

Weaverville Elementary School
Trinity Preparatory Academy

Home of the Wildcats



2024-25
Family/Student Handbook
(Revised August 2024)

12.4

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FOREWORD

Weaverville Elementary School and Trinity Preparatory Academy are a part of the Trinity Alps Unified School District. This handbook is a guide for parents of children enrolled at WES and TPA. It contains basic information about school procedures. It is hoped that the handbook will serve as an easy reference throughout the year. Questions that cannot be answered by this handbook may be directed to the elementary school office staff.

Mission Statement

The Trinity Alps Unified School District is committed to preparing students for success by promoting responsible citizenship, critical thinking, knowledge and skills, within a safe, positive educational environment.

Vision

It is our vision that Weaverville Elementary School will be a peaceful campus, a place where all people are able to work together with cooperation and respect. The school will be known as a safe place for students to learn in a nurturing environment. Weaverville Elementary School will be a source of pride for the entire community.

BOARD OF EDUCATION

Nate Trujillo, Area 1
Lynne Gervasi, Area 1
Sadie Fagan, Area 2
Jeremy Bickle, Area 3
Rita Cook, Area 4

ADMINISTRATION

Mr. Jaime Green, Superintendent
Dr. Corey Helgesen, Assistant Superintendent
Mrs. Katie Poburko, Principal
Mrs. Sheree Beans, Chief Business Official

SCHOOL TELEPHONE NUMBERS

School Office	530-623-5533
School Fax	530-623-5548
District Office	530-623-6104

KEEPING IN CONTACT

WESs website is www.weswildcats.org

There is a school calendar on the WES website; please check the calendar periodically for updates.

Up-to-the-minute messages and reminders are posted on facebook and our website @ www.weswildcats.org. Be sure to search for Go Wildcats on facebook and “Like” the page so you have the latest information and reminders. WES/TPA also uses a phone messaging system to push reminders out to all families.

Dear Parents,

Welcome to Weaverville Elementary School and Trinity Preparatory Academy! We are so excited to begin another wonderful school year. The teachers and staff are working hard to plan a thorough and rigorous educational experience for all of our students. Our goal is for every student to have a successful, safe and enriching school year!

We want to work as a team, with parents, families, and community members to create the most optimal learning environment for our students. Continuous communication between home and school is paramount to the success of our educational program. As parents and family members, you are encouraged to be actively involved in your child's education by talking to your child about school, working closely with your child's teachers, volunteering whenever possible, attending school activities and conferences, and by participating in the WES/TPA boosters club and WES/TPA site council. This partnership will help contribute to our students' mastery of the core curriculum while shaping our young people into considerate and responsible citizens. We look forward to celebrating with you the achievements of our students.

The Family/Student Handbook is written to share important information regarding school policies and procedures. Please read it carefully and share the information with your child. We look forward to joining with each of you as we work to provide your child with the best possible education. Please feel free to contact us if you have questions or need more information.

Sincerely,

The Weaverville Elementary School and Trinity Preparatory Staff

Introduction to PBIS

Positive Behavior Interventions and Supports (PBIS) is a framework for supporting a positive school climate and culture to support student learning. PBIS practices are research based and data driven. Here is a list of the things you will see as part of our PBIS program at Weaverville Elementary School and Trinity Preparatory Academy.

1. Clear Expectations

We set clear expectations that are consistent in all areas of the school. When students know and understand what is expected of them, they are more likely to meet expectations.

2. Explicit Teaching of expectations

We teach all students what respect, responsibility, and safety look like in all areas of the building and school campus. We teach through lessons, modeling, practice and reinforcement. Students need to be taught appropriate behavior to know how to show it.

3. Acknowledging when students meet expectations

When students meet expectations, we celebrate! We place our attention and energy on what students are doing right, rather than their mistakes. We use a variety of ways to positively reinforce student behavior.

4. Support for students who do not meet expectations

We view mistakes as learning opportunities. We use research based, proactive, and restorative solutions in working with student misbehavior.

5. Teaching of Prosocial skills

We believe in teaching the social skills necessary to succeed in school and life. When Students' needs are met socially and emotionally, they are better equipped to learn at high levels.

WES/TPA Behavior Expectation Matrix

	Be Safe	Be Respectful	Be Responsible
Everywhere & All the Time	<ul style="list-style-type: none"> -Keep body parts to self -Use objects appropriately -Be aware -Stay in supervised areas -Ask permission before leaving 	<ul style="list-style-type: none"> -Take care of school property -Use appropriate language -Use appropriate voice volume -Be kind in words 	<ul style="list-style-type: none"> -Be on time -Be prepared -Listen and follow directions -Be a problem solver -Be well rested -Keep toys at home
Classroom	<ul style="list-style-type: none"> -Remain in your seat -Keep chair flat -Sit up straight 	<ul style="list-style-type: none"> -Raise your hand to speak -Use kind words -Hats and hoods off 	<ul style="list-style-type: none"> -Be prepared with supplies -Use materials appropriately -Follow adult directions the first time -Keep desk tidy
Hallways	<ul style="list-style-type: none"> -Walk -Eyes forward -Stay in line w/your class 	<ul style="list-style-type: none"> -Quiet mouth -Give space -Wave silently to friends -Hats on facing forward 	<ul style="list-style-type: none"> -Keep body parts to self -Enjoy wall displays with your eyes
Office/Library	<ul style="list-style-type: none"> -Walk in -Sit in designated area -Clear doorway 	<ul style="list-style-type: none"> -Enter quietly -wait patiently -follow adult directions -speak politely and calmly 	<ul style="list-style-type: none"> -Know your purpose -Be aware of your setting -Return to class promptly
Cafeteria	<ul style="list-style-type: none"> -Walk to tables, garbage, and lines -Stay in seat -Eat your own food -Ask for permission before leaving 	<ul style="list-style-type: none"> -Remove hats and hoods -Use inside voices -Say please and thank you -Use good table manners 	<ul style="list-style-type: none"> -Follow adult directions -Stay in correct order -Know your food order -Wait patiently -Use time to eat -Leave eating area clean
Recess	<ul style="list-style-type: none"> -Keep body parts to self -Use equipment appropriately -Stay in supervised areas -Stay visible 	<ul style="list-style-type: none"> -Listen to adults directions quickly -Use kind words -Take turns, include others, be a good sport -Hats on facing forward 	<ul style="list-style-type: none"> -Follow playground rules -Be a peaceful problem solver -Go to adult with concerns -Follow line up procedure
Bathroom	<ul style="list-style-type: none"> -Wash hands w/soap and water -Use bathroom equipment appropriately 	<ul style="list-style-type: none"> -Use a quiet voice -Give others privacy -Wait in line -Keep bathroom clean -Report problems 	<ul style="list-style-type: none"> -Use, flush, wash, dry, and leave -Use inside voice -Return to class promptly
Buses	<ul style="list-style-type: none"> -Walk to bus line -Buckle up -Face forward -Use inside voice 	<ul style="list-style-type: none"> -Help others -Hands and feet to self -Use inside voice 	<ul style="list-style-type: none"> -Watch for your stop -Keep your belongings in your bag -Clean up your space -Follow drivers reminders
Assemblies	<ul style="list-style-type: none"> -Walk w/group -Follow adult directions -Stay seated 	<ul style="list-style-type: none"> -Enter with a quiet body -Listen to presenter -Appropriate applause and participation -Quiet feet 	<ul style="list-style-type: none"> -Sit in designated area -Sit appropriately -Be aware

