

LYDIKSEN ELEMENTARY SCHOOL

Handbook 2010-2011

***2004 & 2008 California Distinguished School
2002 National School Of Character***



**Principal
Colleen Henry**

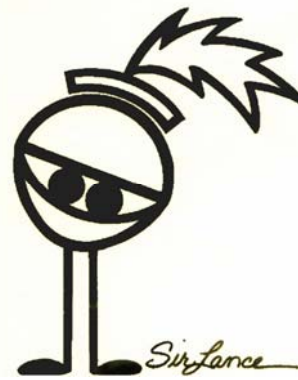
**7700 Highland Oaks Drive
Pleasanton, CA 94588**

www.Pleasanton.k12.ca.us/Lydiksen

Fax: (925) 417-8987

Main Office: (925) 426-4420

Attendance Line: (925) 461-4382



LYDIKSEN'S MISSION STATEMENT

The Lydiksen community seeks to foster a strong partnership between home and school, creating a positive and challenging environment that meets the individual needs of all students as they meet or exceed rigorous state standards. We are dedicated to promoting integrity, honesty, self-discipline, responsibility, respect, and compassion.

GOALS STATEMENT

STUDENTS WILL...

- ◆ Develop reading, spelling, listening and writing skills at or above established state standards.
- ◆ Teach students to become mathematically powerful and capable of computation, problem-solving and critical thinking.
- ◆ Maintain a school wide environment that recognizes and appreciates diversity and individuality .
- ◆ Increase the integration of technology into our curriculum.
- ◆ Expand student learning experiences in science in adherence to state science standards.
- ◆ Extend the PUSD Community of Character philosophy while creating an atmosphere in which students can focus on their personal best.
- ◆ Support the District Strategic Plan with Library resources and programs.
- ◆ Expand Visual & Performing Arts and Health Education

LYDIKSEN SCHOOL CALENDAR 2010/2011



Aug. 17	Walk-Thru Registration in the MPR
Aug. 23	Kindergarten - Back to School Night (The Monday before school starts)
Aug. 24	Kindergarten Open House 1:00 – 1:30 pm
Aug. 25	FIRST DAY OF SCHOOL & PFC WELCOME COFFEE
Aug. 26	Grades 1 - 5 - Back to School Night
Sept. 1	First late start day
Sept. 6	K -12 - No School - Labor Day Holiday
Sept. 7	Ice cream Social
Sept. 13	Minimum Day
Sept. 14	Picture Day - Individual and Group Photos
Oct. 21	Picture Make-up Day
Oct. 28 & 29	Minimum Day
Oct. 29	Halloween Parade
Nov. 11	K -12 - No School - Veteran's Day Holiday
Nov. 12	Furlough Day- No School
Nov. 19	K – 5 - Parent-Teacher Conferences – No School
Nov. 22 - 26	K -12 - No School - Thanksgiving Break
Dec. 17	Minimum Day Schedule (K - 5)
Dec. 20 - 31	Winter Break – No School
Jan. 3	School resumes
Jan. 17	K -12 - No School - Martin Luther King, Jr. Day
Feb. 14	K -12 - No School - Lincoln's Holiday
Feb. 21	K -12 - No School - Presidents' Holiday
Feb. 25	Read Across America
Mar. 10 & 11	Minimum Days/At-Risk Conferences Grades 1 - 5
April 4 – 8	Spring Break
April 22	Good Friday- No School
April 25	Furlough Day- No School
May 23	Minimum Day (K – 5)
May 30	K -12 - No School - Memorial Day
June 3	Field Day
June 10	Last Day of School - Minimum Day (K-5)

Pleasanton Unified School District board meetings are held every 2nd and 4th Tuesday of each month at 7:00 p.m. at the District Office.

ATTENDANCE

24 hr. Attendance line – 461-4382

Late to school

All students must check into the office for a late slip before going to their classroom.

Absences

A 24 hour recorder is available to leave a message regarding the absence (461-4382).

To request student homework, call the school before 9:00 a.m. the day of the absence. When requested, homework assignments will be available in the office between 3:00 – 4:00 p.m. In the best interest of your children, please do not send them to school when they are ill. If they are running a temperature or appear ill, keep them home.

