



Chula Vista Elementary School District

Thurgood Marshall Elementary School

2023/2024

Student/Parent Handbook



Principal

Ricardo Cooke, Ed.D.

Superintendent

Eduardo Reyes, Ed.D.

Board of Education

Kate Bishop • Leslie Ray Bunker • Cesar T. Fernandez

Francisco Tamayo • Lucy Ugarte

marshall.cvesd.org & thurgoodmarshallmustangs.org

All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.

California Constitution
Article I, § 28 (c)

EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone 619-425-9600, ext. 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

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Dear Thurgood Marshall Students, Parents, and Guardians:

The Thurgood Marshall Elementary School (TMES) staff welcomes you to the **2023/2024** school year. We are committed to making learning fun and meaningful for all students. All students are individuals of great worth. It is our intent to provide all students with the opportunity to reach their academic, social, emotional and physical potential, discover their gifts and talents, and grow up to be productive citizens in our community. Please take the time to read the information contained in this handbook, as it will provide you with the school policies and procedures. It also contains information regarding the services and programs at Thurgood Marshall. Parents/Guardians are expected to read and understand how we operate Mustang Country.

We look forward to serving you and providing your child/children with the best education possible.

Please contact the office at (619) 656-6252 or marshallschool@cvesd.org if you have any questions.

We are looking forward to a great school year!

Ricardo Cooke, Ed.D.

Principal



THURGOOD MARSHALL ELEMENTARY SCHOOL
School Office Hours: 7:30 am to 4:00 pm
Phone: (619) 656-6252 E-mail: marshallschool@cvesd.org
Thurgoodmarshallmustangs.org & Marshall.cvesd.org

DAILY BELL SCHEDULE

2023/2024

<u>Breakfast/Supervision:</u>	8:15 a.m. – 8:45 a.m. (<i>No student drops off before 8:15 a.m.</i>)
<u>Transitional Kindergarten:</u>	
Monday-Thursday	8:30 a.m. - 2:45 p.m. <i>Exit out at the Kinder Back Gate/Zone 1. Visitors cannot enter the campus via the Kinder back gate.</i>
Friday & Modified Days	8:30 a.m. - 1:15 p.m. <i>Exit out at the Kinder Back Gate/Zone 1. Visitors cannot enter the campus via the Kinder back gate.</i>
<u>Kindergarten:</u>	
Monday-Thursday	8:45 a.m. - 3:00 p.m. <i>Exit out at the Kinder Back Gate/Zone 1. Visitors cannot enter the campus via the Kinder back gate.</i>
Friday & Modified Days	8:45 a.m. - 1:30 p.m. <i>Exit out at the Kinder Back Gate/Zone 1. Visitors cannot enter the campus via the Kinder back gate.</i>
<u>Grades 1-6:</u>	
Monday-Thursday	8:45 a.m. - 3:15 p.m.
Friday & Modified Days	8:45 a.m. - 1:45 p.m.
<u>Recess Times:</u>	
Transitional Kindergarten	9:30 a.m. - 9:45 a.m. & 1:00 p.m. - 1:15 p.m.
Kindergarten	10:00 a.m. - 10:15 a.m. & 1:15 p.m. - 1:30 p.m.
Primary – Grades 1-3	10:30 a.m. - 10:45 a.m. & 2:05 p.m. - 2:20 p.m.
Upper – Grades 4-6	10:50 a.m. - 11:10 a.m.
<u>Lunch Periods:</u>	
Transitional Kindergarten	11:15 a.m. - 12:00 p.m.
Kindergarten	11:15 a.m. - 12:00 p.m.
Grade 1	11:30 a.m. - 12:15 p.m.
Grade 2	11:45 a.m. - 12:30 p.m.
Grade 3	12:00 p.m. - 12:45 p.m.
Grade 4	12:15 p.m. - 1:00 p.m.
Grade 5	12:30 p.m. - 1:15 p.m.
Grade 6	12:45 p.m. - 1:30 p.m.

Students who have not been picked up by 3:25 p.m. will be directed to the office for pick-up.

No student drop-off before 8:15 a.m.



Chula Vista Elementary School District

2023-2024 School Year-Round Calendar

JULY 2023									Days Worked per month			
S	M	T	W	T	F	S	7/1	Fiscal Year begins	180-Days Classified	186-Days CNS II & III	185-Days Cert. Staff	200-Days School Staff
						1	7/4	Legal Holiday – Independence Day				
2	3	4	5	6	7	8	7/6	First Day for 200-day Employees/Principals & APs Report				
9	10	11	12	13	14	15	7/14	First Day for 186-day CNS II & III				
16	17	18	19	20	21	22	7/17 – 7/18	Teacher Preparation Days				
23	24	25	26	27	28	29	7/19	Students Report to School – Minimum Day				
30	31							End of first school month, 9 days taught + 2 teacher workdays				
AUGUST 2023									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
			1	2	3	4	5					
6	7	8	9	10	11	12						
13	14	15	16	17	18	19						
20	21	22	23	24	25	26						
27	28	29	30	31								
								End of second school month, 23 days taught				
SEPTEMBER 2023									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
					1	2						
3	4	5	6	7	8	9						
10	11	12	13	14	15	16						
17	18	19	20	21	22	23						
24	25	26	27	28	29	30						
							9/4	Legal Holiday – Labor Day				
							9/14 – 9/21	Parent/Teacher Conferences – Minimum Days				
							9/25 – 9/29	Fall Break				
								End of third school month, 15 days taught				
OCTOBER 2023									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
1	2	3	4	5	6	7						
8	9	10	11	12	13	14						
15	16	17	18	19	20	21						
22	23	24	25	26	27	28						
29	30	31										
							10/2 – 10/6	Fall Break				
							10/9	Teacher Preparation Day				
							10/10	School Resumes – Students Report – Minimum Day				
								End of fourth school month, 16 days taught + 1 teacher workday				
NOVEMBER 2023									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
			1	2	3	4						
5	6	7	8	9	10	11						
12	13	14	15	16	17	18						
19	20	21	22	23	24	25						
26	27	28	29	30								
							11/10	Legal Holiday – Veterans Day				
							11/20 – 24	Thanksgiving Week Break				
							11/23	Legal Holiday – Thanksgiving Day				
							11/24	In Lieu of Holiday – CA Admission Day				
								End of fifth school month, 16 days taught				
DECEMBER 2023									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
					1	2						
3	4	5	6	7	8	9						
10	11	12	13	14	15	16						
17	18	19	20	21	22	23						
24	25	26	27	28	29	30						
31												
							12/18 – 1/8	Winter Break				
							12/22	Declared Holiday				
							12/25	Legal Holiday				
							12/29	Declared Holiday				
								End of sixth school month, 11 days taught				

LEGEND: SCHOOL DAYS (180)

MINIMUM DAYS (50)

TEACHER PREP DAYS (5)

BREAKS

LEGAL HOLIDAYS

Approved 12/14/22
Revised 04/12/23



Chula Vista Elementary School District 2023-2024 School Year-Round Calendar

JANUARY 2024									Days Worked per month			
S	M	T	W	T	F	S			180-Days Classified	186-Days CNS II & III	185-Days Cert. Staff	200-Days School Staff
	1	2	3	4	5	6	1/1	Legal Holiday – New Year’s Day				
7	8	9	10	11	12	13	1/8	200-day Employees/Principals & APs Report				
14	15	16	17	18	19	20	1/9	Teacher Preparation Day				
21	22	23	24	25	26	27	1/10	School Resumes – Students Report – Minimum Day				
28	29	30	31				1/15	Legal Holiday – Dr. Martin Luther King Jr. Day	15	16	16	17
								End of seventh school month, 15 days taught + 1 teacher workdays				
FEBRUARY 2024									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
				1	2	3						
4	5	6	7	8	9	10						
11	12	13	14	15	16	17	2/16	Legal Holiday – Lincoln Holiday (observed)	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
18	19	20	21	22	23	24	2/19	Legal Holiday – Washington Day	19	19	19	19
25	26	27	28	29				End of eighth school month, 19 days taught				
MARCH 2024									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
					1	2						
3	4	5	6	7	8	9						
10	11	12	13	14	15	16	3/7 – 3/14	Parent/Teacher Conferences - Minimum Days	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
17	18	19	20	21	22	23	3/18 – 29	Spring Break	11	11	11	11
24	25	26	27	28	29	30	3/29	Declared Holiday				
31								End of ninth school month, 11 days taught				
APRIL 2024									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
	1	2	3	4	5	6	4/1	Declared Holiday – Cesar Chavez Day				
7	8	9	10	11	12	13	4/2	School Resumes – Students Report – Minimum Day	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
14	15	16	17	18	19	20			21	21	21	21
21	22	23	24	25	26	27		End of tenth school month, 21 days taught				
28	29	30										
MAY 2024									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
			1	2	3	4						
5	6	7	8	9	10	11						
12	13	14	15	16	17	18						
19	20	21	22	23	24	25	5/24	Declared Holiday	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
26	27	28	29	30	31		5/27	Legal Holiday – Memorial Day	21	21	21	21
								End of eleventh school month, 21 days taught				
JUNE 2024									Days Worked per month			
S	M	T	W	T	F	S			180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
						1	6/5	End of School Year for Students-180 Days Taught-Minimum Day				
2	3	4	5	6	7	8	6/6	Last day for 185-Day Certificated Staff-Teacher Prep Day				
9	10	11	12	13	14	15	6/6	Last day for 186-day CNS II & III				
16	17	18	19	20	21	22	6/17	Last day for 200-day Employees				
23	24	25	26	27	28	29	6/19	Legal Holiday - Juneteenth	180 Days Classified	186 Days CNS II & III	185 Days Cert. Staff	200 Days School Staff
30							6/25	Last day for Associate Principals 205-day	3	4	4	11
							6/27	Last day for Principals 207-day				
							6/30	Fiscal Year Ends				
								End of twelfth school month, 3 days taught + teacher work day				

LEGEND: SCHOOL DAYS (180)

MINIMUM DAYS (50)

TEACHER PREP DAYS (5)

BREAKS

LEGAL HOLIDAYS

Approved 12/14/22
Revised 04/12/23

CVESD's Instructional Focus

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

CVESD's Vision, Mission, and Values Reflect Equity

CVESD is working towards eliminating opportunity gaps by providing equitable educational experiences for each student. Supporting and fostering students' excellence in academic pursuits occurs by focusing on the whole child—their race, culture, language, heritage, gender/expression, and experiences. The unique aspects of each individual are valued by educators and used to inform students' learning and development.

<https://www.cvesd.org/parents/equity-and-access>

Who is Thurgood Marshall?

As a school community, we are named after the most honorable, Thurgood Marshall. Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth-grade students. The Chula Vista Elementary School District, with 49 schools including charters, is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students. Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall. To learn more about who Thurgood Marshall is, we encourage families to review the following website: <http://thurgoodmarshall.com/>

School Philosophy

Recognizing the fact that each child is a unique individual with differences and similarities to others, Marshall Elementary School strives to meet the needs of each child. A sense of concern for others as well as self should be developed in order to prepare for life in a democratic society. Also, a sense of responsibility for one's own education should be encouraged. Therefore, each child should be helped toward becoming independent, self-directed, and self-disciplined. The child should experience as much success as possible in school. Emphasis should be placed on the positive rather than the negative. Each child should be taught at an appropriate academic level so that success can be experienced.

Learning how to learn is just as important as learning about things. Learning how to learn gives a child the tools needed for lifelong education. A child's education should be a three-way cooperative effort among the school, the child, and the parents so that the child obtains the best possible educational experience.

We Believe All Students Can Learn. The staff, students, and parents at Thurgood Marshall School believe that all students can learn and achieve, regardless of their past academic performance, family background, socioeconomic status, race, or gender. We believe that our school's purpose is to:

- Educate all students to achieve grade-level standards and to reach high levels of academic performance.
- Emphasize the language arts.
- Foster positive growth in social/emotional behaviors and attitudes.

We accept the responsibility to work together so that all students can attain their maximum educational potential.

Vision:

Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

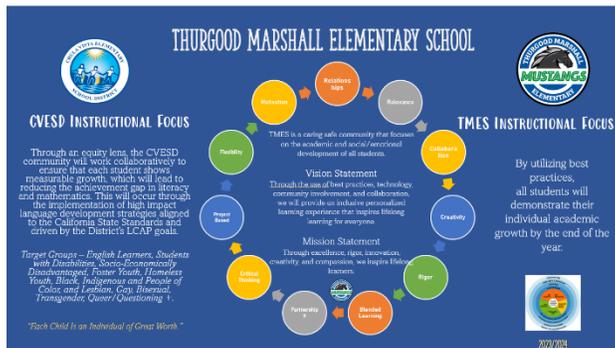
School Mission:

Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

To Fulfill Our Mission:

We will provide a comprehensive transitional kindergarten through sixth-grade program which models the importance of responsibility and respect and emphasizes equal education opportunities. To ensure successful learning, the program will include knowledge, skills, and attitudes.

Fundamental to Our Mission:



We will share ideas, work together, manage our resources, effectively use support staff, and provide a safe, orderly, and attractive environment.

Core Values

The school is our avenue, the instruction is our work, and learning for all students is our goal.

RESPECT: The dignity of each person and the importance of every task will be respected.

INDIVIDUALITY: Every student will have equal educational opportunities.

RESPONSIBILITY: Everyone is responsible for seeing that the entire school functions to serve the needs of the students.

CONTRIBUTION: Students will be provided with the knowledge, skills, and attitudes necessary to become contributing members of society.

GOALS: Students and staff will share ideas and work together in order to achieve our school goals.

ACCOUNTABILITY: The staff is accountable for all students' learning.

TMES Instructional Focus 2023/2024

By utilizing best practices, all students will demonstrate their individual academic growth by the end of the year.

ARRIVAL

The supervision of the children who attend TMES begins at **8:15 am**. Students should not arrive before this time, as there is no supervision prior to the designated time. Students that arrive prior to this time will be given a parent warning notice about their child. Parents will be contacted to come and pick up their child. Parents/guardians that receive three or more notices will be requested to come and meet with the principal about a plan of support. If your family needs support for childcare, please contact the YMCA or apply for transportation. Students can attend the YMCA program starting at 6:30 am.