Dear Parents/Guardians,

Student behavior is a growing concern in schools across the country. As a school, we want to be proactive in teaching our students positive behaviors. Weaverville Elementary School and Trinity Preparatory Academy are participating in a very important program, "Positive Behavioral Intervention and Supports" or "PBIS". We are using this program to help our students have a safe, positive learning environment and to provide consistency in all areas of our school.

What does PBIS look like at WES/TPA?

We will be using three consistent school expectations:

Be **Safe**

Be **Respectful**

Be **Responsible**

You will see these expectations posted throughout the buildings. Teachers will be using lesson plans called "Teach-To's" to explicitly teach these three rules to our students for all areas of the school (cafeteria, playground, classroom, etc.). To reinforce these rules, your child/children will be receiving individual tickets as well as whole class rewards. These positive behavior tickets will be "cashed in" for rewards throughout the school year.

How can you be a partner in this effort?

We want you to be a partner in helping us make our school a more positive place for our children to learn. We are including the behavioral expectation matrix attached to this letter. To ensure that you as parents and your child/children as students are aware of the school expectations; we ask that you review the matrix in its entirety with your child/children. Once reviewed, please sign and return the bottom portion of the letter to your child's teacher. Additional ways to be involved are: using the expectations in your home, making sure your child/children are dressed appropriately, reminding your child/children each day before they leave of the expectations, making sure that your child/children come to school on time every day, as well as asking them if they followed the expectations that day and if they received any rewards.

Thank you,
Weaverville Elementary School
Trinity Preparatory Academy

My child and I have reviewed the expectation matrix together.

(Parent Signature)

(Student Signature)

(Date)

ATTENDANCE

WES/TPA believes class participation is an integral part of students' learning experiences. Parents/Guardians and students are encouraged to schedule medical appointments and vacations during non-school hours and/or scheduled days off (vacation days) if at all possible. However, we do understand that situations arise where that cannot take place.

According to Section 48205 of the California Education Code, if a student is absent for one of the following reasons, the absence and/or tardy will be excused. Any other reasons for an absence or tardy will be unexcused. When it comes to absences, there is no difference between an excused absence or an unexcused absence when it comes to referrals to the School Attendance Review Board, SARB. Whether you miss a day of school due to an illness, excused, or due to a family trip, unexcused; your student missed a day of learning.

1. Illness
2. Medical, dental, optometric, or chiropractic appointment
3. Attendance at funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California, and not more than three days if the service is conducted outside California

Absences excused for justifiable personal reasons include the following items:

1. An appearance in court
2. Attendance at a funeral service
3. Observance of a holiday or ceremony of the student's religion
4. Attendance at a religious retreat

Please note that vacations, car trouble, inclement weather, and traffic delays are not reasons for excused tardies or absences. We appreciate your efforts in getting students to school on time and working with us to minimize the negative impact unexcused absences and tardies have on a child's learning.

Parents/Guardians must contact the office when they know their child(ren) will be absent. This can be accomplished with a telephone call to the office staff or a note sent with your child when s/he has been absent. Note must be sent within 3 days of the absence. It is our district's board policy that we must require a doctor's note for 14 or more absences due to illness (BP/AR 5113)

➤ Make-up Work

The student is responsible for making up all class work and assignments missed during absences; thus students' grades may be affected by excessive absences. If students are absent from school, it is extremely important for them to get their assignments and have their work completed when they return to school.

➤ Absence and attending Extra-Curricular Events

It is recommended that students who are ill will not attend evening activities at the high school, middle school, or elementary school. If they are too ill to be in school, we recommend they be at home resting, so they can attend school the following day.

➤ Absence

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year. Throughout the year the attendance clerk will check student attendance. If at any time during that check your student has been absent, excused or unexcused absences included, your child has been absent for more than 10% of the days enrolled in school, your child is considered chronically absent.

State law requires attendance at school of pupils between the ages of 6-18. Trinity Alps Unified School District complies with the California Compulsory Attendance Laws. Regular and prompt attendance is important to success in school.

On-time daily attendance is an integral part of your child's education. Valuable instructional time is lost when your child misses school. Moreover, your child's late arrival disrupts the classroom and the other students' instructional time. Any student arriving late to class is considered tardy. If the child is late, s/he will need a late slip from the office. It is the responsibility of the parent/guardian to see that students report to school on time. If your child is late, please send a note with your child explaining the reason for being tardy. All students arriving late to campus must report to the office before reporting to class. Habitual tardiness will be investigated by school personnel and referral may be made to the School Attendance Review Board (SARB).

If your child has three unexcused absences and/or tardies, s/he will be considered truant. After four or more unexcused absences or tardies, cases will be considered for a referral to the SARB.

It is necessary for parents to provide a reason for each child's absence on a daily basis. Therefore, when your child is absent, please phone or email the school office prior to **9:30 AM** on the day of the absence. If a child is absent, and the school has not received notification of the absence, office personnel will call home. Parental assistance in notifying the school of an absence will help us account for each child in an efficient and timely manner.