Call 461-4382 to report all full and partial day absences

examples are: illness, doctor appointments, attendance at funeral service for immediate family member (1 day in Calif., 3 days out of state), religious instruction or exercises, quarantine. (PUSD Policy 6113.2)

Fill out Pre-Approval of Absence form for:

Appearance in court, attendance at a funeral service for a non-immediate family member, observance of a holiday or ceremony of his/her religion, attendance at religious retreats for no more than 4 hours during a semester, family necessity of less than 5 days provided the pupil makes up all work missed during the absence. Pre-Approval forms require the approval of the Principal. ***(Must be requested 3 school days in advance)***

Fill out Independent Study Contract for:

Absences of 5 days or more. Work is due on **the first day of return**. See contract for more details. ***(Must be requested two weeks in advance)***

All other absences are considered unexcused. (See **District truancy policy** below)

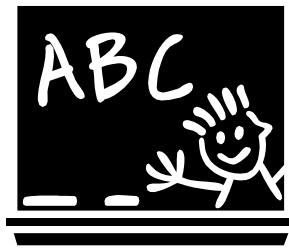
Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, **or any combination thereof**, is a truant and shall be reported to Senior Director of Pupil Services of the school district (Education Code 48260)

Student check-out

In order to protect each child who needs to leave the school at any time before dismissal, the parent, or an adult listed on student's emergency card, must **PERSONALLY** come to the office and sign the student out. **Students will not be allowed to walk home or go to appointments during school hours.** When your child returns to school following an appointment or arrives late, it is necessary to check into the school office and receive a pass **before** going to class.

Arrival and departure times

Students are to arrive on campus **NO EARLIER THAN 8:05 A.M.** on Monday, Tuesday, Thursday and Friday and **NO EARLIER THAN 9:05 A.M.** on Wednesday. There is **NO ADULT SUPERVISION AVAILABLE** before those times. For this same reason, students are expected to leave campus promptly upon dismissal. **If you know you will be delayed in picking up your child or an emergency arises, please make sure your child knows to go to the office and wait until you or someone authorized on their emergency card can pick them up.**



SCHOOL POLICIES AND PRACTICES

After School Policy

There may be times when it will be necessary for students to remain after school. If they are to be detained **OVER** 15 minutes, you will be notified by telephone (by your child) prior to their remaining at school. Students are not to remain on campus unsupervised after school hours. **Please pick your child up promptly at dismissal.** If students are not picked up by 3:15 p.m. they will be brought to the office and we will require a parent/guardian signature to release the student.

Bicycles



Students, grades 3 - 5, are welcome to ride their bikes to school. All bikes should be properly locked in the racks provided to ensure safekeeping. Bikes should always be locked by themselves and not with another bike. (If a student must leave campus early, this can create problems.) Bikes are to be walked on campus. Those who cannot honor this rule choose to have the privilege of riding bikes denied. Younger students are welcome to ride to school if their parents accompany them. Reminder: helmets are required for all students.

Books

Students will be provided with all necessary textbooks. Each child is responsible for the proper care to books in his/her charge. In case of lost or damaged books, the child is responsible for replacement costs.

Change of Classroom Assignment Policy

1. **A two – week waiting period will be observed.** During this time, parents are asked to conference with the current teacher about the placement and the classroom program, observe in the classroom if possible, and attempt to work out any issues, which may exist.
2. If after two weeks parents continue to feel that a change is necessary, a request in writing should be made to the **PRINCIPAL** for a meeting to discuss the concerns. A meeting of the principal, parent and teacher may be required. Following the meeting, parents will be informed of the principal's decision.

Classroom Teacher Assignments

The teachers at Lydiksen School offer a quality academic program. The assignment of students to a classroom is the responsibility of the administration and professional staff. Before students are assigned to a classroom and teacher, careful consideration is given to creating balanced classes that factor in social needs, gender balance, learning styles and academic performance. The policy at Lydiksen is not to accept requests for specific teachers. Your respect for this policy is appreciated. Your input is important to us. If you feel there is information we need to know about your child that the teacher may not be aware of we will have a Class Placement form available in the Spring for you to offer your input for placement for the following school year. Please check with your child's teacher or the office after spring break to request this form.

Classroom Visitations

If you wish to visit the classroom please follow established procedures:

1. Make an appointment with the teacher and check in at the office before going to the classroom.
2. Please do not bring infants or non school-age children to school with you. Volunteers are asked to make arrangements for off-campus child care.

All visitors, including classroom volunteers, must *check in at the office* before entering the campus. Visitors must wear a Lydiksen identification badge while on campus. This will allow staff and students to recognize visitors on our campus.

Deliveries to Classrooms

Due to student allergies, we cannot accept on campus for individual students balloons and flowers

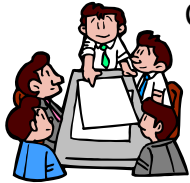
Closed Campus

District policy requires all schools to operate as a closed campus, meaning that students are never to leave school without permission.

If you desire to have your child come home for lunch, you may write a note stating that they may come home all year or send a note on the given day you want them home.

If you require your child to leave school early, send a note to their teacher indicating the time they are to leave school. A parent or authorized adult noted on the emergency card must come and check out the student through the office.