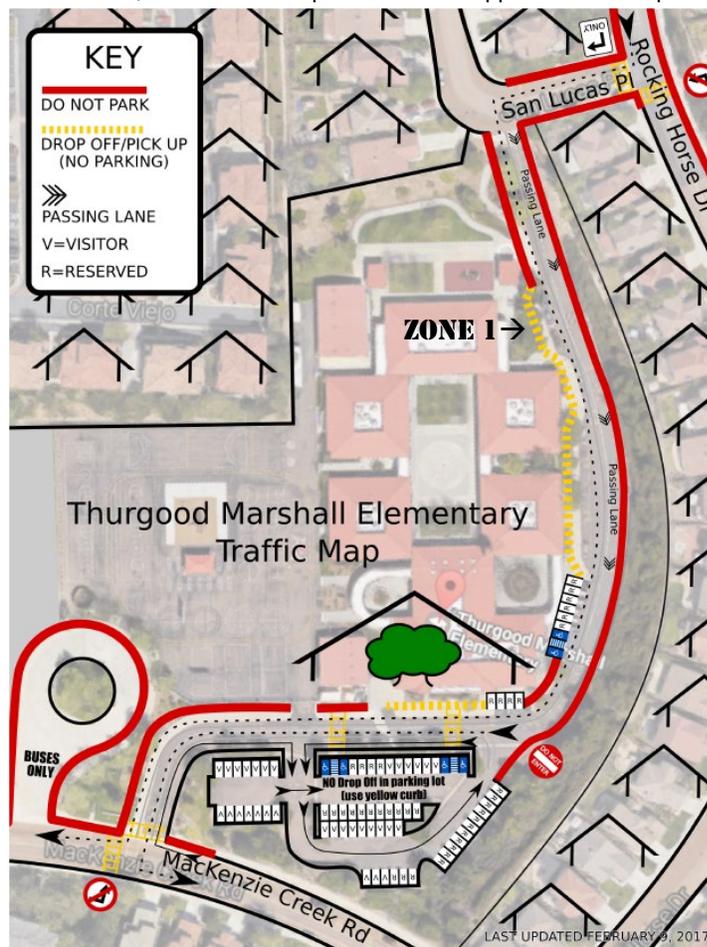
Zones: There are three zones designated as drop off/pick up areas (Kinder, flagpole, and the mural). See the image below that indicated all three zones. Due to the safety of children, families and staff, student drop off in the parking lot behind cars, in a passing lane, bus loop, red curb, is prohibited. At or after 8:15 a.m., but before 8:45 a.m., students are expected to be dropped off on campus.

When students are dropped off, they are to report to their assigned blacktop classroom number or cafeteria for breakfast. Students not having breakfast are to report to the blacktop area and line up behind their classroom number painted on the ground until the school bell rings at 8:45 am. **Bus Loop:** Due to safety and the arrival and departure of busses, the bus loop cannot be used to pick up or drop off/pick up students at any time. There is signage at the entrance to the bus loop to remind families that the bus loop is not for drop off/pick up. Students can walk into the campus via the bus loop gates, but must be dropped off in safe zone outside of the bus loop, on MacKenzie Creek.



Dropping students off on a red curb or in the middle of cars is a safety hazard for our students. Once

the morning start bell rings at 8:45 am, all gates, including the bus loop gate, will be locked. Students may have breakfast in the lunch arbor beginning at 8:15-8:40 a.m. am or indoors during inclement weather. Students eating breakfast must pick up their breakfast from the cafeteria, throw away their food, when done, and proceed to their blacktop line up number. While at the blacktop, students are expected to sit or stand. Students can quietly, talk to a peer, read a book, color, or sit/stand and wait for their teacher. Campus supervision monitors all students in the line of sight. Students will be expected to follow all school-wide Mustang expectations. When the pledge and morning announcements have concluded, teachers will escort their students to their assigned classrooms. Unauthorized approved recording of children/staff is prohibited by visitors. Parents/Guardians are expected to wait behind the line up numbers, in front of the 200/400 building, or buy the garden. Families should not mix and mingle with students in line or engage in conversation with students. If there are any concerns regarding student behavior, families are expected to address concerns to school staff and refrain from directly talking to the child of concern. In addition, families should not block thoroughfares or follow their child to the classroom.



Important Note for Families: All staff members should watch out for strangers on school grounds and ask such people if they have registered in the school office. Staff shall inform the principal when anyone is present who refuses to comply with the registration requirement. The principal or designee may refuse to register any visitor whose acts or presence he/she judges would disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage. (Penal Code 627.4) The CVESD Board recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or cause a disturbance on school grounds may be guilty of a misdemeanor and subject to a fine, imprisonment, or both. (Education Code 44811, Penal Code 415.5). When such conduct occurs, the Superintendent or designee may take action leading to the imposition of these penalties. Possession of unauthorized dangerous instruments, weapons, or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other plan where a teacher and student(s) are required to be in connection with assigned school activities. [Link](#)

LATE ARRIVALS/TARDIES

Students who arrive at school after 8:45 am (8:30 am for TK) are late and will be directed to report to the Attendance/Health Office to receive a tardy slip. Students/families cannot enter the school gate after 8:45 a.m. Any student that is late will be directed to the front office. See the attendance section for more details on tardies. All TK-6th students who have a pattern of late arrivals/tardies will meet with School Attendance Review Team (SART) to put an attendance plan in place. Students on transfers shall not have negative attendance that impacts their transfer. Negative patterns of attendance will impact a transfer agreement. Intradistrict/Zone Transfer students may be returned to their neighborhood school during the current school year based on a recommendation by the school administrator, and/or the SART, and/or the School Attendance Review Board (SARB) for the reasons stated above. [BP/AR 5117](#)

DISMISSAL

All families are expected to know and review the TMES Bell Schedule for the correct times of arrival and dismissal. All children will leave their assigned classroom once the bell rings and report to their identified zone for pick-up/drop off zone. All approved bus riders are expected to report to their assigned bus at the bus pick up/drop off zone within four minutes of dismissal. The bus loop cannot be used to pick up/drop off students at any time. Students are expected to be picked up within 10 minutes of dismissal at all three zones, walk home, or attend the YMCA programs. No student can sit unattended on campus or play on the blacktop unsupervised after school hours. All persons walking on campus to pick up students are expected to wait in the following zones for student pick-up. Families cannot enter the campus before dismissal. Families that try to enter the campus will be directed by staff to the front office. All visitors must follow the guidelines for school visits. *Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.* [Link](#)

Zone 1: Wait outside of the kinder gate behind the blue line. Zone 1-500: Wait behind the 500-building gate. Zone 2: Wait behind the blue line in front of the school administration building. Zone 3: Wait behind the gate by the mural area. No visitors are allowed on campus to wait next to a classroom to pick-up their child. All students will exit the campus at the bell. Students will walk to their departure zone for their expected pick-up. Parents of kinder students waiting are asked to help keep the volume of their conversations to a minimum as students in grades 1-6 are still learning. Though we understand emergencies come up every now and again, chronic late pickups will receive a phone call or letter from the school principal. The front office will attempt to make phone calls to parents/guardians as a reminder to pick-up their child. Students who are not picked by the close of office hours (4:00 pm) and no one can be reached on the emergency contact card, will be taken to the Chula Vista Police Department. This also includes students that ride the school bus.

Students who remain after school must be signed in at an assigned approved program, D.A.S.H. or the YMCA Child Care. TMES does not provide after-school supervision for students who are waiting for parents or siblings. Students are not allowed to remain after school and play on the playground or campus unsupervised. Students on the playground will be approached by a staff member and asked to return to their family.

PARKING

Visitor parking is available across from the mural area or unmarked stalls within the parking lot. Please refrain from parking in reserved/numbered spots, as they are reserved for staff.

Arrival and Departure Traffic Guidelines:

- The three designated areas/zones for student drop-off and pick-up are directly in the front of the school marked with the curbs painted yellow
- Use the lane next to the curb for pick-up and drop-off
- The middle and third lanes assist to keep traffic flowing
- Unattended, parked, and double-parked cars cause traffic congestion, please refrain from leaving your car (families will be asked to return or a note will be placed on their car)
- Yellow curbs are for loading and unloading only
- Pull forward and drop off by the mural (Zone 3) to ease the unloading process to the blacktop
- No parking, pick up/drop off in the parking lot or area by dumpster due to safety



- Disabled drop-out for students in wheelchairs is located in Zone 2
- Due to teacher contract hours, refrain from parking in the reserved/numbered (staff area) parking spots
- Left turn restricted on MacKenzie Creek and San Lucas Place to decrease traffic congestion
- Transportation options: school bus, city bus, carpool, walk, bike, or park in the surrounding areas
- Have students sit on the passenger side of the car for easy exit/entrance
- Zone 1: At TMES, we have students with disabilities that need parent/guardian support for arrival and departure. We ask that families are kind and supportive to families in this situation. Due to safety circumstances, a few families might need to help their child exit the car.
- All Zones: Refrain from reversing your car in the drop-off zones.



- If you plan to get out of your car for drop-off and pickup, please arrive early and park in visitor parking or in the surrounding area/community
- Visitor parking is located in the across from the mural and all un-marked stalls
- Families with students with disabilities might need a few extra moments for drop-off, please be flexible and respectful (these families have a disabled placard)
- Approach the crosswalks with caution on campus and exiting the campus
- Communicate with your child the pick-up zone for your family
- Refrain from blocking the disabled parking spots or drop-off zone
- If you do not see your child, continue to circle the lot and refrain from parking/waiting in the yellow zone



- Important Notice for TK/Kinder families: After picking up your Kinder or TK child, do not enter the school campus through the kinder gate. We must ensure the safety of all students and staff. Entering these gates causes a safety risk to all. If there is a planned meeting or you are volunteering in a class, families are expected to sign-in via the raptor system at the front office.

When bringing children to school, parents have three options for dropping off that allow you to stay in your car:

To enter this area, take Rocking Horse Drive to San Lucas Place. Please be sure to follow all Safety Patrol signals and instructions. Do not speak or give directions to the Safety Patrol. These students must maintain traffic flow. All drivers are expected to wait and follow the directives of Safety Patrol when they are on duty. As per California Educational Code 49307, any person who shall disregard any traffic signal or direction given by a member of a school Safety Patrol shall be guilty of an infraction and subject to the penalties provided in subdivision (a) of Section 42001 of the Vehicle Code. Safety Patrol is established and authorized to give traffic signals and directions to assist in safely crossing school pupils within CVESD and the state of California.

If you have concerns regarding Safety Patrol, please contact the front office. When you enter the school, pull all the way

to zone three for drop off by the blacktop. Your children can then walk to the blacktop west of the mural. Pulling forward each time allows us to decrease back-up on the surface streets and ensures a timely arrival for all children. Please refrain from dropping students off in the parking lot. This creates a safety back-up and risk to students. It is not safe. Please do not part on the red curb at any time. This is illegal (California Vehicle Code Section 21458) and also not safe since these are fire lanes. The Chula Vista Police Department will frequently visit the campus during arrival and departure. When vehicles are in violation, they are subject to the Chula Vista Police Department ticketing.

You can park in non-numbered spaces (or visitor) at any time if you want to walk your student(s) to the blacktop, but the three drop-off areas listed above are designed to be used quickly and carefully. Please take care of all school business before you enter the school grounds to help make sure your stop is as brief as possible (i.e., sometimes see parents writing checks for lunch, signing planners, filling backpacks, etc. in the drop off/pick up lanes). Thank you for doing all you can to keep our traffic running smoothly and for ensuring student safety.

BEFORE AND AFTER SCHOOL PROGRAMS

Licensed childcare is often available to parents of students enrolled in school. Please see the information below for before and after school care options.

Licensed care is offered at the following schools by the South Bay Family YMCA at TMES. The YMCA offers supervision of school-age students before and/or after school on school days as well as on many non-school days. Care for am/pm kindergarten is dependent on demand at each particular school. Transportation associated with before and after school childcare is the responsibility of the parent. For information regarding hours, fees, and days for the South Bay Family YMCA program, contact the South Bay Family YMCA Childcare Department at (619) 421-8805.

D.A.S.H. (Dynamic After School Hours)

The mission of D.A.S.H. is to provide elementary school children with a variety of challenging, structured, recreational activities, in a safe after-school setting. Activities are designed to foster teamwork, athletic skills, positive attitudes, and self-esteem. This program is operated by the South Bay YMCA. D.A.S.H. operates for two hours per day on regular school days and three hours on minimum days. Visit their website at www.southbay.ymca.org for rates and information.

YMCA Childcare

Supervised childcare is offered both before and after school hours through the YMCA in room 704. This is a fee paid service and arrangements are made directly through the South Bay YMCA. Visit www.southbay.ymca.org for rates and information.

Expanded Learning Opportunity Program (ELOP)

For the 2023/2024 school year, CVESD has a new before and after school program called ELOP. Students must be assigned to a specific after school or before school program to stay after with parent permission. For more information on how to apply for ELOP, please contact the front office.

EARLY DISMISSAL/LEAVING SCHOOL GROUNDS

Students are not allowed to leave the school building and/or grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. All parents must update emergency cards with accurate information. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All individuals will be required to show picture identification to office personnel before the child can be released. Parents and designees will be asked to wait in the office while school personnel calls the child to the office. Students will only be called to the school office upon arrival of the person picking the child up. Students will not be called to wait in the front office until arrival. Student attendance records will be updated when a child leaves early. Parents are requested to make sure their child does not leave during the core instructional day. Students that leave campus more than 30 minutes, their attendance will negatively be impacted. When there is a documented pattern of early dismissal, a family will be contacted to meet with the principal for support and to implement a SART plan due to attendance.