EXTENDED ABSENCE

If a child will be absent for three or more days, an Independent Study Contract is necessary at least **ONE WEEK PRIOR** to the absence allowing the teacher time to prepare make-up work. This contract allows the child to complete work that will be assigned during the absence and credit can be given for attendance. The contract work must be returned to the school office immediately upon returning. If contract work is not returned within one week, all absences will remain unexcused and your student's work will receive no credit.

TARDIES

Students arriving after 8:20 AM should be escorted to the office and signed in. Please understand that state regulations require students with excessive absences or tardies be reported to county agencies. When excessive tardies or absences occur, attendance letters will be sent home and attendance meetings may be scheduled. If attendance concerns continue, more stringent enforcement will take place. The California State Truancy Laws require schools to enforce.

ARRIVAL AT SCHOOL

The school day for elementary students begins at **8:20 AM**. All other students should not arrive until **7:30 AM**. For safety reasons, it is the parents' responsibility to see that children do not arrive earlier than 7:30 AM. Bus students are supervised from the time they arrive.

Upon arrival, students in transitional and regular kindergarten should report to the classroom, and 1st through 8th graders should report to the playground or cafeteria. **We realize that sometimes both parents/guardians go to work early. If this is the case, please make arrangements for your child(ren) to go to a relative, daycare, neighbor, or friend's house and come to school later. Please don't just drop them off at the school.**

During inclement weather we will have the school open at 7:30a.m. and the students who enter the building will be asked to go to their respective classrooms.

If your child needs to come into the building early for a particular health reason, please contact the office to make special arrangements. A medical note will need to be provided for health reasons. Also, please see that your child(ren) are dressed for the conditions of the weather outside.

At the end of the school day students should proceed directly to the buses, or the parent pick up area for boarding. Students walking home should honor crosswalks. Children should not remain at school after their regular departure times. Supervision is not available unless the student is participating in a scheduled after-school activity. If this causes a difficulty, please consider enrolling your child in the After School Program (ASES). Students attending after school programs should report directly to the program after school. Parents should communicate all after school information to their child, so they clearly understand the directions and location.

EARLY RELEASE OF STUDENTS

To maintain the flow of instruction, leaving school early is discouraged. We realize, however, there are times when leaving early are unavoidable. If an early dismissal is required, students must be picked up by a parent and signed out in the office. Teachers are instructed not to release a child unless told to do so by the office. Students may be released only to parents or an authorized representative of the parents. Authorization must be in writing to the school, email or fax are ok. Adults picking up students during the regular school day are asked to do so through the school office. Office personnel will call the child's classroom and the student will be dismissed to meet the adult in the school lobby. It is not reasonable for us to release a child to walk home alone during school hours. If a child is ill or has an appointment, we expect an authorized adult to pick him or her up at school and sign them out.

SCHOOL TIMES

Office Hours are from 7:30 AM until 4:00 PM each day school is in session.

	<u>Begin</u>	<u>Dismiss</u>
1-5	8:20 AM	2:30 PM
6-8	8:20 AM	3:20 PM
TK-K	8:20 AM	1:00 PM
Minimum Day Schedule	8:20 AM	1:00 PM

PARKING – FOR STUDENT SAFETY

We kindly ask that visitors to the school use the parking spaces in the parking lot. There is no parking along yellow curbs, in the bus loop, or in front of the office. Do not drop off or pick up your student in the drive through areas of the parking lot. Please allow plenty of time for dropoff/pick-up of students. Remember that handicap parking is reserved for vehicles with authorized handicapped permits only. Handicapped parking is not to be used, even as a drop off area, except for those who display a handicapped license plate or placard.



PARENT PERMISSION SLIPS

Please write a note and send it to school for the following situations:

- Your child is riding a different bus
- Your child will leave school early
- Your child is staying with someone or is having someone staying at home with them
- Your child is walking home
- Someone else is picking your child up from school
- Your child is going home with someone else

Once students arrive at school, they cannot leave without permission. All students who are arriving and leaving during the school day must sign in and out at the office. **Students will not be called to the office until a parent/guardian is here in the office to sign them out.**

Please make these arrangements before school begins for the day to avoid disruption to the education of all the students.

RECESS

Children will be expected to go outside for recess. Please dress your child appropriately for daily weather conditions.



BIRTHDAYS

In order to maximize instructional time and to celebrate every child's birthday throughout the year, birthday parties are held in classrooms at the end of the day. All birthday treats must be store bought or prepared in a certified kitchen. If your child is having a birthday party away from school, please find a way to extend the invitations other than passing them out at school. Children are very sensitive at this stage and those who do not receive an invitation may feel left out. Balloons are not allowed as they present a distraction to the learning environment.



CARE OF SCHOOL-OWNED MATERIALS

Students are expected to respect school property including all equipment inside and outside of the building. If children should willfully or accidentally damage property, the parents/guardians will be called to confer with the staff. At that time, the type or amount of restitution will be decided. Parents/guardians will be asked to replace books or materials which are lost or damaged beyond repair.



CHANGE OF FAMILY STATUS

Please inform the school immediately of changes in your family status, such as changes in address, phone numbers, parent/guardian workplace, or parent/guardian marital status. Current information is essential for us to contact parents effectively.

CHILD ABUSE AND NEGLECT

All adult school personnel are required by law to report any suspected case of child abuse or neglect to the appropriate law enforcement agencies.

CURRICULUM MATERIALS

All print or non-print curriculum materials are available for parents/guardians to review. Please contact the WES/TPA office if you wish to examine curriculum material(s).



DISCIPLINE

WES/TPA uses the Progressive Consequence Matrix. Copies of this are available in the office or on our website @ www.weswildcats.org

DRESS AND APPEARANCE

Appropriate attire is to be used in order to keep the school environment purposeful, practical, and meaningful. Student dress and appearance shall not be hazardous to the health and safety of anyone in the school community, nor shall it have a negative effect or be disruptive to the educational process.

Students must be dressed appropriately for school activities and to meet the existing weather conditions. They should have winter boots, hats, gloves, or mittens to wear for outdoor play during the winter season. Also, encourage students to layer sweaters and sweatshirts because of the variation in room temperatures.