Communication



Cooperation between home and school is very important at any stage of your child's development. Parents are encouraged to visit school and to attend meetings and activities with their students and teachers. Mutual benefits occur when there is a meaningful exchange of information between students, parents and staff. Maintaining high standards and working together will aid in the success of each child.

We encourage you to subscribe to the **Pleasanton Unified School District E-Connection** so that you can receive school and district news at home. Go to the District's home page at www.pleasanton.k12.ca.us . Click on the E-Connection link on the right side of the page. Enter your e-mail address, check the Lydiksen box, then click on the subscribe button. If you wish to receive the notifications at more than one e-mail address, simply go through the subscription process again with the second address.

FIELD TRIP GUIDELINES & PARENT VOLUNTEERS

Please see the district policy and regulations at [http](http://www.pleasanton.k12.ca.us/boardoftrustees/boardpolicies.html#students)

<http://www.pleasanton.k12.ca.us/boardoftrustees/boardpolicies.html#students> reg. #

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Field Trips

Twenty-four hours before any scheduled field trip completed district authorized forms must be on file in the office. These include the transportation form, if you plan on driving, and the volunteer clearance form, which needs to be filled out **every** year. Your insurance must meet district requirements. Emergency medical information forms must also be completed. Students will not be able to attend scheduled trips without these forms being turned in.

Lost and Found

The designated area for all lost and found items is in the multi-purpose room. Students may check for items before or after school. Parents are encouraged to check for lost items any time. Please help eliminate this problem by labeling all coats, jackets and lunch boxes with names and room numbers.

FOODS PROVIDED BY PARENTS, ETC., FOR SCHOOL FUNCTIONS

Please see the district policy and regulations at

<http://www.pleasanton.k12.ca.us/boardoftrustees/boardpolicies.html#students> reg. #
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Lunch Program

Hot lunches are available to all students. Lunch tickets may be purchased in the school office before or after school. The lunches do not have to be used within the calendar month. Personal checks are encouraged and appreciated. Please make them payable to **CHILD NUTRITION SERVICES**. Check the PUSD website at www.pleasanton.k12.ca.us for current prices and other information.



You may access your child's account online by going to www.mynutrikids.com. Simply click on Browse and proceed under Food Services. Parents/guardians will need to know their student's ID number and have a Visa or Master Card number available along with an e-mail address for confirmation. Users will set up a password at the end of the first purchase. There is a 4.5% service fee that will be added at the end of the transaction.

Students who elect to bring their lunches to school should have their name on their lunch box or bag. Milk or water may be purchased for 50 cents and juice for 75 cents during lunchtime. Forgotten lunches may be left in the office. The noon supervisors will collect all lunches before the beginning of the first lunch period and place them on a table in the lunch area for students to pick up. **Please label lunches with your child's name and room number. It is the student's responsibility to check for his/her lunch. Classrooms cannot be interrupted.** If students wish to purchase a second helping of lunch, they should use cash or have a parent note on file giving permission to use their charge account.

Transfer Policy to Another School

If you find it necessary to leave Lydiksen School, parents should notify the teacher and the attendance clerk in the office **at least a week before the last day of attendance**. Valuable information regarding the student's progress can be gathered and included, which will make the transition to the new school easier for the student and the receiving teacher.

Cumulative records will be forwarded to the new school of attendance upon their request. As legal state documents, these records cannot be personally hand carried.

For detailed information on PUSD policies such as:

- > Foods provided for School Functions
- > Management of Life-Threatening Allergies
- > Administration of Medication and Tests for Medical Purposes
- > Homework and Assignments
- > Grading Policy
- > Pupil Attendance and Grades

Please visit the PUSD website www.pleasanton.k12.ca.us

EMERGENCIES

Emergency cards and procedures

An emergency card must be on file for all students enrolled in the school. For your child's safety, we would like to remind all parents to update any new information on your emergency card here at school. We need to be able to locate you if your child becomes ill or hurt.

Students will only be allowed to leave campus with an adult listed on the emergency card. If there are other individuals who will be checking your child out of school, be sure to stop by the office and add their name to the card. Changes in the emergency card must be done in person, or written note, not over the telephone.

The school district has an emergency plan which specifies action to be taken for the following emergency situations: explosion or threat of explosion, earthquake, severe windstorm, flood, fire, war, evacuation, bomb threats and chemical accidents.

What should parents do in case of a disaster emergency?

We are prepared to care for your children in times of emergency. If you are unable to reach the school, we will care for your child. We have first aid certified staff members and will be in constant communication with various emergency services. Please help us KEEP ALL CHILDREN SAFE AND CALM in a crisis situation.

