

**LAKESIDE ELEMENTARY SCHOOL**  
**19621 Black Road**  
**Los Gatos, CA 95033**

Dear Parents,

Lakeside School is dedicated to helping students become healthy, self-reliant, resilient citizens. Keeping the agreements and living up to the expectations will make everyone's experience at Lakeside positive.

After you have reviewed the Student Expectations and Agreements *with your child*, please sign and return this slip to your child's teacher on the first day of school

*Dear Lakeside Teachers, Principal, and Support Staff:*

*Together we have reviewed the attached pages and our signatures below indicate our promise to observe school expectations and procedures to the best of our ability.*

\_\_\_\_\_  
Parent/Guardian's Name

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Student's Signature

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**AGREEMENTS**

*Students have the right to learn and teachers have the right to teach.*

*Everyone at Lakeside School has the right to work and play in peace, safety, and relative quiet.*

**Expectations of Student Behavior**

The Behavior Agreements at Lakeside School are based on building a school atmosphere that reinforces the teaching of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These are the “Six Pillars of Character” emphasized in our Lessons in Character program. It is the desire of the Lakeside faculty, staff and parents to assist students in becoming responsible members of the school community by learning to apply these traits consistently and by reinforcing the behaviors we want students to learn.

The most important agreement at Lakeside School is that students are trustworthy. This means that students keep their commitment to obey the rules and keep agreements.

EACH STUDENT IS individually and fully responsible for knowing school procedures and following them. This document contains broad general expectations. Specific classroom rules and campus procedures will be provided as the school year progresses.

EACH PARENT IS individually and fully responsible for knowing the expectations, reinforcing them at home, and supporting children in observing them.

## GENERAL EXPECTATIONS FOR STUDENTS

1. Come to school consistently and on time
2. Take responsibility for your own learning.
3. Work cooperatively with other students.
4. Come to school ready to learn and work hard.
5. Bring necessary materials, completed assignments, and homework.
6. Respect your school, your classmates, your teachers, and others. Obey all adults at school who are in positions of authority over you.
7. Interact safely with others (keep hands, feet, and objects to yourself).
8. Know and follow school and class rules.

## GENERAL EXPECTATIONS FOR PARENTS

1. Make child's education a priority.
2. Insure prompt and regular attendance of my child. It is the parent's responsibility to notify the school when your child will be absent or late. You may do this in person, by phone or by sending a note. If an explanation of the absence is not received within three days, your child's absence will be marked UNEXCUSED. Students absent without a valid excuse for more than three (3) days in one school year shall be classified as truant. Students who are more than thirty (30) minutes tardy on three (3) or more school days in one school year shall be classified as truant.
3. Supervise homework.
4. Meet child's physical needs (i.e. clean, proper nutrition, adequate sleep, etc.).
5. Support school policies.
6. Communicate with school and teacher.
7. Be visible and active in school events.
8. Attend parent/teacher conferences.

## SOME ADDITIONAL EXPECTATIONS AND AGREEMENTS

### Food Items

1. Encouraging a Healthy Lifestyle is a component of a quality education program. Soda and candy are not to be sent to school. Growing bodies and active minds benefit from a mid-morning snack. Snack items can be from the lunch or specifically prepared.
2. All food is to be consumed at the picnic tables or benches. No food is to be eaten in the classroom or other areas of the campus.

### Prohibited Items and Areas

1. Toys, games, balls or other athletic equipment, any weapon – [real or toy], electronic devices, and valuables are not to be brought to school.
3. Cell phones are allowed but are to be used only before and after the instructional day and are to be “off” during the day and kept in student backpack.
4. Classrooms and other school buildings are “off limits” unless an adult is present and you are under the direction of the adult. The parking lot, garden, LGSONS, Clubhouse, and any area outside the school fence are “off limits” during the school day.
5. Except for emergency situations, the school office is “off limits” unless you are sent by an adult with a note stating the reason for your visit.
6. Classroom phones are “off limits” to students at all times. The office counter phone is “off limits” unless you have a note from an adult who is responsible for you. The office counter phone is “off limits” if the reason for using the phone is to make a last minute arrangement that should have been made in advance (e.g., calling home to learn if you are to ride the bus or wait for a parent; calling home to ask parent permission for someone to come over to your house).