CLOSED CAMPUS

In an effort to ensure a safe campus, TMES is a closed campus. Immediately upon entering any school building or grounds, any person who is not a student at the school or a district officer or employee shall, when school is in session, report his/her presence and the reason for visiting the school to the principal or designee. Any person the principal or designee asks to leave the school grounds shall promptly comply (A.R. 1250 & EC 32211). Staff shall inform the principal when anyone is present who refuses to comply with the registration requirement. The principal shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other District facility, threatens the health or safety of anyone on District property, or causes or threatens to cause damage to District property or to any property on school grounds. BP 3515.2

All students must report to the front office before leaving early or when returning to campus. All visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge and report to their designated area. All visitors must return to the front office and sign out via the Raptor system. All gates will be locked during school hours. All persons picking up students are asked to wait in the courtyard in front of the school office or in zones one, two, or three, until the dismissal bell rings. If a child is leaving early, the person picking up the child must come to the office to sign the child out and the office personnel will locate the child and have him/her come to the office. Students will not be allowed to come to the office ahead of time and wait for the person to pick him/her up.

Visiting Children on Campus During Assigned Lunch

If you would like to visit your child on campus during their assigned lunch, please ensure you follow the steps below.

- First, contact the office and ask to speak with the secretary. Inquire if families are allowed to visit.
- Request that the secretary obtains approval (from the administrator) for you to visit your child at lunch during their assigned time. Requests must be made prior to the start of school. Only the parent or guardian can visit their child at lunch.
- Five minutes before the assigned lunch time, check-in at the front office with a valid I.D. Then head to the assigned lunch time and lunch table.
- Visitor badge must be worn at all times.

- Bring foods aligned to CVESD Wellness policy. We ask that visitors refrain from bringing review the CVESD wellness policy prior to coming.
- Refrain from giving non-custodial children food items.
- Refrain from interacting (talking and touching) other children.
- Remain in the provided parent/student lunch area.
- Taking photos/videos of any students is prohibited.
- Report any concerns about actions/behaviors to the staff – do not handle the situation or address individual conducting the behavior.
- Refrain from going on the playground/blacktop during lunch. Visitors can sit on the green bench in front of the garden.
- If there is an emergency, follow the instructions of the staff – DO NOT take the child off campus until confirmation is given to do so by administration or law enforcement, and then follow proper check-out procedures.
- Ensure that you are not interfering with the staff supervising students.
- At the end of the assigned lunch, return to the office, sign-out and return the visitor badge.

RAINY DAYS/INCLEMENT WEATHER

On rainy or inclement weather days, all students in grades 1-6 report directly to the auditorium once the gates open at 8:15 am. Students in grades TK/Kindergarten and classrooms 601-604 report to the 600 building for supervision. TK students will report to their assigned room. All students in grades K-6 will be dismissed to their classrooms at 8:45 am. Due to building capacity, if there are more than 20 parents in the auditorium on a rainy day, parents will be asked to participate from the outside. For safety reasons, we must ensure that the auditorium does not reach capacity. During dismissal on rainy days, parents may go directly to the classroom once the gates are opened and the bell has rung, to pick up their child/children. Or, parents can direct their child to one of the three drop-off zones in front of the school. Students will eat lunch in the auditorium and engage in alternatives to outside activities as approved by the campus administrator during weather impacted days. TMES monitors the following extreme weather conditions: 1) when the temperature is below 45 degrees and 2) when above 95 degrees at 11:15 a.m.

GENERAL SAFETY

Please report any safety concerns you notice on campus. Also, if someone reports witnessing inappropriate behavior or misconduct regarding any adult on campus, please report it to the front office immediately.

EMERGENCY AND HEALTH INFORMATION

The student Emergency and Health Information sheet is an important source of information for the school office. It provides the child's address, phone number, school identification number, and emergency contact numbers. When necessary, teachers, administrators, and other office and health personnel use this information to contact families. It is imperative that a new sheet is completed each year for each child in attendance and that it is done in a timely fashion at the beginning of the school year. Please inform the office of any changes in student information throughout the year, most importantly work, e-mail, cell, and emergency numbers. In an emergency, staff cannot change emergency contact information.

EMERGENCY DISASTER & SAFETY DRILLS

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent/designee to close a school site, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant. BP 3516.5 The Governing Board recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. BP 3516. Safety drills (i.e. Fire, earthquake, secure campus, lock down) are conducted throughout the school year in order to be prepared in the event of such an occurrence. Ed Code 32282. Please do not be alarmed as our entire school moves to our designated meeting area. Again, this is a planned practice. Thank you for your understanding while we practice this very important procedure. All individuals on campus during a drill are required to participate. If you arrive on campus and see a sign on the office door, that reads, "DISASTER DRILL IN PROGRESS," please wait off campus and return in 15 minutes. Staff members cannot assist visitors at this time. Students, staff, and visitors that are not off campus before the drill starts, cannot leave campus until the drill is finished. In the event of a real disaster or emergency, please report to the courtyard in front of the school and wait for a designee to give you further instructions. Students will be reunited with families once law enforcement and school officials deem appropriate. Families will receive communication via school messenger. If you have

EMERGENCY AND DISASTER INFORMATION

Please fill in both sides of your White Disaster Information Card and update the Emergency Contact Information form and return them to school as soon as possible. These provide us with important information as to whom we should contact in case of an emergency. This information needs to be updated throughout the year as changes occur in your address, phone numbers, and other personal information. Families are expected to report changes immediately so that the front office team can contact the required parties.

If you or any of the emergency contacts are ever asked to pick up a child at the school during a large-scale emergency or a medical event for a single child, please remember to bring your identification card. We are unable to release children to any person who does not have proper ID. We are only allowed to release children to those individuals listed on the emergency card, no exceptions. In an emergency, please remember that we want to keep phone lines open so our first responders such as fire, law enforcement, and emergency medical personnel can use the phone lines to get life-saving resources to the scene(s). Therefore, the BEST form of communication between family members and friends during an emergency is texting.

- Do not come to the school during an emergency unless you are asked to do so. You and your car will be blocking emergency personnel from possibly getting life-saving resources to your child. If our school is in an active or drill lockdown, you will not be

able to pick-up your child until the lockdown is all clear and the front office communications the appropriate guidance for reunification.

- We will not be answering the door or allowing people on campus.
- If an incident happens on campus, please know that our staff will first handle the emergency, ensure life/emotional safety, and then communicate with you. It is critical to take life-saving measures before communicating about it. Please follow the instructions of law enforcement and school administrators. We train and exercise for emergencies and are better prepared to guide everyone to the most appropriate actions and facilitate a response that does not cause more stress for our children.

Be prepared at home! FEMA asks us to “Get a Kit; Have a Plan; Be Informed.” Your children are more likely to experience an emergency at home than at school or in the community. They need to know what to do and they want to be assured that you, as a family, are prepared. Involve them in getting prepared, and putting together an emergency kit. Make it a fun activity for the whole family. Talk to them about how to evacuate their room if there is a fire and where to drop, cover, and hold-on if there is an earthquake. If you need suggestions on how to talk to children or activities to help them understand what to do during an emergency, here are resources we recommend: **Ready Kids at www.readykids.gov**

REUNIFICATION PROCEDURE

In case of a school emergency or natural disaster, such as an earthquake, you need to be aware of our school's plan for releasing your child. Please listen to the School Messenger and be prepared to follow the directives before you arrive at the school. Plans and directives will vary based on the type and location of the emergency. Our most important concern is for the safe and orderly dismissal of our students. If as many as 400 to 500 parents arrive at our school at approximately the same time to pick up students, your cooperation and patience are essential to our plan.

Parking will be very limited, so be prepared to park at least a block or two from the school. Do not double park in the school parking area as it may interfere with getting emergency vehicles into our school site.

For the safety of your child, before allowing you to take him/her home, we must document to whom each child is released. It is imperative that you keep all the information on your child's Emergency Card up-to-date. Your child will be released only to individuals listed on the card, or when circumstances warrant, it is in the best interest of your child to place him/her in an alternate place of safety.

We encourage families to share procedures with everyone you list on the Emergency Card, so they are familiar with our procedures.

Students shall be released in the event of an emergency only to the custody of an adult with proper identification if:

1. The adult is the custodial parent/guardian.
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal designee verifies the adult's identity through reasonable means.
3. The adult is an authorized law enforcement officer acting in accordance with the law.
4. The adult is taking the student to emergency medical care at the request of the principal or designee.

Steps for Reunification: *Steps can change depending on the location and type of emergency.*

- Proceed to the Request Gate
- Complete and Sign Student Release Form and give it to the Release Gate staff
- Be prepared to provide proper identification more than one time
- Follow the directions of the staff
 - Proceed to the Release Gate, wait in line, and wait for reunification with your child

It may take some time for the orderly dismissal of 600+ students, so please be patient and be prepared to wait. The less confusion the staff has, the quicker students will be reunited with parents/guardians. Be patient if we have to engage in an emergency reunification process between parents and students. We have many students that we need to keep secure. When working with hundreds of students and parents/guardians, this takes time. We will reunify you with your child as soon as we can, but we also need to check every adult to ensure they are authorized to be released.

TALKING TO CHILDREN ABOUT VIOLENT EVENTS

As educators, we see firsthand that children are often affected by violent events, even when the event is not local. Allow children to talk about or demonstrate their emotions through writing, drawing, or singing. We recommend two resources that provide guidance on the best ways to talk to children and help them through traumatic events: *Talking with and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers* from the Department of Health & Human Resources And *Talking to Children About Violence: Tips for Parents and Teachers* from the National Association of School Psychologists. These resources can be found at www.cvesd.org. Click this [link](#): [Common Sense Media Link](#) [SDCOE Resource Link](#) [NASP Link](#)

SAFETY PATROL

BP 5141.2 A school safety patrol established in any school as herein provided shall be composed of pupils attending TMES. EC 49300 Student safety patrol members shall be selected and serve only with written parental consent. EC 49302 Patrol members must be at least ten years old and at least in the fifth grade. Code of Regulations, Title 5, 571. Safety patrol members shall be authorized to give traffic signals and directions only in order to assist students in safely crossing streets and highways. EC 49304 Patrols shall be used only at locations where the nature of the traffic permits their safe operation, as determined by a joint agreement between the District and the local law enforcement agency. Whenever on duty, patrol members shall wear the basic standard uniform required by the California Code of Regulations, Title 5, 576

During the morning drop-offs and afternoon pickups, student Safety Patrol members will help direct traffic and assist with the safe crossing of students in designated areas. Please be respectful and courteous to our Safety Patrol as they are responsible for ensuring everyone's safety to and from campus. Please remember to observe the crosswalks and follow the directions of the safety patrollers. If you have questions and or concerns regarding Patrol members, please direct concerns to the coordinator and not the students on duty. TMES collaborates with CVPD for annual training of crossing guards BP 5142.2

Any person who disregards any traffic signal or direction given by a member of a school safety patrol, shall be guilty of an infraction and subject to the penalties provided in subdivision (a) of Section 42001 of the Vehicle Code. EC 49307. CVPD will be contacted by the front office if there are concerns with drivers and the safety of patrol members. If you are interested in volunteering to support patrol before or after school, contact the advisor and front office.

HEALTH

HIPAA/FERPA is based on two important ideas in patient care: privacy and confidentiality. Privacy refers to a person's right to limit who knows what about one's medical condition. It also refers to the right to have conversations about medical care in places where others cannot overhear. The detailed regulation that covers HIPAA/FERPA is called the Privacy Rule. Confidentiality refers to a health care professional's obligation to keep information from being disclosed without the patient's consent, unless required by law or considered necessary for clinical reasons. Source: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Within the health office at Thurgood Marshall, please proceed to the exit and refrain from talking to students or sharing personal health-related information. The office staff can only share information about the status of students to the parent/guardian.

Parents/guardians are encouraged to inform the school if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. Thurgood Marshall shall ensure that student confidentiality rights are strictly observed in accordance with the law. If there are any questions in regard to sending your child to school, please contact the front office and request to speak to the school nurse.

Some students are more susceptible to infection as they have reduced the ability to fight off disease. Your help is needed to ensure that children who have illnesses that are contagious and serious are not sent to school. Within CVESD, we follow the [San Diego County Decision Tree](#), CVESD guidelines and procedures. Do not send a child with the following symptoms (See COVID Handbook for COVID related information) to school:

Guidelines for keeping a student home: Some students are more susceptible to infection as they have reduced ability to fight off disease. Your help is needed to ensure that children who have illnesses that are contagious and serious are not sent to school. If your child has a medically diagnosed chronic health condition, contact the office to complete a form. Forms must be completed by a doctor and returned back to the front office.

Do not send a child with the following symptoms to school:

- **Chicken pox** – Keep child home until all blisters are scabbed over and there are no signs of illness.
- **Cold sores** – Child may attend school, unless there are also mouth ulcers and blisters and the child has uncontrollable drooling.
- **Cough and difficulty breathing** – Children may attend school with symptoms of a cold, cough and nasal mucus. However, do not send your child to school if the child has labored breathing (heaving of chest muscles with each breath), rapid breathing at rest, blue colored skin, or wheezing for the first time. If your child has been given a diagnosis of pertussis/whooping cough, your child will require 5 days of antibiotics before coming to school. If your child has a diagnosis of tuberculosis, your child may not return to school until treated. (Having just a positive tuberculosis skin test does not mean your child has tuberculosis).
- **Diarrhea** - If the child is having uncontrollable diarrhea (three or more episodes), do not send to school.
- **Fever of 100.5°F** or more, orally (or 101°F if taken by ear, rectally or temporal scan) on the day before school or the morning of school: Note that ear temperatures may be inaccurate, and temperature should be taken by using another method if the temperature is high. Keep a child at home until he/she is fever free for 24 hours without the use of fever-reducing medication. Due to the increase chance of developing Reye's Syndrome, aspirin and aspirin-containing medications should not be given to children without first consulting a physician for each specific use.
- **Impetigo** – Once your child has started an antibiotic, your child may return to school the following day.
- **Undiagnosed Rash** – When there is a fever and behavioral change accompanied by a rash, seek guidance from a health care provider.
- **Ringworm** (contagious skin fungus infection). Keep the child home until treatment is started. Ringworm on the body can be treated with a cream applied directly to the affected area and covered with a bandage. Ringworm on the scalp requires an oral medication, but child may return to school if cream is applied.
- **Seizures** – Do not send your child to school if your child has been administered emergency seizure medication(s) within 9 hours of the start of school.
- **Vomiting** more than once a day or if vomiting is accompanied by fever. Seek medical assistance if there is blood or green mucus in the vomit, there is no urine output in 8 hours, there is a recent history of head injury, or the child looks or acts very ill.
- **Antibiotics** – Children who are placed on antibiotics for the above ailments or a contagious disease should be on them for a FULL 24 hours (longer for Pertussis/Whooping Cough) before returning to school, in order to prevent the spread of infection. If at any time you are unsure if your child's illness is contagious, call your child's primary care provider. If you have further questions, please contact your school nurse. Thank you for your continued support of the families in our school community.

