drill, or should follow the recommendations of staff.

Field Trips

Field trips are excellent opportunities to enrich and extend the learning of students. For a student to participate in a field trip, a Permission Slips **MUST** be signed by the parent/guardian and returned to school personnel prior to the trip. All standard rules for behavior will be expected and enforced on field trips.

The district may provide transportation for students, employees, and other individuals for field trips and other school-related trips approved according to Board policy and administrative regulation. The Superintendent or designee shall determine the most safe, appropriate and cost-effective mode of transportation for each approved trip. The Superintendent may authorize the use of district vehicles and/or contract to provide transportation through other agencies. The Superintendent or designee shall ensure that the district or contractor has sufficient liability insurance for transportation on school-related trips.

When district transportation is provided, students shall be transported by the district approved transportation. When students are transported on a field trip by bus, they must return on the bus.

Parents/Guardians must pick up students promptly after field trips. For students not picked up promptly, teachers are required to call authorities to take your child home. Parents/Guardians who wish to chaperone (or attend) a field trip must be cleared as a volunteer/chaperone at least two weeks prior to the date of the field trip. Please call the school office for information on the School Volunteer Packet and clearance process.

Gang Affiliation

Gang affiliation is defined as three or more people who conspire together for the purpose of individually or collectively engaging in violence or other criminal activity. The Board of Trustees is charged with maintaining school campuses that are safe for students and staff in accordance with California State Law. Any student involved in gang-related intimidation, harassment, or violence to other students may be suspended from school and may face further disciplinary action, including expulsion.

Harassment

Sexual harassment or harassment for any reason (based upon race, gender, color, religion, national origin, age, marital status, or disability) will not be tolerated. This includes all forms of electronic communication. Any individual (employee, supervisor, or student) engaging in this type of harassment will face progressively severe disciplinary action.

FUSD is committed to providing a safe and positive school climate. Staff and students will participate in prevention education including but not limited to: review of school/classroom policies, assemblies, character education and recognizing and reporting harassment. Should a student wish to report an incident, an incident form can be provided in the front office or the [SEE SOMETHING / SAY SOMETHING](#) online anonymous reporting system can be used. Should a parent/guardian wish to report an incident, please reach out to your child's teacher or the school principal.

Homework

Homework is defined as any school-related tasks and/or activities assigned by a teacher, or through mutual agreement of the student and teacher, which requires time and effort outside of the regular classroom for



successful completion. The emphasis of homework should be the practice, review and preview of current course work. Homework may include but not be limited to; practicing skills taught in class, study and review, gather information and research, reading and writing practice. Homework for FES students should not regularly exceed thirty (30) minutes per day. Students are encouraged to read for 20 minutes each day.

Specific details regarding homework will be provided by classroom teachers throughout the school year in accordance with Board Policy 6154.

Illness

Every year a number of students become ill for many reasons, including exposure to other ill children in the classroom. To help you make decisions about whether or not to keep your child home, we have put together a list of indicators to help you to decide. A child should not be in school and may be sent home if the following condition(s) are present:

- Fever of 100° or higher. Student should be fever-free for 24 hours, without medication, before returning to school
- Rash with fever illness, such as chicken pox or measles
- Vomiting or diarrhea. A child may return to school 24 hours after the vomiting or diarrhea has stopped

Independent Study (Short Term)

If your child is going to be out of school due to illness, a predetermined hospital stay, or other personal reasons (up to fifteen days per year), please ask for independent study to minimize learning loss and keep your child from being deemed truant. Independent Study contracts are designed to allow a student to receive academic credit for the day(s) he/she is not attending class in-person. Engaging in Independent Study requires a signed Independent Study Contract, which all parents/guardians are encouraged to sign at the start of each school year (available online or in the FES office). Independent Study is an excellent way to ensure that your student receives both academic and attendance credit. Please call the school office to make arrangements to place your child on Independent Study.

Internet Safety and Acceptable Use Policy

The use of electronic information systems and devices is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, staff, or faculty of Foresthill Union School District may deny, revoke, or suspend specific user privileges. With teacher approval, students may use their personal devices in the classroom. In addition, inappropriate use may warrant suspension from school or other disciplinary action, at the discretion of the administration.