The following regulations apply to student dress:

- Footwear must be worn at all times, shoes with heels higher than 2" are not be worn
- No hoods or sunglasses may be worn in the building during the school day
- No clothing may be worn that depicts any form of illegal activity, advertises a drug or tobacco product or contain obscene writing, profanity, suggestive phrases/pictures, or promotes violence
- No spaghetti straps less than 1"
- State law allows schools to ban all gang-related clothing and styles including: "sagging", chains, bandannas, headbands.
- Undergarments should not be visible at anytime
- Short and skirt length must be at or below mid-thigh
- Tops must cover the midriff when both hands are extended straight up.
- Students are not to wear costumes, pajamas or slippers except for special dress up days.

The office staff will call families if a student's dress or appearance disrupts the class or learning activities so that appropriate clothing can be brought to school for the child. ***If you are unsure of your child's outfit, consider choosing a different outfit. It is not our intent to monitor student clothing while at school. Please help us by following these basic guidelines.***

WES/TPA is a "hand holding only" campus. Inappropriate displays of affection may result in a negative consequence. (refer to Progressive Consequence Matrix)

EQUAL EDUCATIONAL OPPORTUNITIES

Every pupil of this district has equal educational opportunities regardless of race, religion, gender, national origin, age, socioeconomic status, or disability. No student shall be excluded on such basis from participation in or access to educational opportunities, counseling, or extracurricular activities.

FIRE AND EARTHQUAKE DRILLS

California state law requires public schools conduct fire and earthquake drills each school year. It further requires that directions to the nearest safe exit be posted in each classroom.



HEALTH AND EMERGENCY

Parents and guardians must complete or update their child's/children's emergency information updated throughout the year with any changes in phone numbers and emergency contacts. In case of accident, injury or any other emergency, children will only be released to persons specified in the emergency contact information of the School Wide Database. If this person is identified as an emergency contact, but unknown to school personnel, he or she will be asked to show identification.

Since students often become ill during the day and are not able to stay in school, it is essential that each parent/guardian fill out emergency information accurately, so the school personnel know where to reach a parent or other contact person during the school day. It is important that arrangements are made with a neighbor or relative to pick up the child and care for him/her if a parent cannot be reached. This person must be listed on the emergency information profile.

During an actual emergency, you may not be able to reach the school by phone, as all staff will be involved in caring for the needs of the students. In the event of a local disaster or school emergency, school closure or evacuation, you will be notified by a Trinity Alps Unified School District staff member or the TAUSD message service as to where to reunite with your child.

Even though statistics continue to show that a school is still among the safest places to be, we take the safety of the children entrusted to our care with the utmost seriousness. In order to prepare the staff and students at WES/TPA for the safe procedures and policies in place for such emergencies, we practice selected drills every month. Many drills are scheduled, but we also practice drills at unscheduled times. Should you enter the campus during a drill you may be asked to return to the parking lot or remain in the office. Should you be in the classroom, you are asked to follow the procedures under the direction of the classroom teacher. Emergency plans are important and taken seriously.

WEATHER AND/OR DISASTER EMERGENCIES

In the event of a weather or disaster emergency, parents/guardians should tune to 97.3 FM for announcements.

FIELD TRIPS

Field trips serve as valuable educational experiences, offering students the opportunity for learning outside of the classroom. Students who do not demonstrate appropriate school behavior will not be allowed to attend field trips and will remain at the school site with an alternative assignment. The same rules of conduct apply on field trips that normally apply in the classroom and on the bus.

Parents/Guardians will be notified of the date, time, place, and purpose of each field trip and will have the right to request their child be excluded. Children not attending field trips will be supervised at school.

EXTRACURRICULAR ACTIVITY PARTICIPATION

To participate in extracurricular activities i.e. school dances, students must have an overall grade point average of 2.0 or better at the time of the extracurricular event with no F's. Students that are assigned a suspension on the date of an extracurricular activity will not be allowed to participate. Dances are offered to 6th-8th grade students.

FOOD, DRINK, AND GUM

No food or drinks will be allowed outside of the cafeteria except in the case of school parties and as allowed by food services, the classroom teacher, or the principal. Gum is not permitted anywhere on the school grounds for students in grades TK-5. Students in grades 6-8 are allowed to eat lunch outside as well as chew gum. We kindly remind those middle school students to place their used gum and trash from lunch in the trash can.

WES/TPA has adopted the practice of providing a universal breakfast in the cafeteria. All students have the option of eating breakfast with their peers in the cafeteria each morning at no cost. If you would like your child excluded from this program, please contact the office.

Treats brought to the school for your child's class to share on his/her birthday. For more information about birthday celebrations at school, please see the section above titled Monthly Birthday Parties.

A Medical Statement to Request Special Meals and/or Accommodations form is available in the office if your child has food allergies or other dining needs of which the school should be aware.

School lunches are available at WES/TPA at no cost to the student. The Local student wellness policy can be viewed in any site office as well as on the Parents page of the TAUSD website. Rates as of August 8, 2023 are as follows:

	<u>Full Pay</u>
Adult Breakfast	\$2.75
Adult Lunch	\$5.00

HOMEWORK



Homework is an essential part of our instructional program. It helps students learn responsibility and reinforces and enriches the students' learning through an extension of class activities. The purpose of homework is to provide an opportunity for the student to practice and review concepts that have already been taught in the classroom. However, if your child does not understand the assignment, or fails to accomplish the task because of difficulty, please write a note to the teacher informing him/her of the problem. Parents will be notified if incomplete homework becomes a problem. Individual student capabilities, and demands upon time, are factors to consider when applying the following suggested homework-time guidelines (approximately 10 minutes per grade level). These suggested times are in addition to independent reading (picture or chapter books) that may be assigned by individual teachers. Students should

read or be read to at least 20 minutes a day. Please call your child's teacher if your child continually says that s/he does not have homework.

Helpful Homework Guidelines:

Home and school do not operate independently. Staff believes the following guidelines will help your child gain the maximum benefit from his/her school experience and from the schoolwork brought home. Homework requires an investment in time, effort, and energy to work effectively. We encourage you to make this investment, as it will result in more quality learning and improved school performance.