- **Do not call the school. Emergency lines need to remain open.**
- **Follow student release procedures. We need to account for all students. There is a checkout station for parents to check out their students, if you choose to take your children off campus. The best thing to do is stay with your student at the school.**
- **Follow the directions of school personnel as they direct you to the appropriate area. All staff will be wearing bright green vests and nametags.**
- **Do not drive immediately to the school. School access routes need to remain clear for emergency vehicles.**

FOR THE SAFETY OF ALL STUDENTS, it is imperative that the emergency information form on file at the school is current. The parent or designated individual either in the office or at the temporary checkout station must sign out all students.

TOGETHER we can keep all students safe.

If evacuation of the school is necessary, students will be transported to a predetermined location. Parents will be advised of the evacuation site by radio announcements and/or by a note on the front door of the school. Information will also be posted on E-Connection or log on to P.U.S.D website. **EVACUATION OF THE SCHOOL WILL NOT BE ATTEMPTED UNLESS THERE IS NO ALTERNATIVE.** In the event of an emergency, school personnel need to be involved caring for the children and telephone lines need to be kept open for communications with proper authorities. **IF THERE IS AN EMERGENCY, PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION.** The district office information number is 462-4636.

HEALTH OFFICE



Medication policy

We recognize certain pupils may require medication during the school day in order to attend school without jeopardizing their health. Consequently, when we receive a written statement from the pupil's physician and written consent from a parent/guardian pursuant to the accompanying Administrative Regulations, designated school personnel shall be authorized to assist the pupil in administering the requisite medication. This shall also include the administration of tests for medical reasons such as those required by diabetic pupils.

- 1) **A written request and authorization is required annually of BOTH the physician and the parents for prescription and over the counter medication.** (Forms are available in the school office.)
- 2) Parents are requested to obtain a separate prescription of the medication for use at school, or the medication needs to be in the original medication container. (We are not allowed to accept medication in an envelope with just the child's name on the envelope.) The medication label must include:
 - a) Students name
 - b) Date of prescription
 - c) Name of medication
 - d) Name and telephone number of the pharmacy
 - e) Name of the prescribing physician
 - f) Dosage instructions
- 3) **All controlled substances (i.e., prescription medications) are to be hand delivered by an adult to the school office for disbursement.** It is against the Educational Code and school policy for students to possess controlled substances on campus.

The school principal will designate the person in the school office to be responsible for administering the medication. Records of all medication issued are kept in the office. It is currently District Policy that students are responsible for coming to the office for their medication. If problems arise, please contact the office immediately.

Lice

PUSD has a **no nit policy** that means students with lice or nits cannot attend school and will be sent home. Students may return after being treated and all lice and nits are removed. Upon return, the student must be checked and cleared by the Health Clerk or office personnel before returning to class.

Rash

Skin irritations and or "rashes" cannot be diagnosed at school, and the school district policy states that all "rashes" must be cleared with a note from a medical doctor before returning to school. If a student comes into the office or is sent by a concerned teacher, the student must go home until a clearance is obtained by a medical doctor.



INFORMATION/COMMUNICATION

Parent volunteers

We strongly encourage parents to participate by volunteering to assist in the classrooms, computer center, library, and various PFC sponsored programs. It is with your assistance that we can improve the instructional program for the students and provide experiences that will assist in making the students' year a successful one. Please contact your child's teacher if you can help! **Pre-school aged siblings should not accompany parent volunteers.** We need volunteers to focus on classroom responsibilities.

All ongoing volunteers will be asked to participate in a screening procedure implemented by the Pleasanton Unified School District. The purpose of this screening is to insure that those people working with our children have no record of sexual misconduct. The Pleasanton Police Department has agreed to provide this confidential information to the district. Forms are sent home each May for the following year and will also be available during the school year. These forms need to be filled out **every** year. We thank you for your understanding of our desire to keep our schools safe for children.

Volunteers

The Pleasanton Unified School District has implemented a screening process for all who wish to volunteer at our schools. This includes classroom, office and library support, field trips, and any ongoing support for student activities at a school site. A **volunteer clearance form** must be filled out in advance since the process takes several weeks.

When volunteering please:

1. Sign-in at our office and pick up a visitor's badge or name tag.
2. Do not bring siblings when working in the classroom or during class parties and on field trips.
3. Complete the background check form available in the office.

Report cards

All students in Kindergarten through 5th grade receive a Pleasanton Unified School District Standards Based Report Card three times a year. Report cards are intended to give parents and students an indication of students' growth and development in academics and citizenship.

Individual student progress will be assessed each trimester in accordance with established grade level standards. Fall and spring parent-teacher conferences have been scheduled to review individual growth in all areas. Students who are at risk or not meeting district standards will receive notification and the opportunity to participate in school intervention programs.