Asthma: If your child has asthma work with the school nurse and your doctor to develop a written Asthma Action Plan for your child that includes your child's asthma triggers and how to avoid them. If you have further questions, please contact your school site to speak

to the school nurse. If your child has asthma work with the school nurse and your doctor to develop a written asthma action plan for your child that includes your child's asthma triggers and how to avoid them. <https://www.cvesd.org/parents/my-child's-safety/health>

Head Lice: School employees shall report all suspected cases of head lice to the school nurse/designee as soon as possible. If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The student will be granted no more than one day of excused absence. The parent/guardian shall also be informed that the student will be checked upon return to school and allowed to remain in school if no active head lice are detected. Upon the student's return to school, the school nurse/designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse/designee shall contact the student's parent/guardian to discuss treatment. As needed, they may provide additional resources and/or referral to the local health department, health care providers, or other agencies. Children can give head lice to other children from head-to-head contact and when they share combs, hats, clothing, barrettes, helmets, scarves, headphones, or other personal items. Remember head lice is nothing to panic or be embarrassed about. Their presence is in no way indicative of lack of cleanliness, and they are easy to eliminate when observed. Should you have any additional questions, please speak with the school nurse. Students will be excluded from school until they submit the medicated shampoo box top and a note from the parent, or a note from their physician. For guidelines go to [Parent Guide to Head Lice](#)

Allergies: If your child has a need or an allergy or anaphylaxis plan, contact the school office and ask to speak with the school nurse. Our nurse will help guide you towards completing an emergency plan for your child. [Form](#)

Concussion and Head Injuries: Pursuant to the athletic programs offered by the District, (apart from athletic activity during the regular school day or as part of a physical education course) the District will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. When the front office is made aware and a student is seen, parents will be contacted and a head injury form will be sent with a student. The sheet shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. EC 49475

Medication: Any student who must take prescribed medication at school and who desires the assistance of school personnel must submit a written statement of instructions from the physician or physician assistant and a parental request for assistance in administering the medications. Most of the time medicine is easily given before or after school. If it becomes necessary to dispense medication during school hours, it must be prescribed by a doctor (licensed in California) and be in the container dispensed to you from a pharmacy. District Policy requires that we obtain a parent and doctor's authorization on a district medication form. The "Authorization for Medication Administration" form can be obtained in the health office. In addition, self-carry must have trained with the nurse. EC 49423

State laws (SB 1912 and AB 2132) permit a responsible, trained student to carry and/or self-administer medication for asthma (wheezing), severe allergic (anaphylactic) reaction, or diabetes on his/her person for immediate use in a life-threatening situation with written order of physician, parent, authorization, health technician and principal approvals. Authorization forms, signed by both the parent and physician, must be on file with the school principal to allow for self-administration of medication.

Administering Medication and Monitoring Health Condition: Before a designated employee assists in the administration of any prescribed medication to any student during school hours, CVESD shall have: a written statement from the student's authorized health care provider and a written statement from the student's parents/guardians initiating such a request. (Education Code 49423; 5 CCR 600) The authorized health care provider's written statement shall clearly AR 5141:

- Identify the student.
- Identify the medication, appropriate dose, and route.
- Specify the period of time during which the medication is to be taken.
- Contain the name, address, telephone number, and signature of the authorized health care provider.

At the beginning of each school year, the parents/guardians shall provide the Superintendent/designee a new written statement from the designated health care provider. In addition, the parents/guardians shall provide a new statement whenever there is a change in the student's health care provider or change in medication or dosage, method, date, or time which the medication is required to be taken, or any other change in the student's circumstances. [Self Carry Form](#) [Parent Request for the Administration of Prescription](#)

Continuing Medication Regimen: The parent or legal guardian of any pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or another contact person of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. EC 49480

Physical Examination: A parent or guardian may, by written statement filed annually, refuse to consent to the physical examination, including the vision, hearing and scoliosis screening, of his/her child; however, a child may be sent home if, for good reasons, he or she is believed to be suffering from a recognized contagious or infectious disease. School children are examined for vision, hearing, and curvature of the spine at selected grade levels. EC 49451

Immunizations: [California Health and Safety Code, Sections 120325-120375](#) Under these statutes, children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, childcare centers, family day care homes, nursery schools, day nurseries, and developmental centers (pre-kindergarten facilities). Schools, and pre-kindergarten

facilities are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports. Make sure they are up to date on recommended shots. If you have skipped a checkup or shots while staying at home, now is the time to call the doctor and get caught up. More information, visit the [California Department of Public Health](#).

RESIDENCY VERIFICATION

TMES front office staff will verify all residence of the students attending any school within the district as per California State Law. Prior to admission, and annually thereafter, students enrolling in a school within the CVESD must provide proof of residency. Residency Verification must be provided by parents/guardians. If the residence changes, parents/guardians must present updated residency verification to the school within two weeks of the change. All parents must complete the necessary transfer paperwork and follow the procedures. Submitting a transfer does not guarantee student classroom assignment or enrollment at TMES.

Proof of residency is based on any one accepted document as listed on the Verification of Residency form that contains parent/guardian/caregiver name and address.

When school and/or District staff has information that a parent may have provided false or unreliable evidence of residency (such as returned mail, anonymous phone calls from the community, inconsistent information by family members, irregular attendance, parent unresponsive to school communications, multiple families in one dwelling, etc.), further investigation by the school and/or district may be initiated. School/District staff may use a variety of means to verify residency, including but not limited to:

1. Requesting additional documentation from parent/guardian.
2. Conducting a home visit/ inspection in the form of an unannounced home visit with CVESD staff identification clearly visible.

Unfortunately, if it is established that you do not reside within school or district boundaries, or do not have a currently approved zone transfer, your child will be returned to his or her designated home school. Please come by the school office or contact us by phone at (619) 656-6252. Families can also visit http://www.cvesd.org/parents/welcome_to_enrollment/required_documents for more information.

We are excited to announce our new online Annual Returning Student Registration process for the upcoming 2023/2024 school year! This replaces the annual verification of residency our families do yearly at their school sites. Through this process you will be able to update the following:

- Verification of Residency
- Emergency Contact Information
- Important Health Issues
- Student Disaster form (Authorization to Treat a Minor)
- Annual Parent Notification Agreement
- Student Internet Use Guidelines/Agreement
- FERPA Directory Information Opt-Out Agreement

Simply click on the link below and enter your child's Snapcode, provided in the letter you received. Questions about the Snapcode, please contact the front office. [Link to enroll](#).

TRANSFER STUDENTS: Zone Transfer (within CVESD) and Interdistrict Transfer Applications (outside of CVESD)

Neighborhood school attendance areas are established to optimize the use of school facilities and to avoid crowded conditions. Parents/guardians, however, may request zone transfers to schools within CVESD or interdistrict transfers to schools in other school districts. Transfer requests are generally approved as long as space is available in the school of choice. The Chula Vista Elementary School District (CVESD) Board of Education endorses the neighborhood public school concept. A neighborhood school is a school assigned to students residing within the attendance boundaries of the school. However, the Board recognizes that parents/guardians may wish to choose a school of attendance other than the neighborhood school. The Board of Education believes that parent choice among our schools is an integral feature of a well-rounded educational environment. Students on a transfer application must be in good attendance and behavior standing. Transfers may be revoked at any time for unsatisfactory attendance (absences and/or tardies) and/or behavioral concerns in accordance with Board Policy 5117. For more information on School Transfers visit <https://www.cvesd.org/parents/enroll-now/school-transfers>

STUDENT RECORDS

The Family Educational Rights and Privacy Act (**FERPA**) is a federal privacy law that gives parents/guardians protections with regard to their children's education records, such as report cards, transcripts, disciplinary records/actions, contact and family information, and class schedules. Source: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> To protect your child's privacy, schools are prohibited from disclosing personally identifiable information about your child without your written consent. However, Thurgood Marshall may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Thurgood Marshall to include this type of information from your child's education records in certain school publications. Examples include:

- The annual yearbook
- Awards or other recognition lists
- Promotion programs
- Sports activity sheets, such as for basketball, soccer, etc. showing weight and height of team members.

Please refrain from asking staff members' confidential information about the privacy of other students.

MENU OF SERVICES

The Thurgood Marshall staff has in place the key elements to ensure the healthy development of each child. Steps are taken to provide a curriculum that promotes self-esteem, decision-making skills, and the ability to peacefully resolve conflicts. We equip students with the tools they need to help them deal with stressful situations, like teasing or bullying. Our staff is encouraged to be fair and caring listeners. The following services are in place to assist students:

ASSESSMENT SERVICES

Physical Fitness
Hearing and Vision Screening
English Language Proficiency (ELPAC)
Psycho-Educational
GATE
CAASPP, CAST, CAA
IEP
504

SKILLS COMPONENT

Service Clubs
Student Council
District Speech Contest
Spelling Bee
Mustang Club

OTHER INTERVENTION SERVICES

External Counseling Referrals
Student Study Team (SST)
School Counselor
School Attendance Review Team (SART)
School Attendance Review Board (SARB)
Classroom Intervention Strategies & CVESD Intervention Teacher
MTSS/ PBIS
CVESD Resource Center
Military Referrals (Family Forces and Exceptional Family Resource Center)
Parent Intervention Program (PIP)
Impact Teacher (Academic Intervention)

AFTER SCHOOL PROGRAM/CARE

YMCA
DASH
ELOP

AWARDS PROGRAMS

Awards may be offered when the principal deems them to be reasonably achievable and when there is an equitable opportunity for attaining the award. Awards and incentives may include:

- buttons
- certificates
- coupons and WOW's
- gift certificates
- letters
- medals
- pins
- ribbons
- tickets (Golden Ticket)
- trophies
- verbal recognition
- classroom incentives
- grade level incentives
- healthy treats for quarter incentives
- additional awards deemed appropriate by administrators and staff

TIME-ON-TASK

TMES staff is committed to maximizing the time-on-task we provide to our students. For this reason, the office staff will strictly limit the number of times we call into the classrooms. You can help work toward this goal too by leaving messages or items you need your child to receive in the school office. We also have an automated phone system that will allow you to leave messages for individual staff members using their voice mailbox number.

To avoid additional distractions to all, bringing fast-food lunches for your child is discouraged. Parents are unable to deliver items to the classroom during the instructional day. If your child forgot their lunch, lunch is available at the cafeteria. The front office staff cannot be responsible for food items left at the front counter.

Parents are welcome to come and observe a teacher by scheduling a time in advance with the administration and the teacher. Refer to observations.

OBSERVATIONS AND CLASSROOM VISITATION

Parents are welcome to visit TMES classrooms. Parents have the right to observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled. Upon written request by the parent or guardian, school officials shall arrange for the parental observation of the requested class or classes or activities by that parent or guardian in a reasonable time frame. Thurgood Marshall requests that parents contact the administration and the teacher to schedule an observation for at least 24 hours in advance. Observations may not be longer than 30 minutes, one day a week. Observations will be escorted, unless communicated otherwise. California State Law requires all visitors, including parents, to report at the office and sign in via the Raptor system. Individuals that are not clear to visit the campus, cannot observe or visit. Individuals that have restraining orders which prohibit access to students or staff, will not be able to enter until a formal communication from the courts. Although this requirement may be an inconvenience, it is designed to maintain the security and safety of all children while school is in session. Please be prepared to present

a valid driver's license or identification card, upon request, to scan into our computer system so that a visitor sticker may be printed out. E.C. Section 49091.10

The principal or designee may refuse to register any visitor whose acts or presence he/she judges would disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage. (Penal Code 627.4) The Board recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or cause a disturbance on school grounds may be guilty of a misdemeanor and subject to a fine, imprisonment, or both. (EC 44811, Penal Code 415.5) When such conduct occurs, the Superintendent or designee may take action leading to the imposition of these penalties. AR 1250

No electronic listening or recording device may be used by any person in a classroom without the teacher and principal's permission. (EC 51512).

TEACHER MEETINGS

Parent/teacher conferences are scheduled during September and March. For all other scheduled meetings, please report to the front office first during office hours. To schedule a meeting outside of the designed conference time, please contact the teacher via e-mail. Parents/guardians have the right, within a reasonable time of their request, with their child's teacher(s), the principal, and any other certificated or licensed staff pertinent to the child's education (Education Code 51101). To ensure minimum interruption of the regular classroom program, school visits should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher for a time before school, after school, or when coverage for the teacher can be arranged, with principal approval. BP 1250. Conferences and phone calls during class time/school hours are not permitted.

STUDY/FIELD TRIP POLICY

Off-campus, learning opportunities are offered throughout the year. Although the goal is to provide each child with the opportunity to participate in these learning experiences, students may jeopardize their opportunity to participate, or a child's parent may be required to chaperone if that child's behavior becomes a chronic problem in the classroom or on campus. Parents must complete and sign the CVESD permission slip prior to the field trip for their child to participate in an off-campus study/field trip (no exceptions). Without written permission, the student is not permitted to participate. Phone permission is not acceptable. Individuals that pose a safety to students and staff will be asked to leave and or not participate.

Siblings are not allowed to go on field trips. Parents may not pick their child up at any location except for the final meeting area for the class. Chaperones are selected at the discretion of the classroom teacher. At times, teachers may solicit and request of a chaperon/volunteers. Not all chaperon/volunteers that expresses interest is selected to participate. It the teacher's discretion and organization ratio for direct request for the number of volunteers that may participate. If your child has special needs, please notify the teacher prior to the field trip. TMES reserves the right to cancel a field/study trip at any time if guidelines are not followed or student behaviors become a concern.