## Playground

1. Designated benches are used for backpacks in the a.m. and for gathering at the end of recess periods.
2. No game may be designated as “closed” to any individual.
3. Observe designated play areas.
4. Use equipment for intended purpose (i.e., kick the kickballs, bounce the basketballs, jump ropes are for jumping, etc.). Use the equipment in the intended location (i.e., soccer balls on the grass, basketballs on the blacktop, jump ropes on the blacktop, etc.).
5. The playground and equipment is not a place for after school play unless DIRECTLY supervised by a parent (directly is defined as being where the child is).

## School Attire

1. Footwear must be worn at all times. All footwear must have at least a heel strap, and flat or low heels. All students need to wear appropriate athletic shoes during physical education class; laced shoes appropriate for running are ideal.
2. Hats may not be worn indoors. Bills of hats must be worn facing forward.
3. Hoods are for rain or very cold weather and then only outdoors.
4. Attire which detracts from the educational goals of the school is not permitted. The principal is the final arbiter for appropriate attire.

## Arrival and Departure from School

1. The campus opens at 8 a.m. Students arriving before 8 a.m. must enroll in Clubhouse.
2. Students are not permitted on the parking/driveway blacktop area at any time unless escorted by an adult.
3. A parent may pull up to the curb and have the child step out of or into the car from the passenger side of the car only.

4. Students who arrive at school after Flag Salute is completed must sign in at the office accompanied by a parent.
5. At dismissal: -Students enrolled in Clubhouse go directly to Clubhouse.
  - Students waiting for parent pick up go directly to the picnic tables. Students not picked up by 2:50 on a regular day or 1:30 on Wednesdays will need to check in to Clubhouse.
  - Students waiting for the bus go directly to the Library.

### Discipline Philosophy

1. The Four Part Test of appropriate behavior: Is it safe? Is it respectful? Is it responsible? Would it be a good idea if everyone did it?
2. Teachers handle everyday, minor problems in the classroom and the principal will intervene only for severe or chronic inappropriate behavior. A single event may be “severe” (e.g., fighting, profanity, vulgar actions, etc.)
3. What is a minor problem? Inappropriate behavior common to a student’s developmental age and short of a clear violation of state law (see Notification of Rights of Parents and Students).
4. What is a major problem? Violation of classroom or campus procedures is a minor problem. A repeated minor problem is the definition of “chronic inappropriate behavior.” Chronic behavior is a major problem because it, like “severe” behavior, is a violation of EC 48900 wherein the offender has “Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of duties.”
5. The Lakeside School Character Education Program equips students with tools for successful living in a social environment. STAR (Stop, Think, Act, Review), Walk-Talk-Rock, and the Four Part Test are some of those tools.
6. A “Hierarchy of Consequences” is used to respond to inappropriate behavior. The lowest level is commonly called “the look.” If the teacher makes eye contact and maintains it without saying anything, this is “the look.” From there the consequences escalate because if “the look” doesn’t bring the student back to reality the teacher will continue with other means of correction until appropriate behavior is the norm. The progression of consequences does not begin anew with each incident of inappropriate behavior – remember “chronic” behavior.
7. Lakesides responsibility for students is conferred by the Education Code and includes from the time the parent releases the child to the school until the parent takes responsibility again. The interval includes the school day, before and after school, and travel on the bus until the

child reaches their home or is picked up by the parent.

## Bullying

Behind every story about bullying there is a story of pain and fear. Listen for the pain and fear in the reports from your child about their experiences at school. Make sure you tell the teacher or the principal about what you hear. In common everyday language, bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself (Olweus, 2007).

The implementation of the Lakeside Bullying Prevention Program employs the four principles of the Olweus philosophy:

- Principle 1 – Warmth, Positive Interest, and Involvement are Needed on the Part of Adults in the School;
- Principle 2 – Set Firm Limits for Unacceptable Behavior;
- Principle 3 – Consistently Use Nonhostile Negative Consequences When Rules Are Broken;
- Principle 4 – Adults in the School Should Function as Authorities and Positive Role Models.

Teachers use the “classroom meeting” strategy to reinforce the four anti-bullying rules:

- Rule 1 – We Will Not Bully Others;
- Rule 2 – We Will Try To Help Students Who Are Bullied;
- Rule 3 – We Will Try To Include Students Who Are Left Out;
- Rule 4 – If We Know That Somebody Is Being Bullied, We Will Tell An Adult at School and an Adult at Home.

Guidelines for problem-solving discussions in “classroom meetings” include the following:

- Telling is reporting when someone is doing something harmful or hurtful on purpose;
- Telling is when you or someone else needs protection or when you are scared;
- Tattling is trying to get someone in trouble;
- Tattling is trying to get attention.

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