Internet

Computers at Lydiksen are connected to the district's wide area network and have access to the Internet. All students and parents should read the *Acceptable Use Policy* included in your registration packet. Only students who have returned a signed permission form will be allowed to access the Internet at school. Lydiksen has a website accessible through the Pleasanton School District www.pleasanton.k12.ca.us/Lydiksen

Telephone

Please note our new phone numbers:
Attendance Line - 461-4382
Main Office – 426-4420



The school's office telephone will be available for student **EMERGENCIES ONLY**. Phone requests are to be made to the teacher who will then write a permission note to the office. Students are not allowed to phone home for forgotten assignments or permission to go to a friend's house after school. Forgotten lunches are to be brought to the office and students are to check at lunchtime. The office will not call for forgotten lunches.

HOMEWORK POLICIES , EVALUATION OF STUDENT ACHIEVEMENT & GRADING

Please see the district policy and regulations at

<http://www.pleasanton.k12.ca.us/boardoftrustees/boardpolicies.html#students> reg. #
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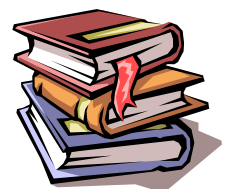
Homework

As students progress through the elementary grades, homework assignments will increase. Their purpose is to reinforce skills, teach good study habits, responsibility and self-discipline as well as keep parents aware of the curriculum. Homework consists of unfinished class work and any additional assignments to enhance the program. The assignments will be planned in terms of the child's needs, abilities and potential. If students keep up with their work, assignments should never exceed 60 minutes. This work is important and conducive to their progress. It is helpful if they have a well lit quiet place to work. It is strongly suggested in grades 3 - 5 that each student acquire our "Reminder Book" to enhance their study skills and assist developing greater responsibility.

If your child is absent and you desire make-up assignments, call the school office before **9:00 a.m.** and the work will be available by **3:00 p.m.**

Library program

The library provides students the opportunity to select books for the purpose of enjoyment, to gain information, and to reinforce reading skills. Mrs. Hamm is our librarian and eagerly welcomes all volunteers!



Procedure

- 1) Students will use the library facility during their assigned class time. All grades may utilize the library as a study hall and quiet reading time during their recess and lunch breaks.
- 2) Students may select library books for a check out period of two weeks.
- 3) Students may return their books during their scheduled Library time and make a new selection or renew at the discretion of the librarian. Students may return and check out another book before the due date.
- 4) Students who have not returned a book on time will not be allowed to check out another book until it has been returned or paid for if it has been lost or damaged.
- 5) Students are expected to follow all school rules while visiting the library.
- 6) By the last day of the school year, all media materials must be returned. Those items lost or damaged must be paid for. Students not clearing their library record will not receive their year-end report card.

LYDIKSEN ELEMENTARY SCHOOL
EXPECTED BEHAVIORS

MISSION STATEMENT

The Lydiksen community seeks to foster a strong partnership between home and school, creating a positive and challenging environment that meets the individual needs of all students as they meet or exceed rigorous state standards. We are dedicated to promoting integrity, honesty, self-discipline, responsibility, respect, and compassion.

SCHOOL PHILOSOPHY

At Lydiksen, we believe that clear expectations and consequences give students the opportunity to choose appropriate behavior. We have established behavioral expectations, which are presented to students at the beginning of the year. Safety, respect, and responsibility for self, others, and property are the number one priorities. Students are reminded daily to “make it a great day or not, the choice is yours.”

GOOD CONDUCT INCENTIVES

Objective:

To recognize and encourage “good character” exhibited by students and to provide incentives for students to follow rules.

How it works:

“*Good For You*” coupons are given to students doing something above and beyond what is required of them or showing exemplary conduct (i.e. helping a teacher, helping a fellow student).

Five “*Good for You*” coupons are drawn for primary grades (K-2) and five are drawn for the intermediate grades (3-5). These students then receive a free ice cream.

BEHAVIORAL EXPECTATIONS

Students are expected to display the six Character Traits adopted by the Pleasanton Unified School District:

- | | |
|------------------|-------------------|
| • Respect | • Honesty |
| • Responsibility | • Compassion |
| • Integrity | • Self-Discipline |

“*Second Step*”, our school-wide character education program, offers lessons, discussions and guidance for students teaching empathy, impulse control and anger management. Lydiksen offers parent training in “*Second Step*” throughout the school year. Additionally, our daily “*Words of Wisdom*” reinforces positive character traits.