Leaving Prior to Dismissal

Students who need to leave school early must be picked up and signed out in person by a parent, guardian, or a person listed on the student's Emergency card. Leaving early has the same impacts as being tardy and may lead to SST, truancy or SARB processes.

Liability for Damage or Loss

Parents/Guardians are financially liable for all unreturned or damaged school property loaned to the student.

Library Borrowing Privileges

All children are encouraged to check-out books from the school library. We ask for your cooperation in seeing that your child cares for borrowed books and returns them when due. Students are allowed to check out up



to two (2) books at a time for a one-week period. If they need to keep materials longer than that they must renew them. Students will be required to pay for lost or damaged library materials.

Lost and Found

The lost and found is located in front of the gym. All lost items found on the school grounds will be placed in the lost and found. Unclaimed articles will be donated to charitable organizations at the end of each trimester. Parents/Guardians are encouraged to mark their child's name on every item that is brought to school so that, if misplaced, it may be returned as quickly.

McKinney Vento/Homeless Education

Who are McKinney Vento students?

- School-aged children who lack a fixed, regular, and adequate nighttime residence
- An unaccompanied youth, and/or
- School-aged children whose living arrangements include:
 - In a shelter (family, domestic violence, youth shelter, or transitional living program)
 - In a motel, hotel, or weekly rate housing
 - In a dwelling with more than one family due to economic hardship, loss, or safety concerns
 - In an abandoned building, in a car, at a campground, or on the street
 - In substandard housing (without electricity, water, or heat)

Eligible students have the right to:

- Immediate school enrollment, even when records are not present
- Remain in the school of origin/school where they were last enrolled
- Receive support with transportation at the request of the parent/guardian
- Qualify automatically for child nutrition programs
- Participate fully in all school-related activities and programs

Parent/Caregiver/Guardian responsibilities:

- Make sure your child gets to school on time and is ready to learn
- Stay informed of school rules, regulations, and activities
- Contact FUSD's McKinney Vento Liaison for assistance in removing barriers to your child's education
- Attend conferences, Back-to-School Night, and other school-related activities

If your family is experiencing uncertain or unstable housing or if you are unsure if this status applies to your child, please contact Bryan Tidwell at (530) 367-2966 or btidwell@fUSD.org.

Medication

School personnel may not administer medication without an accompanying physician's note on the FUSD Medication Authorization Form (available in the school office).

When students require medication during school hours, the following procedures MUST be followed:

- The parent/guardian will notify the District Nurse or Health Clerk of the need for the student to take medication during school hours or at school functions. The District Nurse or Health Clerk shall provide to the parent/guardian the *Medication Authorization Form* that the health care provider and the parent/guardian must complete, sign and return to the school. School personnel shall not administer medication unless there is a completed *Medication Authorization Form* on file in the school office. This



form must be completed/submitted at the beginning of EACH school year.

- Medication Authorization Forms will be kept on file, along with the medication, in the school office.
- All medication brought from home must be in the original container (this includes over the counter medications).
- All medication, including ANY / ALL over the counter medication is to be kept and dispensed by the school office only. Students are not permitted to carry any medication on them during the school day.
- All unused medication is to be picked up by the parent at the end of each school year. Unclaimed medication will be discarded appropriately by the School Nurse.

Nurse and Health Screenings

A Nurse and/or Health Clerk will be on school grounds each week. The Nurse facilitates routine sight, hearing, and scoliosis screenings for designated or referred students. Health referrals by teachers or parents/guardians about medical concerns will be treated confidentially and with parent notification. The Health Clerk will contact the home when they feel a child is in need of medical attention. If it is believed that the child is suffering from an infectious or contagious disease, parents/guardians will be contacted for the purpose of taking their child home. Students suffering from communicable diseases will be allowed to return to school once school and health authorities are satisfied that they are no longer contagious.

Medical care is the responsibility of the home and is not provided by the school. School personnel cannot dress old wounds. "First aid" is defined as immediate, temporary care given in case of accident or sudden illness and will be administered, when necessary, by the Health Clerk or qualified personnel.

The school is required to insist that families comply with the state mandate regarding the proper immunization of all students.