1. **Set a definite time for study each school day which meets these conditions:**
 - a. Primary age children should have parental help with homework assignments.
 - b. Plan a time that will not be interrupted.
 - c. Set both a starting and an ending goal time. Some children may find using a timer helpful.
 - d. Have other materials available, such as reading books, for use when a child completes his/her assignments prior to the end of the established time. Children must be working from the start to the end of the established time avoiding the temptation to rush through work to do something else.
 - e. Keep the child's attention span in mind when planning the length of study time. Young children may do better with two short study periods as opposed to one long one.
 - f. Give the child some relaxation time after school prior to the start of the study session.
2. **Provide a proper place for study.**
 - a. All students need a work area that is well lit and has a hard surface upon which to write.
 - b. Research shows that some children produce their best homework when low levels of background music are present in the work area. This music should not be loud enough to disturb their concentration.
3. **Provide materials needed for completing assignments.**
 - a. Pens/pencils, paper, a ruler, graph paper, crayons/markers, a thesaurus, etc. depending on the child's age and ability.
 - b. Older students may need to make trips to the library or access the Internet to locate resource materials.
4. **Help your child organize school materials.**
 - a. Provide some type of organizational tool such as a notebook, folders, storage containers, etc.
 - b. Have your child keep all returned assignments until you check them.
5. **Help your child make a daily list of homework assignments.**
 - a. Provide a specific place for your child to list all homework assignments.
 - b. Parents should develop the habit of checking this list daily.
 - c. Provide a blank calendar for older children who will have to contend with long range assignments such as book reports or projects.
6. **Provide support when your child becomes discouraged.**
 - a. Help your child find the solutions to difficult assignments without telling him/her the correct answers.

- b. Sometimes a short break in the midst of a difficult assignment will help to clarify the problem.
 - c. Do not hesitate to contact the teacher should your child have repeated problems with the difficulty of homework assignments.
7. **Help your child to understand the difference between studying a subject and completing an assignment.**
- a. Help your child read and reread textbook materials to gain basic information.
 - b. Have children correct errors on returned work, quizzes, or tests.
 - c. Encourage older children to take notes during class sessions.
 - d. Have children review problems, work sheets, notes, and text information before taking quizzes or tests. Do not wait until the last minute to prepare for tests/quizzes. Studying in small doses several consecutive nights is recommended.
 - e. Emphasize to your child that there is more to studying and learning than completing assignments and turning them in.
8. **Encourage your child to read for pleasure at every opportunity**

Athletic Participation Policies:

Students in grades 6th-8th are encouraged to participate in school sponsored sports including volleyball, basketball, and cheer. Students in 5th -8th are encouraged to participate in cross country and track.

The policies pertaining to student athletes are intended to enhance the quality of the experiences available through educational athletics by providing a program based on proper discipline and positive values. A student that elects to participate in athletics is voluntarily making a choice of self-discipline and dedication. Those that choose not to follow the rules set by the schools athletic department outlined in the Athletic Handbook (included at the back of the handbook) may be denied the privilege of participation in athletics.



IMMUNIZATIONS

According to California law, immunizations must be current for school entry. The required immunizations are: Polio, DTP (Diphtheria, Tetanus, and Pertussis), MMR, Hepatitis B, and Varicella. These requirements can be individually waived by a licensed medical doctor with reasons for exemption.

Students transferring from another school district need proof of immunization at the time of enrollment. California law requires schools to deny entrance to new students who do not have the proper immunizations.

INSURANCE

The school district does not provide any type of accident insurance for injuries incurred by students at school. Parents/Guardians are encouraged to review their present health and accident

insurance program to determine its adequacy. The school district has accident insurance available through Myers Stevens. This plan will provide benefits for medical expenses incurred because of an accident. An explanation of the costs and benefits of this plan is available in the office.



LOST AND FOUND

Please consider marking all clothing and school supplies with your child's name. Misplaced articles will be placed in the school's Lost & Found area in the main hallway. Please have your child check regularly for lost items. Clothing and supplies that are unclaimed will be donated at the end of each month. Please help your child keep track of personal belongings.



TK and KINDERGARTEN ATTENDANCE

Children who are five years of age on or before **September 1st** may attend kindergarten.

Children who turn five between **September 2nd** and **June 2nd** are eligible to attend transitional kindergarten. If you have questions about sending your child to transitional kindergarten or kindergarten, it is strongly recommended that you make an appointment to talk to one of the kindergarten teachers or the principal regarding this important educational decision.

The kindergarten year begins on the first day of school. The students in kindergarten are released at 1:00 PM. Transitional Kindergarten students are released at 1:00 PM.



MEDICATION POLICY

Without exception, children are not allowed to self-administer medication at school. This includes over-the-counter medications such as cough syrup, antacids, etc. All medication must be brought to the office by a parent/guardian and must be accompanied by an Authorization for Medication Administration form filled out by the doctor with full instructions. These forms must be renewed each year. The School Nurse and/or the office staff members will then administer the medication at the prescribed time and in the prescribed dosage. All over-the-counter medication must be in the original container. Prescription medication must have the prescription label on the container.

Parents who wish for their child to carry an Epipen or asthma inhaler must make prior arrangements with the office and meet the qualifications. Please check with the office for the necessary forms. If a student knowingly gives medication to another student, s/he will be subject to disciplinary measures up to and including suspension and/or expulsion. If a student loses his/her medication or has someone stolen it, the student must report this to the office.

immediately or the student may be subject to disciplinary measures up to and including suspension.

STUDENT SUCCESS TEAM (SST):

Students having any kind of difficulty (learning, behavioral, attendance, making friends, etc.) may be referred to a Student Success Team by teachers. The student's parents may also request an SST meeting. The SST consists of teachers, the principal, the nurse, parents, and the psychologist (depending on the needs of the student).

SCHOOL SITE COUNCIL

The WES/TPA School Site Council (SSC), a governing body within our school, is composed of parents, school employees (both certificated and classified), and members of the community who are elected for a two-year term of office. The main purpose of the SSC is to collaboratively develop the Single Plan for Student Achievement (SPSA) and to modify it if necessary in order to provide the best possible program for students.