SCHOOL/PLAYGROUND RULES

1. Bikes are to be walked on campus during school hours. Students in grades 3 - 5 may ride alone to school. Parents or guardians must supervise younger students. All students must wear helmets.
2. Students must provide locks for bikes and lock them in the school bike rack.
3. Skateboards, scooters, roller blades, skates, or any wheeled devices (such as Heelies) are not allowed on campus.
4. Toys and other personal belongings may only be brought from home to school by staff request (i.e., sharing day) and may not be brought to the playground. **NO PLAYGROUND EQUIPMENT (THIS INCLUDES BALLS) SHOULD BE BROUGHT FROM HOME.**
5. Students are to use individual exterior classroom doors to enter and exit all buildings.
6. Students are not to be in any building without adult supervision.
7. Balls are not to be bounced against any building wall or in the courtyard.
8. Use of profanity is inappropriate ...respect for others is to be evident at all times.
9. Climbing trees, backboards or basketball poles is not permitted.
10. Gum is not allowed at school.
11. All hats are to be removed upon entering a room/MPR.
12. Children should not arrive at school before 8:00am, as there is no supervision before this time, and leave campus promptly upon dismissal.
13. Students should stay on outer side of white lines around buildings.

PLAY EQUIPMENT

SLIDES:

- Students must sit with feet in front when going down slides
- Only one person on the slide at a time
- Students may not climb up the slide
- Students may not block others at top or bottom

RINGS:

- Students may swing from ring to ring using hands only
- Students may not hang by knees from rings
- Students should progress in one direction only
- Students may not climb or sit in or on top of rings

CHIN UP BARS:

- Students may not do flips or hang from two tallest bars
- Students may not do cherry drops or flips on shorter bar
- Students must always have a least one hand on bar.

HORIZONTAL BARS:

- Students may not sit on top of bars
- Students may not flip with both legs
- Students may flip with one leg wrapped around bar

RECESS

- Recess is provided for drinks, bathroom and play.

SNACK AREA:

- Students must eat snacks in designated area only (Courtyard)

BELLS

- Students should end play at the warning bell
- Students should freeze at the sound of the bell. When the whistle blows, they should walk to class and line-up in an orderly fashion.
- Students may not get drinks or visit the bathroom after the bell

CAFETERIA/COURTYARD

- Stay seated while eating
- Use “inside” voices
- Display good table manners
- Eat only in assigned areas (courtyard/MPR)
- Clean up your own trash
- Walk to and from lunch areas
- Wait to be excused by a noon supervisor
- Leave glass containers at home
- Hold onto playground balls

LIBRARY

- Walk to, from, and in the library
- Speak in soft voices.
- Replace all materials before leaving (i.e., magazines, chairs, books, etc.)

BATHROOMS

- Students must not play in bathrooms

DRESS CODE:

- Students must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others
- Clothing and jewelry shall be free of writing, pictures, or any other insignia, which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing or jewelry that advocates racial, ethnic, or religious prejudice, use of tobacco, drugs or alcohol or unlawful acts is not allowed
- Hats, caps, and other head coverings shall not be worn in any building on campus
- Clothes must be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, bare midriffs, “spaghetti” straps, tank tops, off-the-shoulder or low-cut tops, or immodest dresses, skirts, shorts or sagging pants are not appropriate
- Clothing or novelty hair styles and/or colors which distract from instruction or other school functions will not be permitted

ITEMS NOT ALLOWED AT SCHOOL

- Radios, electronic games, tape players, pagers, Walkmans, skateboards, roller blades, scooters and any wheeled devices (such as Heelies)
- Baseball bats, hard baseballs, tennis balls, footballs, water pistols
- Chewing gum
- Make-up
- Toys, laser pointers, trading cards
- Sale or trading of any items on campus is prohibited
- Any items which distract students from learning
- Personal playground equipment brought from home
- We recommend that students not carry cash at school

CONSEQUENCES

For those students choosing to ignore our behavioral expectations of respect, courtesy and responsibility any of the following may occur.

- Verbal Warning
- Privileges denied
- Time Out
- Writing assignment
- Infraction Notice
- Parent Conference
- Referral to the Principal/Vice Principal

Action taken is dependent upon severity and/or frequency of infraction.

SUSPENDABLE OFFENSES:

1. Damage to or theft of school or private property. Parents/guardians are liable for damages.
 - *2. Actual or threatened physical injury to another person (e.g., fighting or bullying other students)
Both students involved in a fight may be suspended. Students are expected to seek adult assistance if a fight seems possible
 - * 3. Possession or sale of weapons
 - * 4. Possession or sale of drugs, alcoholic beverages, or intoxicants
 5. Unlawful possession of, or offers to sell, or arrange to sell drug paraphernalia
 6. Possession or use of tobacco (this includes smokeless tobacco)
 7. Commission of obscene acts or engagement in habitual profanity or vulgarity (e.g., swearing, or pantsing other students)
 8. Disruption of school activities
 9. Defiance of school authorities
 10. Receiving stolen property
 - *11. Robbery or extortion
 12. Possession of imitation firearm
 13. Sexual harassment to another student
- *MAY RESULT IN RECOMMENDED EXPULSION

Certificated School Personnel have the right to suspend a student from class for any of the above reasons.