SIXTH GRADE CAMP

Our sixth-grade students have the opportunity to participate in a four to a five-day outdoor education program that will be conducted at [YMCA Camp Marston](#). For most students, attendance at camp is one of the highlights of their years in elementary school. The camp donation is approximately \$345.00 (amount subject to change depending on YMCA) and includes the week at camp plus transportation. Parents/guardians are notified annually regarding the donation amount. Some parents choose to donate the entire fee for their child. Other parents insist that their child earn some of the funds for camp by saving allowance money or by doing chores around the house. 6th grade camp is a privilege and not a requirement. If students are not following school-wide expectations their camp participation can be negatively impacted. The classroom teacher or administrator will notify the student and family their they child will not be able to attend. If you have any questions about camp, please speak with your child's sixth-grade teacher.

BREAKFAST/LUNCH PROGRAM

TMES offers breakfast from 8:15 am to 8:40 am. If your child qualifies for a free or reduced lunch, he/she is also entitled to a free or reduced breakfast. It is particularly important that students participating in the breakfast program arrive on time, preferably by 8:25 am, so they have sufficient time to eat breakfast before going to class. Students must report to their classroom line on the blacktop by 8:40 am.

Lunch Procedures

Students who wish to purchase school lunches may do so weekday mornings in the cafeteria. We ask that you send your child's money in an envelope labeled with the child's first and last name, the amount you are sending, and indicate the funds are for school lunch. Prepayment is strongly encouraged. You will need your child's student ID number, which you can obtain in the office.

TMES has a computerized meal card system. The lunch cards allow the cafeteria staff to assist our students more quickly. The meal card is debited each time your child eats breakfast or lunch. Prepayments are encouraged for at least five meals or more and are good for both breakfast and lunch.

Meal applications for free or reduced meals are available on the first day of school packets or at the school office. To be considered for free or reduced price meals for your child(ren), complete an application. Eligibility is based on the household income and number of people living in the home. Paper applications are available at the front office. Please return the completed application to the school office. Free and reduced lunch program participants must renew their applications annually.

If your child qualifies for free or reduced meals, you will be notified by the Chula Vista Elementary School District. Until you receive a notification, it is your responsibility to pay the full price for any meals your child eats at school.

The Chula Vista Elementary School District is proud to introduce School Caf e, a safe and secure way for parents to make online payments and view student meal account activity. Use SchoolCaf e to manage your child's cafeteria account, make payments, view purchase history, receive low balance alerts, and view school menus. For convenience, set up automatic payments to replenish their cafeteria funds. Learn what is being served in the school cafeteria and provide feedback by rating and sharing items.

Students with single meal payments in cash for breakfast and lunch are to pick up their cards from the card rack and proceed through the cafeteria line. This year's meal prices are as follows:

	Full Price	Reduced/ Free
Breakfast	\$1.00	No Cost
Lunch	\$2.50	No Cost

School Menu: <https://www.cvesd.org/cms/One.aspx?portalId=412034&pageId=885312>

Meal Application: <https://www.cvesd.org/cms/One.aspx?portalId=412034&pageId=885322>

School Caf e: <https://www.schoolcafe.com/CHULAVISTAESD>

Teaching your child about nutrition visit, ChooseMyPlate.gov, and

http://www.cvesd.org/parents/nutritional_services/nutrition_resources/

SNACKS

The morning recess is considered a nutrition break. Students will be encouraged to eat nutritious snacks during this time. Candy, cakes, cookies, chips, soda, etc. are not appropriate snack items for nutrition break. Foods such as crackers and cheese, pretzels, fruit, veggies, granola bars are examples of nutritious snacks. There is much research that directly connects poor nutrition with poor academics. Children may not bring food to share with other children. Thurgood Marshall is a PEANUT FREE Campus so please for the safety of everyone we encourage you not to send items with peanuts or peanut products. Snacks are to be healthy in nature.

Acceptable ideas would be:

- Vegetable sticks
- Fruit Snacks (roll-ups, etc.)
- Fruit
- Sun Chips (baked)
- Crackers
- Cheez-It's (baked)
- Cheese
- Granola Bar
- Bagel
- Yogurt
- Half a Sandwich
- Water
- Goldfish Crackers

NOT Encouraged:

• flaming Hot Cheetos/Takis containing caffeine Cookies Soda/soft drinks (carbonated drinks) Sports Drinks Beverages

Snack Guidelines (Recess)

- Snacks are to be eaten near the trashcan between the lunch tables and the playground (during recess).
- Lunch tables are reserved for students to work on missing/incomplete homework or other assignments instructed by the teacher.
- Students are not to sit at the lunch tables to socialize while snacking because it may interrupt primary classes.
- Students are encouraged to use the restrooms adjacent to the playground, not the hall restrooms, during their recess break before the bell rings. They are also encouraged to get drinks from the fountain before the bell rings.
- ALL trash must be thrown in the trashcans before leaving for the playground.
- Snacks shall not be shared. Students who do not bring a snack should proceed directly to the playground.
- Water bottles should be labeled properly and not shared between other students.
- No medication can be placed in students' snacks. See health information.

Lunch and Mealtime Requirements: Students are required to sit down and eat breakfast for at least 10 minutes and are required to sit down and eat lunch for at least 20 minutes before being released to play. BP 5030

FOOD ALLERGY ALERT: IMPORTANT MESSAGE

Some students in your child's school/class have a life-threatening allergy to nuts (i.e.; peanuts, tree nuts, and can be found in ingredients from several products you may not be aware of). Some products that include nuts are peanut butter and Nutella. Food allergies for some children are very serious. Accidental ingestion, airborne transmission, or personal contact of any of the above can cause a severe allergic reaction and even death for those who are extremely allergic.

Although most children "outgrow" their food allergies, some food allergies may be life-long. They can cause reactions ranging from itching or swelling of the lips, eyes, tongue, or mouth, to LIFE-THREATENING shortness of breath and a drop in blood pressure.

Avoidance, education, awareness, and preparedness are the four keys to management of a food allergy. This means not eating anything that has even minute traces of nuts, which may be concealed in processed and baked foods. Examples include baked goods, candy, cereals, chili, cookies, dips, egg rolls, ice cream, and spaghetti sauces. How can a parent help? Although a child with a food allergy cannot always avoid all contact with these foods, we ask that a concerted effort is made to send snacks and treats to the classroom that does not contain any kind of nuts. Please check the ingredients on any snacks or treats before sending to school.

Thank you for your anticipated assistance in helping to protect our children.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT: WELLNESS POLICY

The Chula Vista Elementary School District (CVESD) recognizes the link between student health and learning and is committed to providing a healthy school environment that promotes student and staff wellness, proper nutrition, nutrition education, and regular physical activity. The CVESD Wellness Policy (BP 5030) was revised on August 9, 2017. It consolidates, updates, and reflects changes to all federal, state, local, and District guidelines.

Key policy guidelines to promote student wellness include:

- Integrating health education into K-6 core academic subjects during the school day and before-and after-school programs as well as providing professional development in health and physical education highlighting healthy behaviors.
- Supplying a standards-based K-6 physical education program emphasizing physical fitness, positive health practices, and skill development, that meets or exceeds the State mandated instructional minutes required at the elementary level.
- Giving all students opportunities to be physically active throughout the day with activities such as classroom mini-breaks, physical education, recess, school intramurals, special events, Safe-Routes to School, and before-and after-school programs.
- Implementing nutrition guidelines for all foods available on each campus during the day (one hour before and after school), with the objective of promoting student health and reducing childhood obesity.
- Delivering foods and beverages through federally mandated reimbursable school meal programs that meet or exceed federal regulations. For example, the District has chosen not to serve flavored milk at meals or snacks.
- Prohibiting the marketing and advertising of non-nutritious foods and beverages on school sites. School staff are strongly encouraged to use non-descriptive containers for food and beverages they consume while with children.
- Prohibiting food items in celebration of a student's birthday on the school site during the school day.
- Permitting no more than two parties/celebrations with food for each class, per school year, to be scheduled after lunch whenever possible. All food items should be store-bought, pre-packaged, and/or pre-wrapped for food safety and allergies.
- Restricting school staff and other entities from using non-compliant food as a reward for academic performance, accomplishments, or classroom behavior. The District emphasizes non-food incentives as alternatives to all school staff.
- Encouraging school organizations to use non-food items and/or healthy food items for fundraising purposes and special events. If food is used, there should be an effort to balance healthier, appropriate portion-size food choices with non-nutritious items.
- Encouraging parents/guardians to support student wellness by considering the nutritional quality and portion-size of items they send for snacks/lunch and complying with new District guidelines for non-food birthday parties, healthier celebrations, and special events.
- Encouraging staff to serve as positive role models by promoting health and wellness resources that support positive lifestyle practices among employees.
- Fostering consistent health messages between the home and school environment by disseminating information through District menus, school newsletters, handouts, websites, parent meetings, and/or other communications.
- Inspiring schools to develop intergenerational programs involving active older adults as role models to support children's healthy lifestyle behaviors.
- Establishing a plan for promoting, implementing, monitoring and evaluating wellness policy practices in each school, and throughout the District.
- Food items that are not in alignment with the CVESD Wellness Policy will not be allowed to be brought onto the campus. Parents/guardians that bring items outside of the wellness policy will be asked to return items. Items will not be disseminated to the students.

Special Dietary Concerns: Children with special needs related to their ability to eat or nutritional requirements must have written instructions from a doctor about food(s) that are to be omitted and safe alternatives.

School Garden: TMES has a living school garden. We partner with UCSD master gardeners. School gardens can promote nutrition and support a healthy learning environment. Gardening fosters improved student health. If you are interested in volunteering to support the garden, contact the front office.

Celebrations

- All food items brought on campus by parents/guardians or other volunteers or school staff for celebrations should be store-bought, pre-packaged, and prewrapped items with a label listing ingredient so students with food allergies are protected from accidental exposure.
- No home-cooked foods should be served to students in order to minimize the risk of food-borne illnesses.
- Schools shall limit celebrations that involve food during instructional time to no more than two times per school year per classroom.
- The celebration should take place during the last half hour of the school day.

• Birthday Celebrations: No celebratory food items (cake, cupcakes, cookies, etc.) will be allowed on school sites during the school day in celebration of a student's birthday. The CVESD encourages and supports the use of nonfood celebratory activities and will provide a list of suggestions to schools and parents. Parents who bring these items will not be allowed into the classroom. We request adherence to our CVESD Wellness Policy.

The complete Wellness Policy can be found at: <http://www.cvesd.org/DISTRICT/BoardPolicies/Wellness%20-%20BP%205030.pdf>

Gifts to School Personnel: Staff may accept gifts offered by students or parents/guardians in appreciation for services rendered in district programs. When accepting gifts, staff should be sensitive to the feelings of other students and use discretion when opening the gifts in front of others. BP 1313

VISITORS AND VOLUNTEERS/WATCH D.O.G.S.

There are many opportunities to volunteer at our school. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB certificate of completion filed in the school office. All volunteers working with students on a regular basis (more than two days per week) are required to file current results of tuberculosis testing and undergo fingerprinting. Arrangements for visiting or volunteering in a classroom are to be made with the teacher in advance. TB test results are kept on file at the school site. Volunteers shall fulfill the tuberculosis testing and loyalty oath qualifications (Education Code 45347 and 45349). California Education Code also requires volunteers to affirm that they are not a registered sex offender per Penal Code §290. See the front office for all COVID requirements for volunteers/visitors.

For the safety and security of our students, any time anyone, other than staff and students, are on campus, we ask that you stop by the school office, sign in and obtain either a volunteer or visitor's badge. Please wear the badge in a visible location while on campus at all times. If a staff member notices you are not wearing a badge, you may be asked to report to the school office. It is important that you sign in and sign out as this is a way for the administration to monitor who is on site in the event of a disaster or emergency. Under no circumstances should a visitor/volunteer interrupt classroom instruction. Visitors and Volunteers are never permitted to be left alone with students without a staff member present.

The Board recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or cause a disturbance on school ground may be guilty of a misdemeanor and subject to a fine, imprisonment, or both. (Education Code 44811, Penal Code 415.5) When such conduct occurs, the administration may take action leading to the imposition of these penalties.

Every minor over 16 years of age or adult who is not a pupil of the school, including but not limited to any such minor or adult who is the parent or guardian of a pupil of the school, who comes upon any school ground or into any schoolhouse and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. EC 44810.

Duties of Volunteers AR 1240

Volunteers may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (EC 45343, 45344, 45349). Volunteers may supervise students during lunch and/or breakfast periods or may serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform no instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (EC 35021, 44814, 44815)

Regular volunteers (working with students on average more than two days per school week) shall be tested for tuberculosis and file the current results of this testing with the District. Regular volunteers who test negative shall thereafter be required to take a tuberculosis test every four years in accordance with EC 49406. (EC 45106, 45347, 45349, 49406)

VISITORS/PARENTS/GUARDIANS:

Please take note of the following information regarding our campus:

- All visitors and volunteers must log in the CVESD Raptor visitor management computer system in the school office and wear a badge while on campus at all times. Upon exit, the volunteer must sign out on the Raptor visitor management system.
- Balloons are not allowed on campus as they can trigger our alarm system or student allergies.
- Please silence your cell phones when entering the school office, classrooms or anywhere on campus. If you need to make or answer a phone call, please do so in the courtyard in front of the school office or off campus.
- Please do not peek in windows and/or disrupt the classroom teacher while he/she is instructing students.
- If using the machines in the copy room, please let Thurgood Marshall staff have priority.
- Please notify the school office if a copier or other equipment breaks or jams.
- Please note that we are an elementary school. Please dress appropriately and pay attention to the wearing of conservative clothing while on campus. Please keep body parts covered properly.
- **SIBLINGS: Due to liability visitors and volunteers may not bring younger siblings with them while they are on campus.** Older siblings may do community service but must have a TB test on file in the office and must sign in as a volunteer.
- Please refrain from using inappropriate/vulgar language. **CURSING AND SWEARING ARE NOT ALLOWED.** Individuals can be requested to leave campus if they are found to be causing a disturbance.