Personal Property

In our efforts to ensure a school environment focused on learning, we ask that all students keep *personal possessions* at home including electronic devices, toys, Pokemon (or other) cards, jewelry, etc. Any student involved in the theft of another student's private or school property or other possessions will face disciplinary action. If any personal possessions are brought to school and lost or damaged, the school/district is not responsible for those items.

Progress Reports and Report Cards

Our district has moved to a *standards-based report card* to better reflect what students are learning and how well they understand key skills and concepts.

What is Standards-Based Grading?

Standards-Based Grading (SBG) measures a student's progress toward specific learning goals or *standards*. Instead of averaging scores over time, it focuses on the most recent and consistent evidence of learning, knowledge and skills. Grades reflect what a student knows and can do in each subject area. Our goal is to support each student's growth and ensure grades truly reflect learning.

Why We're Using It

- **Clarity:** Students and families will clearly see which skills have been mastered and which need more work.
- **Growth-Focused:** SBG encourages learning over time, not just performance on a single test.
- **Fairness:** Grades are based on academic achievement only—not behavior, participation, or effort.



- **Supportive of Learning:** It helps teachers tailor instruction and feedback to individual student needs.

We will send progress reports home mid-way through the trimester and report cards at the end of each trimester. Please contact your child's teacher(s) if you have any questions about your child's progress report or report card. By law, teachers have the sole discretion as to how grades are determined. We encourage you to keep up with your student's progress via the Aeries Parent Portal.

Requests for Teachers

Much thought goes into the development of class lists and the assignments of students to teachers. Many factors are considered in the process including, but not limited to, academic skills, social skills, class size, special needs, and students that need to be separated from each other. For these reasons, parent requests for class placement are discouraged.

Snack Breaks and Lunch

All FUSD schools participate in the California Universal Meals program. Breakfast and lunch are provided to any student who requests a meal, free of charge. However, parents/guardians are strongly encouraged to continue to complete the [FRPM Application](#). The information provided through this application may lead to eligibility for waived or reduced participation fees for Kids Club Before and After School Care. The FRPM program also provides our district with significant funding throughout the school year, based on the percentage of qualifying students. The [FRPM Application](#) is included in the enrollment packet at the beginning of each school year. Additional copies are also available in the front office or on the school/district website.

Snow / PSPS / Late Start Days

Occasionally, weather, air quality or other circumstances require the school to close for a day or have a late start. The district builds Snow/PSPS Days into its annual academic calendar to avoid having to extend the school year in the event of an emergency.

In the event a late start is called, Kids Club morning program will be closed that day.

Snow/PSPS Days are determined by the Superintendent in partnership with the Placer County Office of Emergency Services, Mid-Placer Transportation, law enforcement and highway patrol. Notices are sent by text at 5:30 am and are posted to our website and Facebook. Snow/PSPS Days imbedded in the FUSD 2025/26 academic calendar but not used by the date of the scheduled Snow/PSPS day will result in that day being a no-school day. Kids Club is closed for Snow/PSPS Days that are called throughout the year, but is open as an intercession (no-school) day for planned, unused Snow/PSPS Days.

Occasionally, weather or other conditions call for a Late Start. Late Start Days at FES begin at 10:15 am. School breakfast is not provided on late start days. When a Late Start is called, Kids Club will be closed for before-school care.

Student Records

FUSD maintains cumulative records for each student. Please call the school office to set up an appointment with the principal to review your child's cumulative records. Copies may be requested for a modest fee.

Student Services

Our district provides several services and programs for children through the Department of Children and Family Services in conjunction with the Placer County Office of Education and other agencies. Services may



be provided by the school nurse, adaptive physical education teacher, language, speech and hearing specialist, school psychologist, occupational therapist and resource teacher, and may include screenings, in-class presentations, and assessments. The Student Success Team at FES develops and tracks general education Tier 1 and Tier 2 interventions and accommodations to address individual student needs, as well as determining whether to refer a student for development of an Assessment Plan to determine whether the student is eligible for services and accommodations under an Individualized Education Plan (IEP). Special education teachers and service providers work with children who meet eligibility requirements.