Violent or unlawful conduct will result in immediate exclusion from school. The California State Laws relating to minors prohibit students from fighting and causing physical harassment while on school grounds, during school, or while going to or coming from school or a school sponsored activity. By law these incidents can result in immediate suspension for up to five school days. **All inquiries and clarifications regarding discipline should be directed to the office.**

RULES AND DISCIPLINE PROCEDURES

Please see the district policy and regulations at

<http://www.pleasanton.k12.ca.us/boardoftrustees/boardpolicies.html#students> **req. #5150**



SPECIALIZED PROGRAMS

Computer Lab

Students attend the lab in conjunction with weekly instructional activities. Extension, remediation, word processing and keyboarding skills are a few focuses for this part of your children's educational program. The computer aide assists the classroom teachers in the selection of software and use of computers in their classroom and the lab.

Counselor

Our counselor is on campus two and one-half days per week. Goals include providing counseling and consulting services for students, teachers and parents. Please contact the school office if you'd like to make an appointment.

Gifted and Talented Education (G.A.T.E.)

The G.A.T.E. program is for identified students in grades 3 to 5 special projects and assignments within the classroom throughout the year. Annual spring testing occurs to determine eligibility.

Music

The Pleasanton Board of Trustees and P.S.E.E. supports a vocal program for grades 1 - 5 and instrumental music program (Band and Strings) for 5th grade. Students in grades 1 – 5 receive vocal music instruction weekly for 45 minutes. We welcome and value these additional educational opportunities for our students.

PE

Our Physical Education teacher has been specially trained in developmentally appropriate physical education and recreation programs. A quality program is provided for all students in grades 1 – 5. Students attend Physical Education classes twice a week.

Reading Specialist

Our specialist coordinates our reading program at Lydiksen to assist staff in meeting reading needs of our K-5 general education students. The specialist serves as a valuable resource to teachers and parents, as well as an instructor for students.

Resource Specialist

Our Resource Specialist supports students with identified learning disabilities and assists our entire staff in meeting the needs of students.

School & Library Improvement (S.L.I.P.)

Our site receives monies per student from the state to finance improvements to our instructional program and school climate. Math, Language Arts, Science and Character Education are the major areas of focus this year. Comprehensive plans for improvement are established and managed by School Site Council made up of five elected parents and four elected staff members, plus the site administrator.

Science Specialist

The Science Specialist is a credentialed Science Teacher who teaches and coordinates our California standards based science curriculum with the classroom teachers.

Speech

A full time Speech and Language Therapist offers individualized and small group classes in speech and language therapy.

PLEASANTON UNIFIED SCHOOL DISTRICT

ANNUAL NOTICE OF UNIFORM COMPLAINT PROCEDURES

This notice informing you of the Uniform Complaint procedures is available in Spanish from any school or the District office upon request.

Este aviso, que resume el procedimiento de quejas uniforme está a su disposición en Español de su escuela o a la oficina de su distrito escolar.

The Pleasanton Unified School District Board of Trustees recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP), as set forth in Board Policy and Administrative Regulation 1330, when addressing complaints alleging:

Unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color, sex, race, ancestry, natural origin, physical or mental disability.

Failure to comply with state and/or federal laws and regulations in adult education, consolidated categorical aid programs, vocational education, child care and development, child nutrition, and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Therefore, discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-

case basis. The District prohibits retaliation against any participant in the complaint process.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent will ensure that the mediation results are consistent with state and federal laws and regulations.

Complaint Process:

1. **Informal Resolution:** Before initiating a formal complaint, an attempt shall be made to informally resolve the issues through a discussion with the complainant and relevant parties. The complainant will be provided an opportunity to present relevant information.
2. **Filing Complaint:** Obtain a copy of the Complaint Form from the school or district office. Submit form to the assistant superintendent of human resources.