- Please **DO NOT GIVE STUDENTS GIFTS, TOYS, CANDY, or FOOD** for any reason.
- Smoking on campus is not allowed. *EC 48901. (a) No school shall permit the smoking or use of a tobacco product by pupils of the school while the pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees.*
- Please follow instructions of staff and/or the announcements during a lockdown, earthquake, disaster, or safety drill.
- In the event of an evacuation drill or a real evacuation, please proceed to the blacktop area. In the event of an evacuation off the campus, we will exit the front of the school and proceed to the park on the left of the main school parking lot. There are emergency backpacks located under the sinks in all classrooms that must be taken out during evacuations.
- Selling things and passing out flyers of any kind must be approved by the district and school.
- Inappropriate jokes and humor are not permitted.
- If you have concerns or need help with anything while on campus, please notify the school office or principal.
- **Don't forget to SMILE.**

Responsibilities of Volunteers

1. Importance of dependability

- The volunteer's loyalty and dependability are determined in large part by the degree of satisfaction felt on the job. Tasks assigned should be perceived as meaningful and varied, and responsibility should increase as the volunteer can handle it.
- Volunteers enter the program with enthusiasm and high hopes for a meaningful experience. If a volunteer is not dependable, the teacher should find out why and make sure the volunteer understands what to do when he/she cannot come on an assigned day.
- The teacher should make sure the volunteer understands the value of his/her volunteer contribution and how it relates to the total effort.

2. Importance of professionalism

- The teacher sets the example. The volunteer will model the professional attitude demonstrated by the teacher in dress, manner, behavior, etc.
- Volunteer orientation should include a section on professionalism which reminds volunteers that, although their job is that of a volunteer, their commitment is professional.

3. Importance of confidentiality

- The teacher should stress the importance of confidentiality to the volunteer.
- The teacher should instruct the volunteer not to comment on individual students, faculty members, or the school in an inappropriate manner. Confidential files, papers, and records should be put away after they are used and are not to be shared with others.

4. Importance of following directions and asking questions

- The volunteer needs clear directions or instructions from the teacher.
- The teacher should make sure the volunteer understands the assigned tasks.
- The teacher should provide samples or demonstrate how tasks are to be performed.
- The volunteer should feel comfortable about asking the teacher for clarification when needed. The teacher should try to create a suitable working atmosphere to encourage good communication.
- Volunteers need clearly defined job descriptions and a thorough orientation to classroom procedures.

Parent Volunteers Make a Difference

Across the nation, parents, grandparents, and guardians are finding that their involvement as school volunteers, whether in the classroom or in preparation of materials at home – is having a positive influence on student achievement.

Parent/Guardian Tips – Remember to Be:

- Honest – in your approach and attitude. It will aid in developing trust.
- Patient – when working with students.
- Flexible – in responding to the needs of students.
- Friendly – with a smile and a thank you, you can accomplish miracles.
- Respectful/ kindness – treat individuals in the same manner you wish to be treated.
- Confidential – it is very important that what is observed in the classroom remains confidential. Student performance or behavior is not to be discussed with other parents.

The Three R's for Parent Volunteers

Responsibility – the effective volunteer is:

- in regular attendance.
- appreciative of the efforts of the school to educate all children and to provide maximum learning opportunities for each.
- supportive of the administration and teaching staff.
- aware of the importance of planning.
- sincerely concerned about the students.
- able to generate enthusiasm about each child.
- willing to be discreet, sincere, dedicated and punctual.

Rapport – the understanding volunteer:

- recognizes the child's need to improve self-image and independent learning habits.
- supports the child by offering genuine friendship.

- recognizes the individuality of each student.
- provides a relaxed, friendly and caring atmosphere with students.
- respects the teacher or staff member's ultimate responsibility for the health, welfare, and education of each student.
- provides opportunities for each child to be successful.
- cooperates, coordinates and communicates continually with school administrators, faculty members, and staff.
- is willing to express concerns and questions with the teacher.

Rewards – the successful volunteer:

- shares with the child the warm personal satisfactions which result from successful human relationships.
- provides the teacher or staff member with the satisfaction of knowing that the student's needs are being met and that quality education is being promoted, extended and enriched.
- receives the sincere gratitude of the school community.

Mustang Volunteers Are:

Dependable! Dedicated! Responsible! Supportive!

Code of Ethics for Volunteers

1. Classroom and student work is always confidential. Please don't discuss student concerns with anyone except the teacher. FERPA and HIPPA Law.
2. Try not to compare children within the classroom.
3. Since there are as many different methods as there are teachers, please do not compare different methods of teaching. There is no one best way to do anything.
4. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator.

DO'S AND DON'TS FOR VOLUNTEERS

What a volunteer does

- Praises and encourages
- Tells the child good things about himself/herself
- Tries to understand how the child feels
- Commits to regular attendance and arranges parent substitute
- Builds caring and supportive rapport
- Speaks directly to the teacher about concerns regarding any student performance
- Is considerate of the teacher's time

What a volunteer does not do

- Berates or belittles
- Acts in a cold or indifferent manner
- Criticizes the teacher
- Fails to call and let the school know he or she is going to be absent
- Gets physical with a child
- Violates confidentiality by passing on information to the community
- Loses control and says something that is inappropriate or might be regretted

PARENT INVOLVEMENT

The staff at Thurgood Marshall needs your help to make our school the best it can be! I would like to encourage you to volunteer to help our Parent Teacher Club (PTC), English Language Acquisition Committee (ELAC), School Site Council (SSC), and/or volunteer to help in your child's classroom.

School Site Council (SSC): Elected members represent students, staff, parents, and the community. The School Site Council provides input into the Single Plan for Student Achievement, Safe Schools Plan, and expenditures. [Link](#)

English Learner Advisory Committee (ELAC): This committee helps oversee the English Language Learner program at Thurgood Marshall. It encourages parental involvement and provides educational opportunities for parents and students.

School Blog: TMES posts information on the school blog. All parents are expected to subscribe to receive school communication.

Partners in Education: Thurgood Marshall Elementary School is seeking partners in education from the business community. If interested, please contact the principal at (619) 656-6252.

PTC/Watch D.O.G.S.: This committee partners together to enhance the TMES community.

ATTENDANCE

It is our belief that regular and punctual attendance at school is an absolute requirement for a successful education. Studies show that there is a direct correlation between good school attendance and student achievement, therefore, we encourage you as parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis.

Every parent/guardian or other person having the responsibility of a student between the ages of six and eighteen, unless graduated or excluded, is required to send such student to school. School attendance is mandated by statute and by laws and regulations of the State. Failure of a parent or guardian to meet the obligation to compel the student to attend school may cause the parent to be subject to prosecution.

If a student is absent a parent should notify the school on the first day of the absence by phone during school hours or send a note with the student upon his/her return to school. The maximum amount of time allowed to clear an absence is three days. Medical and dental appointments should be scheduled after school hours when possible.

Excused Absences (BP & AR 5113)

- Education Code Section 48205 permits a pupil to be excused from school under the following certain circumstances:
- Illness- including mental/behavioral
- Medical, dental, optometry, or chiropractic services
- Quarantine
- Funeral of an immediate family member
- AB 516 Participation in a cultural ceremony or event
- SB 14 Student Mental Health Day
- Best Interest Day (Court Approved)

The following is considered "justifiable personal reasons" and must be requested in writing by the parent/guardian and approved by a school official:

- Court appearance
- Other funeral attendance
- Religious holiday or ceremony
- Religious retreats (must not exceed four hours a semester)
- "Take Your Child to Work" Day (must not exceed two days in a school year)
- Immigration appearances
- Meeting a parent returning from deployment
- Parent returning from deployment
- Attendance at a sibling's graduation (would also include excused tardies for a partial day absence)

Requests from an agency/parent for students participating in plays or movies. (Independent Study Contracts may be used if more than five consecutive days are missed.)

The following is considered "release time" pursuant to Education Code Section 46014: Participation in religious instruction or exercises (in accordance with District policy providing the student attends at least the minimum school day) not to exceed four school days in a school month.

Absences other than those listed above are **unexcused**.

A pupil absent from school under these circumstances shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided, and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a pupil is absent shall determine not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Parents will receive letters when their child has excessive and or chronic attendance issues. In addition, parents will be asked to meet with the AHS and school principal to review a SART agreement. Parents that do not help their children to access school and do not meet the SART agreement, will be referred to the SARB process in CVESD. We ask that all families review and understand the expectations for attendance. See truancy notification procedures.

Truancy Notification Procedure

All late arrivals over 30 minutes or early dismissals over 30 minutes (without doctor's notes) and unexcused absences are considered truancies.

- After three (3) truancies, parents will receive a First Notice of Truancy.
- After five (5) truancies, parents will receive a Second Notice of Truancy.
- After the Second Notice of Truancy, parents will receive a notice to come in and speak with the principal regarding the truancies. Parents will also be asked to attend a Student Attendance Review Team (SART) meeting when students accumulate excessive tardies, absences, and early dismissals.
- After (7) truancies parents will receive a Notice of Habitual Truancy and the student will be referred to the "Student Attendance Review Board" (SARB) at the district office.
 - Per California EC 48262, Habitual Truancy can be reported after three or more absences.

All student attendance contract violations are forwarded to the "Student Attendance Review Board" (SARB) at the district office.

Chronic Absence has been defined in California *Education Code (EC)* Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the

pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Any student missing more than 10% of school with both excused and unexcused absences at any point in the school year.

Zone Transfers are reviewed annually based on space availability and whether there are attendance and/or behavior issues per Administrative Regulation 5117. Intradistrict/Zone Transfers (new or renewal) may be denied or revoked based on any or all of the following circumstances: Attendance issues, such as truancy, excessive absences and/or tardies. Transfer students may be returned to their district of residence during the current school year based on a recommendation by the school administrator, and/or the School Attendance Review Team (SART), and/or the School Attendance Review Board (SARB) for the reasons stated above.

We urge parents to contact the office on the day of the child's absence (or within 72 hours) at: (619) 656-6252 ext. 550110, 24 hours a day, or email: Christine.Garcia@cvesd.org.

Perfect Attendance

Thurgood Marshall acknowledges students who keep perfect attendance with awards. The guidelines are as follows for students in grade 1-5:

Perfect attendance is a student who is:

- Never absent, regardless of the reason
- Never tardy, regardless of the reason
- Never leaves school early, regardless of the reason.

A student shall earn a perfect attendance award at the end of the sixth-grade year if he/she has met the following criteria (AR 5113.1): In attendance each school day from kindergarten through sixth grade.

- Present in the classroom when the starting bell rings.
- Has no independent study days.
- Does not leave school early.

Entertainment Permits

Please note that administration will not sign off on Child Entertainment Permit Form if there are attendance concerns or the child is not performing at grade level in all academic subjects. If a child has more than three unexcused absences administration will not sign off on these forms. More information can be found at <http://www.cde.ca.gov/ci/ct/we/wpfaq.asp#Q1>. Please contact the office for more information.

Independent Study (IS) Contracts for Extended Absences

If your child will be absent three or more consecutive days (up to 14 days), please notify the health attendance clerk and classroom teacher at least one week prior to the absence. Students can only miss up to 14 days during one school year on an IS Contract. Independent study is a short-term voluntary instructional strategy to assist students in reaching curricular objectives. Independent study entails a commitment by both the parent/guardian and the student. A principal or designee may or may not approve the independent study. Independent study shall be offered only to students who can be successful working independently and who do not have excessive unexcused absences. Assignments are due upon the student's return to school. The required work will be verified either by the classroom teacher or the designated resource person.

Please follow these guidelines:

- Pick-up the IS contract and instructions from the attendance office.
- Contracts must have specific dates and be signed by all parties in advance.
- Beginning and ending dates are firm (no extensions).
- The assigned work cannot be done before or after the contract days.
- Assigned work will only be provided the day before leaving.
- All work must be returned to the teacher on the first day the student returns to school.
- IS will not be retro activated after absences are completed without proper approval.

Home and Hospital EC 48206.3.

Home and Hospital Instruction serves students with a temporary disability (EC Section 48206.3[b][2]) that makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. The purpose of home and hospital instruction is to provide instruction to a student with a temporary disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The primary outcome of Home and Hospital Instruction is to maintain a student at the student's former level of performance while recovering from the temporary disability so as not to jeopardize the student's future performance upon returning to a regular day class or alternative education program. A temporary disability is defined as a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention. A temporary disability does not include a disability for which a student is identified as an individual with exceptional needs pursuant to EC 56026.

It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the school district in which the student is deemed to reside of the student's presence in a qualifying hospital. Within five working days following notification from the parent or guardian, the school district shall determine whether the student will be able to receive individualized instruction, and, if the

determination is positive, when the individualized instruction may begin. Individualized instruction shall start no later than five working days after the positive determination has been made. (EC 48208) For more information, contact attendance and our school nurse with documentation from the medical doctor.

INSTRUCTIONAL SUPPLIES

Students are issued books and materials for their studies. Students will be responsible for all books and materials entrusted to them. The cost of lost or damaged textbooks will be billed to the student's family, in accordance with School District procedures. If families would like to donate supplies, please contact the front office or classroom teacher.

SURVEYS

CVESD will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their child's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality, and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive. Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third-party survey. EC 51513

DISTRICT ADOPTED CORE CURRICULUM

Teaching, learning, and testing are undergoing a dramatic transformation in our schools, and elsewhere in the state and nation. That's because California is part of a national movement to adopt new standards and tests for English language arts and mathematics. These new standards are known as the "Common Core State Standards" (CCSS) and provide a practical way to prepare children for the challenges of a changing world. The standards keep the best of what we have, but replace outdated ways of learning with a clear focus on the key knowledge and rigorous content students need. Visit <https://www.cvesd.org/cms/One.aspx?portalId=412034&pageId=885347> for more information on CVESD adopted core curriculum.

TESTING

School-wide assessments monitor student progress and achievement regularly and inform instruction to ensure progress is being made towards school, district and state grade-level benchmarks towards college and career readiness.