Student Transfers

Parents/Guardians should let the school know of an upcoming enrollment transfer at least a week prior to the student's last day whenever possible. We also ask that parents/guardians come into the office on the student's last day so that we can ensure that all applicable transfer materials have been obtained. Please know that: 1) school records are forwarded by mail ONLY at the request of the new school, and 2) securing a transfer in advance will save needless phone calls to school officials.

Study Skills

Part of our job at FES is helping students learn to be learners. To that end, teachers assist students in the areas of note taking, test taking, organization and time management, listening, memory, reading aloud, reading comprehension, vocabulary strategies, and learning strategies/styles. Learning study skills is crucial to success.

Suicide Prevention and Counseling Services

Foresthill Union School District has trained staff who support students with social-emotional and mental health needs through various avenues including, but not limited to; whole class social-emotional instruction, positive behavior supports, and crisis intervention services. If you feel your child is in need of social-emotional or mental health counseling support please contact your child's teacher to discuss your concerns.

If a crisis situation arises in which you fear a student may harm him/herself please contact your site principal through the school office to initiate crisis intervention services.

In addition to the services provided within Foresthill Union School District, your family and/or child may be eligible for additional services offered through Placer County. Available resources and contact information can be found at the Placer County Children's Systems of Care website ([linked here](#)).

Tardy Procedures

Students who are late to class should report directly to the school office for a pass. One is considered tardy if the tardy bell rings and s/he is not in class, ready to work, with all materials prepared. Students with three or more late arrivals or early departures of 30 minutes or more will be deemed truant and referred to the School Attendance Review Team (SART) and may be referred to the Placer County Student Attendance and Review Board (SARB). See **Absence and Attendance**, above for more details.

Telephone Use

The school office telephone is for urgent or emergency situations only. The office phone is not available to students for making after school arrangements or for other non-emergency use.



Title IX Complaint Procedure

Title IX is a federal law that seeks to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation, and bullying because of actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact the following Title IX and Nondiscrimination Coordinator:

Camille Taylor, Superintendent
24750 Main Street
Foresthill, CA 95631
phone: 530.367.2966
email: ctaylor@fUSD.org

Transporting Students to School Activities

Adult non-staff drivers **MUST** be cleared FUSD volunteers in order to transport students *and* have completed all Driver requirements listed below.

- complete and return a Transportation Waiver, Release, and Indemnity Agreement. Please ensure that you read the agreement thoroughly before signing.
- be 21 years of age and have a safe driving record.
- provide verification of insurance with minimum \$100,000 per individual/\$300,000 total injury to persons/\$50,000 damage to property per accident coverage is required.
- meet the mandatory fingerprint requirements.

Driver forms are available in the district office and at each school office. Driver forms must be submitted at least five school days prior to a field trip. Once the form is on file, it is valid for the remainder of the school year. Current verification of insurance must be re-submitted if policy's expiration date is within the school year.

Truancy - See **Absences and Attendance** section, above.

Tobacco and Drug Free Zone

Alcohol, drugs and tobacco are detrimental to the state of well-being and undermine the aim of education – which is to enable individuals to develop to their fullest potential. The Foresthill Union School District seeks to ensure the highest standard of learning in the classroom and recognizes that use of chemical substances interferes with the learning environment. These products may not be brought onto the school grounds at any time, by any individual.

Vandalism

Destroying or defacing public or private property is a crime. Writing graffiti, tagging, drawing, scratching, marking, and/or writing offensive comments or causing physical damage to public (school) or private property is forbidden. Vandalism includes throwing wet paper towels/toilet paper against walls/ceilings, putting inappropriate items in the urinals and toilets, throwing paper towels, toilet paper and sanitary products all over the bathroom, urinating on the floor, etc. Students involved in this type of activity will face harsh disciplinary action including payment for damages incurred, community service, and/or referral to the Placer County Sheriff's Department (student will be cited for violation of local statutes).



Visitors/Parents/Guardians

Visitors, including parents/guardians, are always welcome at our school. As a courtesy to your child's teacher, please call ahead if you are planning to visit a classroom. Staff are not available for conversations or conferences during the instructional day; if you wish to have a discussion with your child's teacher, please call to schedule a conference. If you wish to speak with an administrator, please phone ahead for an appointment.

For security reasons, be sure to report to the office to receive a visitor badge that will identify you as a visitor during your visit. The visitor badge must be clearly visible at all times. Please sign-out and return the badge to the office upon your departure.