PARENT INVOLVEMENT

The staff recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. We acknowledge that each student's future success depends on the education s/he receives today, and we strive to create a partnership to provide conditions which allow a child to be successful.



VOLUNTEERS

Volunteers play a valuable role, enriching the educational program, enhancing supervision of students, and contributing to school safety while strengthening the school's relationship with the community. All parents/guardians, as well as community members, are encouraged to become a part of our volunteer program. Volunteers can assist teachers in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the teacher to whom the person is assigned, may be performed by a person not licensed as a classroom teacher.

Anyone wishing to volunteer in a classroom should contact the teacher and pick up a volunteer packet in the school office or on our website. Volunteers may be required to be fingerprinted, complete a volunteer packet which includes a copy of a valid ID and a TB assessment and all volunteers must be approved by the Board of Trustees. Once this process has been completed, the volunteer will remain on the eligible list until such time as his/her name is removed from eligibility at the discretion of our Board or the volunteer. All volunteers will follow district policies, regulations, and school rules. Volunteers will be assigned meaningful responsibilities that capitalize on their skills and expertise to maximize their contribution to the educational program.

VISITORS AND VOLUNTEERS

Anywhere on School Property

WES/TPA is a closed campus. At no time should visitors or volunteers be on campus without a visitor's badge. Except for drop-off and pick-up, all visitors must take the most direct route from the parking lot to the front office and report to the school secretary for a visitor's badge before going anywhere else on campus.

Parent/Guardian Visitors

Parents/Guardians are welcome to visit their child's classroom throughout the school year. Parents/Guardians must pre-arrange their visit with the classroom teacher to avoid any scheduling conflicts. Please check in at the school office for a visitor's badge prior to going to the classroom.

Student Visitors

Student classroom visits are not permitted without special invitation from the classroom teacher and principal. A student who is considering or will be enrolling in the school may visit the school on a prearranged basis with the approval of the principal.



SMOKE AND DRUG/TOBACCO FREE ENVIRONMENT

WES/TPA is a smoke and drug/tobacco-free environment. Usage of any of these substances is prohibited.

PETS

At WES/TPA, the staff recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

Students bringing animals to school must first obtain consent from their classroom teacher and their parent/guardian. All animals brought to school must be:

- in good physical condition
- vaccinated against transmittable diseases
- in clean, safe, and suitable cages or containers or otherwise appropriately controlled

Animals cannot be brought to school on school buses without permission of the principal or designee. This permission is not required for seeing-eye dogs or service dogs needed by students.

Students cannot bring poisonous or wild animals to school. If wildlife specimens are used in a science class, protective gloves and a face shield will be worn by anyone handling these specimens and the animals' saliva and neurological tissue shall be treated as infectious.

Animals brought to school by students will generally be taken home the same day they are brought to school. With the consent of the principal or designee, animals may remain at school longer under specific conditions. Please contact the office for the specific guidelines.

Please do not bring dogs on campus when visiting, dropping off or picking up children, except as described above.

PARENTS COMMUNICATING WITH THE SCHOOL

Parents are urged to communicate with the school. When you are pleased with the actions of a staff member, let him or her know. Conversely, if you have a problem regarding your child, every effort should be made to resolve the problem directly with the teacher involved. If the problem cannot be resolved, the matter should be referred to the principal (refer to "Problem Resolution" below).

PROBLEM RESOLUTION

The following information outlines the process you should use to resolve any problems you or your child may have related to school personnel, your child's grades or academic concerns, curriculum or instructional materials. If you follow this process, it should assist you in solving concerns more quickly and efficiently. It is important to work through problems together for the benefit of the child.

- 1) Contact the teacher. Set up a time for a conference with him or her as soon as possible to discuss your concerns. Put your concerns in writing before you attend the conference so that all issues may be addressed. Most problems can be resolved at this level. If you have a concern regarding non-teaching staff, please contact the school secretary for guidance and procedures.
- 2) If you feel your concerns have not been addressed, set up a meeting with the site or department administrator (principal, director, etc.) and the employee if it is a personnel matter.
- 3) If the matter is still not resolved, obtain a Complaint Form and Procedures for Filing a Complaint from either the school site or the district office. Fill out the form and return it to the district office. This must be filed within 60 days of the act or event.
- 4) Your complaint will be investigated and the superintendent or designee will be contacting you to discuss your complaint.
- 5) Once the superintendent or designee has rendered a decision, you still have the right to appeal the decision to the Board of Trustees if you do not agree with the decision.
- 6) The Board will review your appeal and render a decision. The Board's decision is final.

REFERRALS FOR STUDENTS

Parents/Guardians with specific academic and/or social/emotional concerns for their child may seek further school assistance by referring the child for special services. Parents/Guardians are advised to contact the child's teacher or the principal for assistance and appropriate paperwork.

RESTRICTED ITEMS AND VALUABLES



No baseballs/hard balls, bats, electronic devices, toys, trading cards, or mechanical toys (including fidget spinners) will be allowed in school unless the student has advance permission from the classroom teacher and/or the principal. Bicycles and scooters may be ridden to school, but must be walked on campus. They should be locked in the designated areas on campus. By law, students under 18 must use a helmet when riding a bike. Skateboards, roller blades, and/or roller shoes are not to be used on campus. Bicycles, roller skates, etc. are not allowed on the sidewalks, playground, or parking lot. Motor driven vehicles such as mini-bikes, Go-Carts, motorcycles, etc. are subject to police action if ridden on school property. The school is not responsible for lost or stolen items.

The school cannot accept responsibility for any personal items brought to school. Students should not bring items of value, such as cameras, radios, cell phones, CD Players, video games, iPods, jewelry, toys, and cash, since these items cannot be properly secured at school or on the bus. Items such as baseball gloves, tennis shoes, toys, etc. should be permanently marked for identification.



CLASSROOM COMMUNICATIONS AND MONEY

Parents/Guardians should make a habit of asking their children if they have notes or papers which are supposed to be given to them. As the year progresses, parents/guardians should expect children to take responsibility for giving them school notices. However, we realize children forget from time to time. If all else fails, the telephone or school's website are the next best ways to find out information related to school. You may call or email your child's teacher or the office if you have any questions.