District Assessments

Students in lower grades take a district assessment in either English. Smarty Ants (Tk-2), I-Ready (K-6), and Achieve 3000 (2-6). Local Measures assessment is aligned to Common Core State Standards (CCSS). District assessments are given at the end of the year in math, reading and writing to gauge student progress towards California State Content Standards. For more information on assessments, visit <https://www.cvesd.org/cms/One.aspx?portalId=412034&pageId=885356>

Students in grades 2 - 6 take a (Achieve 3000) Lexile assessment Smarty Ants, and I-Ready in either English in the fall, winter, and spring. This assessment is a critical piece of an ongoing process for monitoring and improving student reading ability. In addition, school sites use the following types of assessment throughout the year to give a more complete picture of student performance:

- Topic Assessments
- Benchmark Assessments
- Performance Assessments
- Student Projects
- Student Observation / Communication

State Assessments

Classroom instruction in the Chula Vista Elementary School District is based on the Common Core State Standards (CCSS) in English/Language Arts, and Mathematics. Please see the summary of assessments below. Visit [the blog](#) for more information.

- **The California Assessment of Student Performance and Progress (CAASPP)** referred to as Smarter Balanced Assessment Consortium is the system used to assess students' progress in grades 3-6 on California State Standards in English language arts and mathematics. The purpose of these assessments is to determine if students are meeting the grade level benchmarks towards college and readiness.
- **English Language Proficiency Assessments for California (ELPAC)** California Education Code (ED. Code 52164.3) contains legal requirements which direct schools and districts to assess the English proficiency of students if there is a language other than English spoken in the home. The English Language Proficiency Assessments for California (ELPAC) Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school. The ELPAC Summative Assessment is given each spring to students who have been identified as English learners. Includes questions about Listening, Speaking, Reading, and Writing. Reclassification of English Learners will be based on English Language Proficiency Assessments for California (ELPAC), CAASPP, Level Set, and Lexile scores.
- **The Physical Fitness Test PFT** is given to all students in grades five. This health-related fitness test, developed by The Cooper Institute, is a valuable tool in assessing and tracking a young person's fitness. Additionally, the test provides important information to students, parents and school staff in monitoring individual health-related fitness. <https://www.cvesd.org/cms/one.aspx?pageId=885199>

- **Next Generation Science Standards (NGSS)** California Department of Education has been developing a new science assessment based on the CA NGSS. The CAST is for eligible students in grades five. The CAST field test consists of 32 to 48 items, two or three performance tasks, and a short survey. It takes approximately two hours to complete.
<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

The California Department of Education (CDE) has developed several resources to help students and parents understand the grade expectations of the Smarter Balanced Summative Assessments:

The Parent Guides to the Smarter Balanced Assessments (in English and Spanish) are posted on the CDE's CAASPP web page under the Students and Parents tab: <http://www.cde.ca.gov/ta/tg/ca/index.asp?tabsection=3#ssr>

The practice and training tests, which can be found on the CDE's Smarter Balanced Practice and Training Tests Web page at <http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>

For more information about the content, types of questions, and other targeted resources for the Science tests, please see the CDE's CAASPP Science Assessment web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>

If you would like more information or resources about alternate assessments, please visit the CDE's CAASPP Alternate Assessments web page at <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP. If you would like to excuse your child from the test, you must submit your request in writing to the school principal. Education Code 60615: Please notify the school as soon as possible so alternative arrangements can be made for your student during the testing period.

STUDENT PLANNERS

Two of the most important things we can teach our children are the skills of organization and time management. They are valuable tools, not only in the classroom, but also in the job market. Students who can organize their assignments and belongings and make efficient use of their time meet with greater school success, and consequently are most likely to develop positive self-esteem. To accomplish this goal, we will be using Student Planners (grades three through six). All students in those grades will be issued a planner and although parental contributions are not mandatory, we would like to ask for your support of this worthwhile project by donating \$5.00 if your child is in grade 3-6. Checks can be made out to Thurgood Marshall PTC.

THURGOOD MARSHALL HOMEWORK GUIDELINES

In the hope of fostering clear communication between home and school, and developing homework practices that enhance learning we are publishing our Homework Guidelines.

Purpose of Homework

- Homework is practice.
- Homework is meant to review concepts that have been previously taught. (Spiral review)
- Homework builds automaticity through memorizing math facts and fluency through reading quantity.

Best practices to foster a love of learning in your home.

- Read to your children every day.
- Talk to your children at length. Some examples may include: What did you learn today? How do you know that you learned it? Can you show me what you learned today?
- Be a model of a good reader (Books, eBooks, magazines, newspaper, online) and talk about what you are reading with your children.
- Time spent on Achieve 3000 can be used towards minutes for reading. Check progress twice a week. Students should earn 88% or higher on all activities to see annual growth.
- Have a designated time and place to complete homework, free of distractions and reasonably quiet.
- Discuss homework and current academic progress with your children.
- Set a reasonable goal for learning.

Grade	Minutes for Reading	Minutes for Other Homework	Total Time
Kinder	20	10	30
1st	20	10	30
2nd	20	20	40
3rd	20-30	20	50
4th	30	30	60
5th	40	30	70
6th	40	40	80

Given these purposes for homework and a solid support system at home, we have come up with the following guidelines for the average amount of time homework should take in your household depending on the grade level. These guidelines are meant as an average amount of time, so some nights you may have slightly more or less depending on the specific tasks assigned. If you are consistently spending more time than is noted here, you should have a conversation with your child's teacher to resolve the situation. If a student is absent for more than three days and is able to work at home, the teacher should be contacted. For absences of five days or more that are not related to an illness, Individual Study Contracts may be requested. The office must be notified a week in advance.

PROGRESS REPORTS

The goal of this document is to help our Thurgood Marshall Elementary School (TMES) Families understand the Chula Vista Elementary School District (CVESD) report card. Classroom instruction in CVESD is based on the [California Common Core State](#)

Standards (CCSS): English Language Arts, History/Social Science, Mathematics, and Science. Our district's report card reflects the **CCSS**. These standards represent the **end of year expectations**. Therefore, the scores you see reflect your child's **progress** towards the **end of the year expectations**. Students in Chula Vista Elementary School District receive Progress Reports in Quarter 2, Quarter 3, and Quarter 4. Reporting student progress is an essential part of the communication and partnership between home and school. We would like to inform you that CVESD has adopted a new progress report which includes a revised rubric for progress towards standards. The new progress towards standards rubric allows teachers to document a wider range of academic growth for students. Below are a few key points to make your child's report card easier to interpret. For more information on standards, please refer to the CVESD common core [link](#). This document highlights the rubric changes for the new CVESD Progress Report.

Progress Toward Standard/ Rubric Score	Descriptors and Criteria
4 "Met/Exceeded Proficiency"	<ul style="list-style-type: none"> • Student demonstrates mastery of the standard and is approaching proficiency above the current grade level's expectations • Student has met the standard and end of year expectations • Teacher support is not needed to be successful
3 "Nearly Met Proficiency"	<ul style="list-style-type: none"> • Student has made substantial growth towards the standard and end of year expectations • Student demonstrates skills consistently over time • Minimal teacher support needed for the student to be successful
2 "Approaching Proficiency"	<ul style="list-style-type: none"> • Students have made some growth towards the standard and end of year expectations • Student inconsistently demonstrates skills over time • Teacher support is needed for the student to be successful
1 "Not Met Proficiency"	<ul style="list-style-type: none"> • Has made little to no growth towards the standard and end of year expectations • Student requires additional foundational skills while working to meet the standard • Student demonstrates little to no growth over time • Substantial teacher support needed for the student to be successful
NA "Standard Not Assessed"	<ul style="list-style-type: none"> • The standard was not assessed this quarter.

CVESD also assesses students locally based on i-Ready, Achieve 3000, Smarty Ants, and Local Measure assessments. We encourage families to partner with the classroom teacher and ensure their child is completing their weekly program goals. In addition, the California state-mandated assessment used in the CVESD is the [Smarter Balanced Assessment \(SBA\)](#). This assessment is a computer-adaptive test. Students in grades 3-6 will take the SBAC in the spring. All students are expected to make academic progress based on the end of the year program performance expectations.

Social Citizenship and Learning Skills: The CVESD Progress Report documents students' social citizenship and learning skills over the reporting period. CVESD recognizes the positive impact these skills have on learning. Teachers will document these skills using the following rubric: C = Consistently, U = Usually, I = Inconsistently. These areas do not represent a student's progress towards academic standards.

Progress Toward Standard: The Progress Report identifies academic achievement based on the Common Core State Standards (CCSS) and documents growth towards the end of year expectations in the following areas: English Language Arts, History/Social Science, Mathematics, and Science. These content areas are assigned a score based off a 4-point rubric, the descriptors and criteria can be found in the table below. Students are assessed using a four-point rubric. There is also a marking of **NA**. This marking represents an area **Not Assessed** and represents any standard that students *are currently developing, but teachers have not yet assessed*.

LOST and FOUND/ITEMS

The lost and found is located inside the entrance to the cafeteria. At times, the cart is placed outside for accessibility. There is one cart. Please mark all belongings with your child's full name and room number. All unclaimed articles remaining in December and June are donated to charitable organizations. Items that are not able to be stored (damage, destroyed, mold, smell, wet, safety, lice, insects, rodents, etc.) will be immediately thrown away. If a lost item is left in the classroom after 3:30 p.m. and the teacher is not present for retrieval, students will have to wait until the teacher is present the next day. Due to confidentiality and safety, the custodian cannot open the doors (before or after school) and allow students in classrooms to retrieve items.

PETS

For the safety of everyone, pets are not allowed on campus. This includes bringing dogs or other animals on the campus when dropping off or picking up your child. In the case of service animals please contact the front office. To review the CVES Service Animal in School policy, review BP 6163.2

PROBLEMS/CONCERNS

Report concerns with students, staff, or parent conduct to administration immediately. The administration will investigate and address the concern, but may be unable to discuss findings due to confidentiality.

CELL PHONES/WATCH PHONES

Cell phones are allowed on school campuses under restricted circumstances as follows. Cell phones/watch phones must remain turned off and stowed in student's backpacks. Cell phones are not to be used during school hours or on campus for any reason other than an imminent emergency (i.e. earthquake, fire, etc.). This includes lunch, breaks, and recess times. Cell phones should not be used on the school bus except in the case of an emergency. Cell phones are NOT to be used to call parents to discuss ride arrangements, call home, record other students/staff, post on social media, phone home after leaving the office, call/text friends, etc., during school hours. This is considered a disruption to the learning environment at school. Cell phones have become extremely disruptive to the learning environment in our schools and should not be used at school unless there is a real emergency, such as the reasons listed above. Watch phones (e.g. gizmos, apple watch, etc.) can only be used as a watch/time piece during school hours. Students violating this policy will have their phone confiscated. Phones will be sent to the front office and given to the principal. The phone will be returned only to the Parent or Guardian. A second violation will result in a conference with the principal and further disciplinary action. The school is not responsible for lost, stolen, or damaged cell phones.

Students are not to call or text message parents or friends, etc. during the school day. Encourage your student to use the office phone to contact parents/guardians. Students are always able to seek the help of adults on campus or go to the office to call home. If there is an emergency, please contact the front office.

If you are on campus volunteering or having lunch with your child, please put your cell phones away when you are in the classrooms and children are present or at the lunch tables. Find a private area to talk on the phone or send text messages - not around the students. Please do not hold conversations on your cell phone in the school office as it makes it difficult for the office staff to hear when they are answering the school phones. EC 48901.7.

- (b) Notwithstanding subdivision (a), a pupil **shall not be prohibited** from possessing or using a smartphone under any of the following circumstances:
- (1) In the case of an emergency, or in response to a perceived threat of danger.
 - (2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
 - (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
 - (4) When the possession or use of a smartphone is required in a pupil's individualized education program.

OFFICE TELEPHONES

Students may request use the office telephones (before school, recess, lunch, or after school) only in the case of an emergency or when instructed to do so by the office staff.

ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation is subject to the district's disciplinary procedures. EC 51512

LIBRARY BOOKS

It is the intent of Thurgood Marshall Elementary School to allow all students the opportunity to check books out of our wonderful school library. We have many books and students are expected to learn how to take care of books so they will last for many years to come. Therefore, we invite your cooperation in the care of library books. Please help your child to understand and practice the following:

- Keep books clean and protect books from weather, animals, babies, etc.
- Do not bend or tear the pages.
- Turn pages from the top.
- Do not treat books roughly.
- If you borrow a library book, return it to school the following week. Books may be renewed.

It is the child's responsibility to take care of the books that he/she borrows from the library. If your child damages, destroys or loses a library book, you will be asked to pay for it. Replacement books are purchased by the school librarian to ensure that a library bound edition is received for the library. These are more costly than books that can be purchased in stores because of the quality of the binding required for books that will be circulated for many years.

SPORTS

The District operates an interscholastic athletic team or teams (basketball, soccer, kickball, and more) and is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be found online at https://www.cvesd.org/parents/my_child_s_safety/accident_insurance/. EC 32221.5

PERSONAL HOME ITEMS

Some classrooms have sharing times for students; however, students must never bring anything that is harmful or dangerous to school including sharp items like knives, anything explosive such as firecrackers, balloons, squirt guns, silly string, horns, stick bombs, iPods, ipads, tools, spinners, laser pointers, radios, speakers, computers, rubber bands, chains, sharpies/ permanent markers, lighters, razors, knives, matches, or harmful substances such as tobacco, alcohol or drugs.

Students may bring other items such as sharing object item only if they have the teacher's permission. Items which encourage gambling should not be brought to school. Students should not bring money to school unless it is for lunch or other school-related activities. Items should not be brought to school in glass containers. Students and parents are advised not to bring electronic devices or expensive items to school as the school is not liable for loss or damage. Nothing should be brought to school, other than school supplies, without notifying the teacher and requesting permission in advance to bring it. Any items deemed disruptive to the learning environment will be confiscated by school personnel. When in doubt, leave it home. Students that bring prohibited items will be subject to discipline by the administration. CVESD is not liable for lost or stolen or damaged items.