Weapons

Weapons are not allowed on the FES campus. Students who bring weapons (guns, knives, nun-chucks, metal stars, stun guns, explosive devices, etc., and/or other weapons listed under P.C. 12020) to school will be suspended from school and may face expulsion.



General School Expectations and Disciplinary Procedures

Rules and Expectations on Campus

Our primary rule: If what you are doing interferes with learning, hurts someone's heart, or prevents you from being your best self, you shouldn't do it.

- **Campus Expectations: Indoor and Outdoor**

- Clean up after yourself and put trash away
- Respect our buildings, bathrooms, and equipment
- Follow directions
- Use safe, respectful, and responsible language, kind words, and actions
- If a conflict arises, take turns listening and speaking and find a solution together
- If a mistake causes harm to someone, use the 4-step Restorative Apology to make things right
- Demonstrate positive sportsmanship
- Return equipment to its original place
- Respect our environment by leaving trees and natural materials where they belong. Do not break branches, tear off leaves, or throw natural objects—including snow and ice
- Stay in supervised areas at all times
- Weapons or sharp objects are not to be brought to school under any circumstances. Anything that is used as a weapon will be considered a weapon.
- Keep hands and feet to yourself at all times and respect other peoples' space
- Tobacco products, alcohol, drugs, or drug paraphernalia are not permitted on school grounds
- Intimate public displays of affection and hand holding are not appropriate at school
- Do not skateboard, rollerblade/skate, bike, etc., on campus
- Personal items such as toys, jewelry, electronics, money, etc., should be left at home

- **Playground Expectations:**

- Use the playground only when an adult is present
- Play by the rules (If you disagree about the rules, stop and clarify before continuing play)
- Keep hands, feet, and body to self
- Climb only on equipment meant for climbing
- Be aware of others when passing under or around equipment that is in use
- Leave mulch and natural materials on the ground. No throwing objects
- Collect and return all recess equipment to the proper location at the end of recess

- **Classroom Expectations:**

- Every minute counts
- Always do your best
- Come to school prepared and ready to learn
- Ask questions and share ideas
- Listen, understand, and follow directions
- Use your class time well by staying on task
- Be polite and use your manners
- Listen to the teacher and your classmates
- Own your choices
- Use safe, respectful and responsible language



- **Event Expectations:**

- Be a courteous Falcon
- Demonstrate good sportsmanship
- Know the difference between an assembly and a spirit rally
- Stay in your assigned area for the event

Technology Use

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

- Devices and passwords are assigned to specific students.
- The student in whose name an online services account is issued is responsible for its proper use at all times.
- Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall only use the account to which they have been assigned.
- Students shall use district technology resources safely, responsibly, and respectfully for educational purposes only.
- Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, hateful or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Guidelines for Disciplinary Interventions & Consequences

For most discipline, we use a step-by-step process:

- Step 1: Teacher redirects / reminds the student of expectations
- Step 2: Teacher conferences with the student to identify underlying need(s) and may call the parent/guardian. Interventions may follow.
- Step 3: Teacher assigns interventions and/or consequences for the behavior and calls the parents/guardians.
- Step 4: Teacher assigns second-level interventions and/or consequences and calls parent/guardian to set up a conference.
- Step 5: Teacher refers student to the site administrator with documentation of Steps 1-4, the site administrator calls the parent/guardian to discuss behaviors, needs, interventions, and consequences.



TIER I BEHAVIORS

Used by all teachers/staff with all students to ensure an optimal learning environment on a daily basis.