PLEASANTON UNIFIED SCHOOL DISTRICT
Annual Notice of Uniform Complaint Procedures

3. **Investigation:** The supervisor will investigate the complaint and provide a written report of the investigation and decision. The decision will contain the findings and disposition of the complaint, corrective actions (if any), rationale for such disposition, and procedures for initiating an appeal, within 15 days of receiving the local agency written decision, to the California Department of Education.
4. **Appeals:** If any party disagrees with the supervisor's written decision, he or she may appeal the decision to a compliance officer of the District. Following the decision of the compliance officer, either party may appeal the decision to the District's Board of Trustees.
5. **Timeline:** The formal complaint process, including appeals to the Board of Trustees, shall be concluded within 60 calendar days from the District's receipt of the complaint, unless the complainant agrees in writing to an extension of time. Any complaint may be appealed to the California Department of Education within 15 calendar days of receiving the Board's decision.
6. **Discrimination Claims:** A complaint alleging discrimination must be initiated no later than six (6) months from the date when the alleged discrimination or violation of law occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination or violation of law.

7. **Civil Law Remedies:** A complainant may also pursue civil law remedies, such as injunctions or restraining orders through local, state or federal legal aid agencies, offices, local mediation centers, or public or private interest attorneys. Local agencies that may be able to assist you include the Alameda County Bar Association and the Legal Aid Society of Alameda County. Complainant has a right to seek civil law remedies no sooner than sixty days have elapsed since filing an appeal with the California Department of Education, with the exception of injunctive relief, for which the moratorium does not apply.

Complaints shall be directed to:

Assistant Superintendent,
Human Resources
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, California 94566
(925) 426-4321

Human Resources will direct Title IX complaints to

Coordinator, Special Projects
Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, California 94566
(925) 426-4325

This notice shall be distributed annually to parents in the District's annual notice to parents. This notice shall also be distributed to all school sites, Public Information Office, Human Resources, Educational Services, and Pupil Services for distribution to students, employees, advisory committees, and other interested parties.

40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. 2. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. 3. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. 4. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. 5. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. 6. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> 7. Community cherishes and values young children—Children are welcomed and included throughout community life. 8. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. 9. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. 10. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. 12. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. 13. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. 14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. 15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. 16. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. 18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. 19. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. 23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. 24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. 25. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings. 27. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. 28. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. 29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. 30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. 31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. 33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. 34. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. 35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. 36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. 38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. 39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. 40. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

External Assets

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| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values children—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child's closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. |

Internal Assets

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| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future. |

LYDIKSEN TIME SCHEDULES

REGULAR SCHEDULE 2010-2011

Kindergarten: Mon., Tues., Thurs., Fri. (All Classes are Staggered)

8:20 a.m.	Early students arrive
9:40 – 9:55 a.m.	Early students recess/Late students arrive
11:40 p.m.	Early students dismissal
1:00 p.m.	Late student dismissal

Wednesday only 9:20 - 12:40 p.m.

1st, 2ND & 3RD Grade

Monday-Tuesday- Thursday-Friday

8:20 - 10:00 Instruction
10:00 - 10:15 Recess
10:00 - 11:45 Instruction
11:45 - 12:25 Lunch
12:25 - 1:55 Instruction
1:55 - 2:10 Recess
2:10 - 2:55 Instruction

Wednesday

9:20 - 11:20 Instruction
11:45 - 12:25 Lunch
12:25 - 1:45 Instruction
1:55 - 2:10 Recess
2:10 - 2:55 Instruction

4th & 5th Grade

Monday-Tuesday- Thursday-Friday

8:20 - 10:45 Instruction
10:45 - 11:00 Recess
11:00 - 12:15 Instruction
12:15 - 1:10 Lunch
1:10 - 2:55 Instruction

Wednesday

9:20 - 12:15 Instruction
12:15 - 1:10 Lunch
1:10 - 2:55 Instruction

MINIMUM DAY SCHEDULE

All Kindergarten students will attend school from 8:20 – 11:40

Grades 1, 2, 3

8:20 – 10:00 Instruction
10:00 - 10:15 Break
10:15 – 11:45 Instruction
11:45 – 12:15 Lunch
12:15 – 12:35 Instruction

Grades 4 & 5

8:20 – 10:45 Instruction
10:45 – 11:00 Break
11:00 – 12:05 Instruction
12:05 – 12:35 Lunch

PLEASANTON



Building a Community of Character

I pledge to fulfill my role in our Community of Character by acting with

RESPONSIBILITY

- Doing what I am supposed to do
- Always doing my best
- Being accountable for my choices

COMPASSION

- Being kind to myself, others, and the environment
- Helping others in need
- Being forgiving

SELF-DISCIPLINE

- Practicing self-control
- Setting goals and working toward them
- Striving for personal improvement

HONESTY

- Telling the truth
- No cheating or stealing
- Being trustworthy

RESPECT

- Using good manners, not bad language
- Being considerate: honoring the feelings of others
- Dealing peacefully with anger, insults, and disagreements

INTEGRITY

- Being reliable: doing what I say I'll do
- Having the courage to do the right thing
- Building a good reputation



PLEASANTON UNIFIED SCHOOL DISTRICT