When sending money to school with children (for pictures, lunch, book orders, etc.), please put it in a sealed envelope marked with the child's name, grade, teacher, amount, and purpose for which the money is intended.



STUDENT PROGRESS REPORTS AND CONFERENCES

At the end of each quarter, progress reports are issued to each student. Parent-Teacher conferences are scheduled twice during the school year and occur in October and March. Report cards will be mailed home for students in 6-8th grades each semester. Parents/Guardians may request a conference at any other time with their child's teacher. Parents/Guardians also have access to their child's academic progress on the AERIES program. Please see the office if you would like login information to the AERIES program.

STUDENT RECORDS

Certain information about students is considered public under state and federal laws and school district policy. All other student records are considered private and are open only to parents and to school personnel with a legitimate interest.

TELEPHONE USE BY STUDENTS

The school telephone may be used by students for important school business or emergencies. The principal's office and classroom teacher reserve the right to determine what constitutes an emergency or important school business. Children are not to use the telephone for social calls, to ask to stay overnight at a friend's house, etc. These arrangements are to be made in advance at the parent's/guardian's home and with their knowledge. Forgetting homework, lunch, instruments, etc. is not an emergency.

CELL PHONES:

There is growing evidence that unrestricted use of cell phones by students during the school day interferes with the educational mission of schools, lowers student performance, promotes cyberbullying; and contributes to an increase in teenage anxiety, depression and suicide.

WES and TPA are cell phone free campuses. Students may not use cellular phones, including smart watches during school hours; devices must be turned off and stored in backpacks. If students ignore this rule, their phone or device will be taken from them and their parent/guardian must come to the office to claim it. The school is not responsible for personal electronic devices being lost or stolen.

MESSAGES CALLED IN FOR STUDENTS

Please try and make every effort to make arrangements in the morning with your child as to where they are to go after school to avoid disruptions of notes being delivered to the classroom. We make every effort to get notes to your child. However, there may be a circumstance where the note does not get delivered.

TRANSPORTATION



Busing

The school district owns and operates its own buses for transporting students to and from school. You may find out the times and drop-off/pick-up locations by checking the schedule on the district website at www.weswildcats.org or by calling the transportation department at 623-6455.

School Bus Safety and Conduct Rules

Students will follow the school bus safety and conduct rules as put forth by the Trinity Alps Unified School Board of Education and the California Department of Transportation. Repeated misbehavior may result in loss of transportation privileges.

STATEWIDE TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS.

California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

California will transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

STUDENT MENTAL HEALTH NOTIFICATION

School Based Mental Health Services & Educationally Related Mental Health Services (ERMHS)

Weaverville Elementary and Trinity Preparatory partner with Trinity County Office of Education to provide school based counseling services. The goal is to help students experience academic, social, and emotional success within their school setting.

These services are available at no cost and can occur as individual or group sessions. Possible topics include problem solving skills, changes, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic progress, conflict resolution, social skills, etc.

Referrals for school based counseling can be made by school staff or by parent request. Students over the age of 12 in the State of California may consent to their own mental health pursuant to CA Health and Safety Code Section 124260(b)(1) and (c).

8th GRADE COMPREHENSIVE SEXUAL EDUCATION NOTICE

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

All instructional materials are available for review in the main office. You may also request a copy of the California Healthy Youth Act (California *Education Code* sections 51930–51939).

This 2 day (90 minute blocks) of instruction will be provided by Mr. Ryan Gogan and is scheduled to start in the spring 2025.

If you **do not** want your student to participate in comprehensive sexual health or HIV prevention education, please provide a signed, written note to the WES front office, or email me @ kpoburko@tausd.org

If you have any questions, please contact your student's teacher or principal.

Board Policies

BP 5131.2 Bullying

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

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

(cf. [5145.2](#) - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [1220](#) - Citizen Advisory Committees)

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

(cf. [6020](#) - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and

implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. [1020](#) - Youth Services)

Bullying Prevention

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

(cf. [5137](#) - Positive School Climate)

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

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. [6163.4](#) - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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

Intervention

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

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

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child

welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code [48900.9](#))

(cf. [6164.2](#) - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. [1312.3](#) - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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.

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

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

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

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

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

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

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

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

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

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

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Boards of Education to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss/ss>

Common Sense Media: <http://www.common sense media.org>

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

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

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

Policy TRINITY ALPS UNIFIED SCHOOL DISTRICT

adopted: June 27, 2012 Weaverville, California

revised: May 10, 2018

BP 4119.11 Sexual Harassment

The Board of Education is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

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

(cf. [4030](#) - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. [4117.7](#)/4317.7 - Employment Status Reports)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. [4112.9](#)/[4212.9](#)/[4312.9](#) - Employee Notifications)

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

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

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

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

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

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

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

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

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy TRINITY ALPS UNIFIED SCHOOL DISTRICT

adopted: December 11, 2013 Weaverville, California

revised: August 8, 2018

Weaverville Elementary School

Trinity Preparatory Academy
Athletic Policies
Handbook
2024 to 2025



Athletic Code of Conduct Handbook

At Weaverville Elementary School and Trinity Preparatory Academy, we strive to create an environment for athletics that is encouraging, competitive, and fundamentally based.

Please read the following documents carefully. It outlines expectations for coaches, student-athletes, and parents. It also explains our policies regarding grades, school and practice attendance, as well as game day travel to name a few.

If you have any questions please contact the athletic director, Katie Poburko 530-623-5533.

WES/TPA Athletic Program Objectives:

"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming."

John Wooden

The administration feels that WES/TPA is a fundamental developing ground for our student body in both academics and athletics. It is because of this philosophy that many of our policies and procedures are in place.

The WES/TPA coaching staff have five primary coaching objectives which are believed to be of equal importance across the sports.

1. Learn about the importance of teamwork and sportsmanship
2. To have fun and have the student-athletes develop a love for sports/physical activity
3. Develop the skills necessary to be successful at this level and to prepare student-athletes for the next season
4. Focus on finding positive ways to connect and build student-athletes whole personhood
5. Provide a safe and healthy environment for every student-athlete on the team.