Academic Misconduct	Misconduct regarding academics such as destroying, hiding, or taking another student's work; submitting inappropriate work or work containing inappropriate language and responses.
Campus Misconduct	Violation of campus/school rule [i.e., no cutting in line]; may include misuse of property
Classroom Misconduct	Inappropriate conduct during class that includes, but is not limited to: off task behaviors, general horseplay, not following directions, infractions of classroom rules and expectations, inappropriate classroom behavior, disrespect, etc. May include misuse of property.
Dishonesty	Giving false information to a staff member, teacher, or administrator
Verbal Disrespect/Dishonesty	Name-calling, insults, teasing, mocking, refusals, etc.
Dress Code Violation	Wearing clothes that are unacceptable for school or school-sponsored events
Inappropriate Language/Gestures	Using inappropriate or slang language/gestures—even if not directed at anyone. Inappropriate gestures include, but are not limited to, "the bird," weapon imitation or weapon use imitation, etc.
Inappropriate use of a personal electronic device	Any use of a personal device that is not authorized or that disrupts the learning environment
Classroom/Activity Tardy	Being late to class or school activities following transitions
Technology Violation	Playing games, visiting non-instructional sites during instructional time
Physical Disrespect	Inappropriate physical contact with another student that may be the result of frustration, anxiety, or roughhousing. [i.e. a push, hit, or kick that just happens once or roughhousing]; invading personal space without consent



TIER II BEHAVIORS

Addressed by the teacher/staff responsible for supervision of the student when the behavior occurred.

Academic Misconduct	Utilizing an inappropriate or unethical manner for completion or submission of academic work; including, but not limited to, plagiarism, collusion, false declaration, fabrication of data, cheating, etc.
Campus Misconduct	Violation of school or campus rule that results in harm to others, destruction of property, or hardship to others [i.e. popping milk cartons and making a huge mess]
Classroom Misconduct	Inappropriate conduct during class that results in harm to others, destruction of property, or hardship to others
Dishonesty	Giving false information to a staff member that is designed to get someone in trouble or keep someone from getting in trouble, or that impacts safety on campus.
Verbal Disrespect/Dishonesty	Name calling, insults, teasing, mocking, refusals, etc.
Foul Language/Gestures	Using inappropriate or slang language/gestures to another person on campus. Inappropriate gestures include, but are not limited to, "the bird," weapon imitation or weapon use imitation, etc.
Inappropriate use of a personal electronic device	Any use of a personal device that disrupts the learning environment or violates privacy rights.
Insubordination	Refusing a reasonable request from a staff member
Technology Violation	Visiting inappropriate sites, conducting inappropriate searches, using the network/internet inappropriately
Physical Altercation	Minor physical contact between two or more students that does not result in serious injury and was not premeditated.
Repeated/Habitual Tier I infractions	Tier I infractions that continue despite appropriate interventions. (5-6 infractions)



Possible Tier I and Tier II Interventions and/or Consequences

• Environment:

- moving position in class
- individual work space
- alternate seating in own space
- move to new location in classroom
- Zones of Regulation charts
- stand while working
- break in the classroom, Falcon's Nest, or buddy classroom
- alternative seating
- classroom removal/teacher buddy system
- time out

• Relational Strategies:

- classroom meetings
- frequent positive feedback
- encourage interaction with a more self-confident student
- model appropriate language
- call on student frequently or give a signal before calling on student
- reassurance/daily message
- stop, walk, talk
- conference with student on needs/wants
- tap into student interests

• Academic Supports:

- alternate modes of completing assignments
- extra help before or after school
- frames and prompts to help student start assignment
- reduce assignment

• Restorative Practices:

- community service
- verbal/written apology
- active listening
- motivational interviewing
- conflict circles
- circles of support

• Tools:

- listen to music
- visual schedule
- reflection/refocus sheet
- journals for drawing/writing
- stress ball or fidget
- timers
- sensory tools
- talk tickets
- sensory paths
- coping skills menu
- noise buffers
- privacy barriers
- deep breathing
- count to 10 or other calmi
- strategies
- rewards, reinforcers, incentives
- forced choice survey of motivators

• Teaching Strategies:

- frequent eye contact
- sandwich redirections with praise or positives
- frequent home contact
- more structured routine
- teach and practice conflict resolution skills
- reflective listening
- explicitly teach expectations
- physical proximity, shoulder touch
- calm neutral tone
- non-verbal cues

• Referrals

- Student Success Team (SST)
- Principal
- Mental Health

• Executive Function:

- explain directions
- organize materials daily
- break down assignments
- start commands
- teach organizational skills
- have student repeat back instructions
- break down directions
- color coded folders
- review expectations frequently
- provide container for student belongings
- explain assignment 1:1
- assign a buddy or partner

• Behavioral Strategies:

- planned/purposeful ignoring
- parent conference
- call parent or note home
- speak with student in hallway or outside of class
- loss of privileges
- assign a classroom job
- redirection
- social stories
- classroom contract
- teacher-supervised detention
- intervention activity
- student-teacher-parent contract
- informal check in or check out
- formal CICO
- reinforcement system (chart, punch card, token board)

• Natural Consequences:

- make up time lost during unstructured times (not recess unless extra)
- confiscation of item
- loss of privilege
- No Contact Contract
- zoning



TIER III BEHAVIORS (addressed by the principal or designee)

Bullying	Any written or verbal expression, or physical or electronic act or gesture, or pattern, thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to a student; resulting in an imbalance of power. Bullying is usually ongoing, not an isolated incident.
Substantial Campus Misconduct	Substantially inappropriate conduct on school property or at a school event; including, but not limited to, violations of school rules for school spaces.
Habitual/Repeated Tier II Behaviors	Tier II behaviors that continue despite appropriate interventions. (
School Property Violation	Intentional damage to school property and/or damage to school property resulting from misbehavior
Detrimental use of personal electronic device	Inappropriate use of a personal electronic device that is harmful to another person or is detrimental to the learning environment
Failure to complete a formal discipline assignment	Failure to complete a discipline assignment assigned by a staff member for a level II behavior violation.
Gambling, selling things	Participation in games/activities for the exchange of money or other valuables.
Inadvertent possession of a standard weapon	Inadvertently carrying or possession of a standard weapon on school grounds or at a school-sponsored event.
Foul language/gestures	Repeated foul language/gesture infractions and/or foul language or gesture with a staff member.
Fighting	Physical contact between two or more students that may/may not result in injury—premeditated or not.
Physical Mistreatment of another student	The physical mistreatment of another student, on school grounds, or at school-sponsored events, that does not warrant fighting, bullying, Level IV violent acts or violent acts prohibited by law.
Possession of contraband	Anything that may cause a disruption to the educational environment; including cell phones, audio or game devices, sports equipment, chains, printed material considered obscene or promoting alcohol, drugs, or violence.
Tobacco/Vape	The unlawful possession or use of tobacco or nicotine delivery devices or simulations on school property or at school sponsored events.
Theft	Willfully taking the property of another person or the school without permission. Note: taking and hiding items from their owner will be considered theft.
Unauthorized Leaving Campus	Leaving school campus in violation of Closed Campus policy.



TIER III INTERVENTIONS AND CONSEQUENCES (continued)

Violation of the Technology Agreement	Any action that includes possession of or loading of unauthorized software; theft or destruction of technology; altering workstation configuration; or using a district computer to cause harm.
Use of Hate Speech	The use of abusive or threatening speech or writing that expresses prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds. (Instances of hate speech will go through the behavior threat assessment process.)

Possible Consequences for Tier III Behaviors:

<ul style="list-style-type: none"> • before/after school or lunch detention • all day or partial day detention • ISS/ISI: In School Suspension/In School Intervention 	<ul style="list-style-type: none"> • compensation for damages • confiscation of items • loss of privileges • SST or MH referral • family conference 	<ul style="list-style-type: none"> • academic interventions • restorative Practices • Functional Behavior Analysis (FBA) • formal or safety plan/contract
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TIER IV BEHAVIORS

Addressed by the Principal. Suspension shall be mandatory. Considered material/substantial disruptions to the learning environment; presumed to be initiated, willful, and overt on the part of the student.

Alcohol Offense	The possession, purchase, use, or distribution of substances that contain any amount of alcohol on school grounds or during school-sponsored events.
An Act Prohibited by Federal, State, or Local Law	Behavior that violates state, federal, or local law; including, but not limited to, arson, false alarms, malicious mischief, traffic violations occurring on school property, any type of direct/implied threat to secure money or favor from a fellow student (extortion), use of fireworks, hazing, interference with staff.
Assault—3 rd Degree	The commission of an act by a student that would be 3 rd degree assault if committed by an adult; when a person knowingly or recklessly causes bodily injury to another person.
Continued Documented Tier III Interference	Continued or repeated infractions and/or refusal to complete a Tier III discipline response.
Damage to Property—Substantial	Substantial damage to school property or the personal property of a school district employee, on school grounds, at school events, or off school property where the behavior is detrimental to the welfare or safety of the school, students, or school personnel
Drug Offense: marijuana violation	The use, possession, purchase of less than two ounces of marijuana, excluding the lawful use of medical marijuana, on school grounds, in a school vehicle, or at a school activity or school sanctioned event.
Drug Offense: Schedule IV or V substances	The possession, purchase, use, distribution, sale or possession of paraphernalia, on school grounds or a school-sponsored activities, of a schedule IV or V controlled substance as defined by California law.