Coaching Staff Commitment

The coaching staff of WES/TPA is committed to:

1. I will be on time to practices and prepared with a practice plan everyday
2. I will communicate with players their strengths, weaknesses, and role on the team,
3. I will treat players fairly
4. I will model good sportsmanship in victory and defeat at all times.

Parent Expectations

1. I will get my child to school and practice everyday
2. I will be supportive of the coaching staff and the decisions they make
3. I will model good sportsmanship in victory and defeat at all times

4. I will never attempt to coach my child during a game
5. I will be on time to pick my child up from practice and contests. (No more than 10 minutes after the end of practice or game.) A student may be removed from the team if a verbal warning has been given once the student's ride continues to be late.

The parent(s), friends, or family spectators may not discuss any game-athlete related concern with a coach after a contest. They must wait 24 hours from the event's end and set up a meeting with the coach. If this is not followed, it will result in the following disciplinary action: sports suspension, removal from the team, and/or banned from contests.

Student-Athlete Code of Conduct Attitude and Behavior

Have utmost concern for what's right rather than who's right.

John Wooden

<p>During Practices</p> <ol style="list-style-type: none"> 1. Be on time and dressed appropriately 2. Pay attention and follow the coach's directions 3. Use no foul, vulgar or abusive language 4. Clear all practices absences with your coach and/or athletic director ahead of time 	<p>Regarding your role of the team</p> <ol style="list-style-type: none"> 1. It will be the coach's responsibility to communicate each member's role on the team in private 2. Each member should feel free to discuss with the coach in private, any questions or concerns they may have regarding their role on the team 3. Each member is expected to place the team above self in order for the team to function as a cohesive unit.
<p>During Contests</p> <ol style="list-style-type: none"> 1. Follow all appropriate rules of practice conduct listed above 2. Display no disrespectful behavior towards referees 3. Make no negative or other inappropriate comments to opponents before, during, or after meets 4. Positively cheer on other members 	<p>As a member of the team when not competing</p> <ol style="list-style-type: none"> 1. As a spectator, your actions should reflect positive support for all teams while they are competing 2. Sit and watch the contest, be attentive and positive while your classroom

Appearance 1. No jewelry will be worn in practice or games. 2. Hair must be out of the eyes, and in no way interfere with your ability to participate.	NOTE: Violations of the "Student's Code of Conduct" Will result in disciplinary action including but not limited to sport suspension (Game and/or practice) or removal from the team as determined by the administration team.
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Athletic Attendance

In order to participate in an athletic contest or participate, student-athletes **MUST:**

1. Be in school all day and fully participate in every class until dismissed to attend a game.
2. Be in school all day and fully participate in every class on Friday if the game is on Saturday.
3. Be in school all day fully participate in every class the day prior to an event, even if the team will be leaving for the event before school starts.
4. On the event day have no tardies in excess of 10 minutes to any class.
5. Athletes assigned suspension will not be allowed to participate in contests on that date.

Any exception to rule 1, 2, 3 or 4 above requires advanced clearance approval by the Principal. Legitimate reasons that permit exceptions to rule 1, 2, 3 or 4 above are:

- Doctor appointments (medical, dental, chiropractor, etc.)
- Religious observances
- Bereavement
- Other: extraordinary circumstances as approved in advance by the Principal.

If there are extenuating emergency circumstances which make attendance impossible on practice day or on the day of a game/meet, it is the athlete's responsibility to contact the principal or athletic director, in advance of the absence, and request permission to participate.

A team/B team

Taking into consideration our expectations for student athlete growth, our A team will consist of only 8th grade students, while our B team will consist of 6th and 7th grade students allowing for athletes to grow and develop their skills. In the case where the A team is in need of more players the coach has the discretion to pull students up after consulting with the athletic director and the administration.

Grade Eligibility

Athletic/Extracurricular Eligibility

To participate in athletic activities and/or extracurricular activities, students must maintain an overall grade point average of 2.0 or better throughout the athletic season and/or extracurricular period.

There will be two grade checks within the season. The first eligibility check will occur during the first week of practice. The second eligibility check will occur mid-way through the season. If the athletes do not maintain a GPA of 2.0 the athlete will NO longer be allowed to participate on the team. An athlete who misses five (5) days of practice or games/meets will be removed from the team.

Uniforms

If an athlete damages or loses a uniform you will be charged to replace the uniform. A friendly reminder, All uniforms Should Not be dried in the dryer. Please hang dry to protect the lettering/numbering.

"I think you have to be what you are. Don't try to be somebody else. You have to be yourself at all times."

John Wooden

California Department of Education

DataQuest Home / Teaching Assignment Monitoring Outcomes by FTE

2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Trinity Alps Unified Report (53-76513)
Disaggregated by School+ Report Description+ Report Glossary+ Report Options and Filters

Filters Enabled:

School Type: Non-Charter

Reset Filters

<u>Name</u>	<u>Total Teaching FTE</u>	<u>Clear</u>	<u>Out-of-Field</u>	<u>Intern</u>	<u>Ineffective</u>	<u>Incomplete</u>	<u>Unknown</u>	<u>N/A</u>
<u>Alps View High (Continuation)</u>	1.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Trinity High</u>	19.0	64.4%	6.6%	0.0%	6.0%	16.6%	1.7%	4.8%
<u>Weaverville Elementary</u>	18.3	57.3%	22.1%	11.0%	2.7%	6.8%	0.0%	0.0%

Report Totals

<u>Name</u>	<u>Total Teaching FTE</u>	<u>Clear</u>	<u>Out-of-Field</u>	<u>Intern</u>	<u>Ineffective</u>	<u>Incomplete</u>	<u>Unknown</u>	<u>N/A</u>
<u>Trinity Alps Unified</u>	38.3	61.9%	13.8%	5.2%	4.3%	11.5%	0.9%	2.4%
<u>Trinity</u>	96.8	74.5%	8.8%	3.1%	4.7%	5.4%	0.5%	2.9%
<u>Statewide</u>	245,801.8	85.1%	2.9%	1.8%	4.9%	4.9%	0.3%	0.2%

Note: Data for classroom-based teaching assignments taught by teachers without a Statewide Education Identifier (SEID) are not included in the Teacher Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) report. Data are not included for districts and independently reporting charter schools (IRCs) that did not certify their California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 submission. Due to rounding error, partial