TIER IV BEHAVIORS

False Reporting	A person who, with intent to deceive, knowingly makes a false statement that is material to the criminal investigation of a crime and makes the statement to a peace officer or law enforcement official
Fighting	Physical contact between two or more students that does not result in serious injury by was premeditated and intended to harm
Harassment	Behavior by a student or group of students aimed at intimidating or aggressive pressure of others
Inappropriate use of language toward staff	The use of language, foul language or gestures that are meant to threaten, harass or bully a staff member
Menacing	Threats against another student that are malignant and hostile
Physical Harm	The physical mistreatment, causing physical harm, to another person on school grounds or at a school-sponsored event that does not warrant fighting, assault, or other acts prohibited by law
Possession of Staff Personal Information	Possessing or accessing staff personal information from district resources, regardless of means
Possession or Distribution of obscene or harmful materials	Possession or distribution of any materials that defame, slander, or harm another or that are considered obscene in a school environment
Sexual Harassment	Bullying or coercion of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors
Substantial theft	The taking of another's property or services without that person's permission or consent with the intent to deprive the rightful owner of it.
Substantial violation of technology agreement	Use of hacker/cracker utilities, possession of personal data without consent, installing audio, video or music servers; or transmitting, accessing or possessing inappropriate/harmful material
Weapons infraction	The carrying, bringing, or possession of a standard weapon or a weapon facsimile on school grounds or at school sponsored events.

Possible Consequences for Tier IV Behaviors:

<ul style="list-style-type: none"> • ISS; In School Suspension • OSS; Out of School Suspension with re-entry conference • threat assessment • ISI; In School Intervention • recommendation for expulsion 	<ul style="list-style-type: none"> • exclusion from ceremonies, activities, and/or promotion exercises • extended loss of privilege/participation in extracurricular activities 	<ul style="list-style-type: none"> • charges filed with civil authorities • compensation for damages • confiscation • development of student support plan
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All students are entitled to due process. Due process ensures that students facing major disciplinary action such as suspension, expulsion, or transfer to another school have a right to a fair hearing. The process requires that procedures be established to guarantee that penalties that deny access to educational opportunity are administered for good and just cause. Due process procedures entitle students to:

- oral or written notification of the charges;
- explanation of the evidence;
- opportunity to present his/her side of the story; and
- a right to appeal decisions resulting in major disciplinary action to the next higher authority. The procedures are designed to ensure that corrective action, if any, is taken only after a thorough examination of the facts. The nature of the corrective action must be reasonably related to the nature and circumstances of the violations. It is hoped that students will never place themselves in a situation requiring the protection of due process. If however, a student does become involved in a situation in which a suspension, expulsion, or transfer might result, both the student and his/her parents/guardians will be given a more detailed description of the due process procedures. Please use the following links to our Board Policy regarding Suspensions and Expulsions.

[Board Policy 5144](#)

[Board Policy 5144.1](#)

[Board Policy 5144.2](#)

Note: This document is a living document and is subject to change. While we have given as many examples of consequences as possible, it is not a comprehensive list. It is also important to note that staff always have the discretion to adjust interventions and pull from a different list where appropriate. We want this document to be a tool not a rule.



Mandatory Signature

We are delighted to welcome you and your child to Foresthill Elementary School for the 2025/26 school year. Our Parent/Student Handbook has been designed to provide important information about school policies, procedures, and expectations. It is essential that both parents and students read and understand the handbook's contents.

After reviewing this handbook with your child(ren), sign and return this acknowledgment to the school office, or sign through our online Data Confirmation process.

Student Name:_____ **Grade:**_____

Parent/Guardian Name (printed):_____

Contact Number:_____ **Email Address:**_____

Parent/Guardian Signature

Date