DRESS CODE:

Students are expected to come to school appropriately dressed. Students failing to dress appropriately will be asked to change. If students are unable to change, parents/guardians will be contacted to bring clothing for their child to school. Parents/guardians are encouraged to have all student clothing free of any writing, pictures, or insignias. Students are not allowed to display by wearing or placement of apparel which would signify the affiliation or intent of affiliation in a student group advocating or participating in disruptive behavior. EC 35183

Thurgood Marshall allows for the outdoor use of sun-protective clothing and the use of sunscreen by students during the day. Sun Protective Clothing EC 35183.5

PANTS SHOULD:

- Be fitted at the waist
- Be worn on the waist, not sagging
- Stay up on the waist if the belt isn't worn
- Skin can not be shown above the knees (unless leggings are worn underneath)
- Completely cover other clothing worn as an undergarment (gym shorts, underwear, etc.)
- Leggings must be worn appropriately

SHORTS SHOULD:

- Be fitted at the waist
- Be mid-thigh or longer (without holes)
- Be long enough to cover buttocks, upper thighs when walking, sitting, bending or reaching
- Not be torn

SKIRTS, SKORTS, DRESSES SHOULD:

- Be long enough to cover buttocks, upper thighs when walking, sitting, bending or reaching
- Be mid-thigh or longer (without holes)

TOPS SHOULD:

- Not be backless, low back or low front
- Not be tube tops, halter tops, or spaghetti straps
- Not show bra, bandeau or bra-like items
- Be long enough so that skin is not showing at midriff when arms are raised
- Have at least one-inch straps
- Clothes shall be sufficient to conceal undergarments at all times

HATS/CAPS/HOODS: Males and Females

- Hats and beanies must be worn with the bill forward, team hats should be worn outdoors ONLY
- Hoods are not allowed to be worn indoors

SHOES SHOULD:

- Be worn at all times and tied
- Cover heels and toes
- Tennis shoes must be tied at all times
- Sandals must have closed toes and heel straps
- Flip-flops or other backless shoes or sandals are not acceptable and can create a safety issue

NOT ALLOWED ON CLOTHING OR ACCESSORIES:

- Hanging belts- belts must be through belts loops-
- Hairnets, bandanas, or blankets worn as outer garment covering
- Pajamas (only during class and school spirit days)
- Clothing with words or logos shall be free of writing or images that promote alcohol, tobacco, drugs, gangs, violence, profanity, rude, pictures, vulgarity, sexual connotations or racial prejudice
- Any item that becomes a disruption to the educational process
- Make-up is inappropriate in the elementary school
- Dangling earrings, long chains, and keys are worn visibly around the neck are unsafe (key chains should not be on the playground, as it will present a danger)

Students will be warned about their dress code. On second notice, parents will be contacted to provide appropriate clothing.

SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Thurgood Marshall Elementary School explores ways to support the social and emotional needs of students. Staff shall hold students accountable for their conduct while on school grounds; while going to or coming from school; during lunch and recess periods; on playgrounds; and while going to, during, or coming from a school-sponsored activity. At Thurgood Marshall, we are committed to providing a quality education for our students. We feel that all children have the right to attend school and feel comfortable and safe. Thurgood Marshall is proud to request the support and cooperation of parents, staff, and students in making our school a pleasant and safe place in which to learn. We know that disruptive behavior stops everyone from learning. The students and staff at Thurgood Marshall believe a safe and positive school environment is important to both a child's learning in the classroom and to his/her growth as a citizen.

Each person has the right to use and own property. Behavior that results in theft or damage to school, staff, or student property is not permitted.

Each person has the right to be able to focus on learning. Behavior that disrupts classroom learning will not be tolerated.

Each person has the right to an orderly environment. Students are expected to use good manners, to be neat, and to pick up after themselves. Students may not bring toys, games, or collections to school. Students may not sell any items on school property.

Each person has the right to be treated with courtesy. Respect, courtesy, and consideration are to be shown toward other people at all times. Swearing/obscene language, abusive gestures, sexual harassment, and racial/ethnic slurs will not be permitted.

Each person has the right to be safe and healthy. Students need to arrive at school on time. The school day starts at 8:45 am.

Creating Safe and Inclusive Learning Environments

Anti-Bullying: If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he/she/they shall take immediate steps to do so. (EC 234.1 (b) (1)) [Anti-Bullying](#)

California AB1266: Pre-existing state law prohibits public schools from discriminating on the basis of several characteristics, including sex, sexual orientation, and gender identity. AB 1266 requires a pupil be permitted to participate in sex-segregated school programs, activities, and facilities including athletic teams and competitions, consistent with his or her gender identity, regardless of the gender listed on the pupil's records. [California AB 1266](#)

California SB 48: EC 51501 outlines prohibitions on material included in textbooks or other instructional materials. This section already included prohibitions on matter "reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry"; this bill added "sexual orientation" to the list. EC 60044 includes a similar prohibition; the language was added there as well, along with a prohibition on materials that contain materials that reflect adversely on persons on the basis of their occupation. [California SB 48](#)

We have a set of school-wide expectations that shape the culture of our school. The three expectations are taught, modeled, and practiced throughout all grade levels. The expected behavior is encouraged with positive feedback and earned privileges. At times, there is a need for behavioral re-direction due to an incident. In an effort to promote positive disciplinary approach, we implement PBIS and Restorative Discipline Practices.

Positive Behavior Intervention and Support: The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

In accordance with PBIS universal guidelines, the PBIS expectations at Thurgood Marshall Elementary School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are: Be Respectful, Be Responsible and Be Safe.

Restorative Discipline Practices: At TMES, staff utilize redirection and constructive solution techniques to promote safe and prosocial behaviors. All Mustang students are taught and re-taught to use acceptable, expected, and appropriate alternative forms of communication, problem solving, and critical thinking skills in an effort to reduce conflict/address behavior. The premise of Restorative Practices is to assist students in owning and recognizing their behavior, making amends with those they have harmed directly and indirectly, and successfully reintegrating back into their classrooms and schools. Additional other means of correction will be explored to support students. At times, a mediation will be offered to repair the harm and encourage mustangs to collaboratively work out their challenges in a safe and productive way. Mediations are offered and both parties must be willing to participate to address the issue at hand. To learn more on restorative practices, visit [the following article](#).

The duty of pupils requires pupils to conform to school regulations; obey all directions; be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. Every effort will be made to address student conduct in a positive manner consistent with Education Code 48900.5.

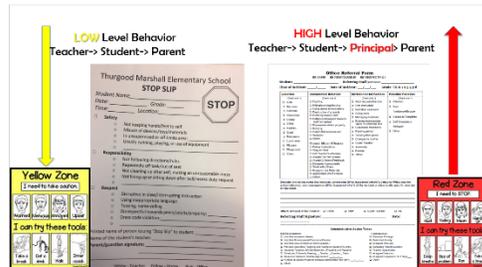
Harmony/ Social and Emotional Learning (SEL): Daily students learn skills from Harmony SEL. Every quarter our Mustang community focuses on a different skill. Diversity and Inclusion, Empathy, Critical Thinking, and Communication, Problem Solving, and Peer Relations. School-wide expectations are taught daily in the classroom via a Meet up or Buddy up. In addition, school wide themes are re-enforced during our monthly Mustang expectations daily announcements or quarter Mustang assemblies. To learn more about Harmony SEL visit <https://www.harmonysel.org/>.

Classroom Behavior

Teachers, as skilled professionals, have the responsibility to establish an orderly learning environment within the classroom. In addition to the general rules outlined above, each teacher works with students at the beginning of the year to clearly establish behavioral standards for the classroom. These are provided to all parent/guardians. Students must uphold these standards so that a climate will be created where maximum learning takes place. Teachers will take all measures before giving a stop STOP slip or referring a student to the front office for an office referral. Teachers will communicate with parents via multiple methods to include, but not limited to "STOP" slip, office referral, DOJO, Remind, e-mail, phone call, note home, etc.

There are times that some students may have difficulty following the Mustang Behavior Expectations. If this is the case, the following procedures will be followed:

- Step 1: The student will be counseled by the teacher/staff (if the behavior is a lower level incident) and/or provided a STOP slip if the student does not stop and re-direct the negative behavior. Some behaviors will warrant an immediate STOP slip, due to the nature of the unexpected behavior. The STOP slip shall be returned to the teacher signed by the next day.
- Step 2: If the behavior of concern continues, the teacher will contact and work with the parent to resolve the student behavior. Depending on the behavior staff might refer a student to the school counselor, psychologist, SST process, external referral.
- Step 3: Should the above action fail to solve the problem (or the student receives three or more STOP slips for the same behavior), the teacher will give the student an office referral. The students will be sent to see the principal to address the behavior of concern.



If the behavior is a violation of the educational codes, the process will go immediately to step three. The principal will do one or more of the following: Counsel the student to redirect the behavior and repair harm (Restorative Justice). Notify the parents via phone, in person, e-mail, or office referral form. Assign consequences as needed based on the severity of the behavior. Depending on severity of the incident, CVPD can be contact for safety reasons.

Possible Consequences/ Alternatives to Suspension/Other Means of Correction

If students do not follow the Mustang expectations, the following may occur:

- "STOP" Slip and or Referral Form
- After school detention
- After school program that address specific behavioral issues or expose pupils to positive activities and
- Behaviors, including, but not limited to, those operated in collaboration with local parent and community groups EC 48900.6
- Behavior Intervention Plan/Agreement Form
- Assign student to assist lower level students
- Behavior Reflection Sheets
- Break from recess and lunch recess
- Community service at the school site or off school site (with parent permission)
- Conference between school personnel, the pupil's parent or guardian, and the pupil
- Individualized student plans directed to address behavior
- Loss of privilege (e.g. field trip, assembly, or other extra-curricular activity)
- Mediation
- Offer a mentor
- Parent phone call, meeting, or letter
- Positive Behavior Support to address behavior (Social/Emotional Skills Resources)
- Prosocial behavior or anger management
- Referral to external counseling
- Referral to Gang Diversion
- Referral to School Principal
- Referral to School Psychologist
- Referral to CVPD School Resource Officer (SRO)
- Referral to School Social Worker, Military Liaison, or School Resources Center
- Removal from Leadership Positions (Safety Patrol, Mustang Clubs, or Student Council)
- Referral to Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Removal from School Bus
- Restorative Justice Program
- Re-teach of expected behavior
- Revoke Zone/School Transfer
- Saturday School
- Trauma Informed Practices
- Volunteer in TK and Kinder during recess and lunch recess to model/support positive behavior
- Warning from school personnel

Every effort will be made to address student conduct in a restorative manner consistent with education code 48900.5. EC 48911

Community Service: EC 48900.6. As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

The principal or designee of the school, the principal's designee, or the district superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.

Suspendable First Offense Violations: EC 48900.5 a-e

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a) (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.

In addition, a student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. 48900.4.

A pupil may be suspended or expelled for the acts that are enumerated in EC 48900-48927 and related to school activity or attendance that occur at any time or occurring within any other school district, including but not limited to, any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off the campus;
- During, or while going to or coming from, a school-sponsored activity.

The principal will work to supporting a student to ensure other means of correction are in place. See below.

Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

When student behavior has not improved with other means of correction, the principal will address behavior as aligned with restorative practices, CVESD Board Policy, and CDE Education Code 48900.

A pupil shall not be suspended from school or recommended for expulsion unless the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) inclusive. Some behaviors in E.C. 48915 and subdivisions will require the principal or the superintendent to recommend expulsion. On school grounds, students can not Possession, selling, or otherwise furnishing a firearm, Brandishing a knife, Possession of any knife, laser pointer, or other dangerous object of no reasonable use to the pupil Unlawfully selling a controlled substance, Committing or attempting to commit sexual assault or battery, or Possession of an explosive, Robbery or extortion, Assault or battery upon a school employee. Refer to CA Education Code and CVESD Board Policy for an extensive list.

Mandatory Expulsion {E.C. 48915(c)}
(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
Possession, selling, or otherwise furnishing a firearm
Brandishing a knife
Unlawfully selling a controlled substance
Committing or attempting to commit sexual assault or battery
Possession of an explosive
Mandatory Recommendation for Expulsion {E.C. 48915(a)(1)}
(A) Causing serious physical injury to another person, except in self-defense
(B) Possession of any knife, laser pointer, or other dangerous object of no reasonable use to the pupil
(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
(D) Robbery or extortion
(E) Assault or battery upon a school employee
Acts of Violence
A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020. (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

<p>(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> <p>(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:</p> <p>(i) A message, text, sound, video, or image.</p> <p>(ii) A post on a social network internet website, including, but not limited to:</p> <p>(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).</p> <p>(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.</p> <p>(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.</p> <p>(iii) (I) An act of cyber sexual bullying.</p> <p>(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.</p> <p>(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.</p> <p>(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.</p> <p>(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.</p>
<p>(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:</p> <p>(1) While on school grounds.</p> <p>(2) While going to or coming from school.</p> <p>(3) During the lunch period whether on or off the campus.</p> <p>(4) During, or while going to or coming from, a school-sponsored activity.</p>
<p>(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).</p>
<p>(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.</p>
<p>(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.</p>
<p>(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.</p> <p>(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.</p>
<p>Sexual Harassment EC 48900.2.</p> <p>In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.</p> <p>For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.</p>
<p>Acts of Hate Violence: EC 48900.3.</p> <p>In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.</p>
<p>Intimidating/Hostile Environment: EC 48900.4.</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p>
<p>Terroristic Threats: EC 48900.7.</p> <p>(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.</p> <p>(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.</p>
<p>Teacher Suspension: 48900.1.</p> <p>(a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, to attend a portion of a schoolday in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.</p> <p>(b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom.</p> <p>The adopted policy shall include the procedures that the district will follow to accomplish the following:</p> <p>(1) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the schoolsite.</p> <p>(2) Contact parents or guardians who do not respond to the request to attend school pursuant to this section.</p> <p>(c) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil.</p> <p>(d) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board adopted pursuant to subdivision (a).</p>

Referral to School Counselor, School Psychologist, School Social Worker, etc. EC 48900.9.

(a) The superintendent of a school district, the principal of a school, or the principal's designee may refer a victim of, witness to, or other pupil affected by, an act of bullying, as defined in paragraph (1) of subdivision (r) of Section 48900, committed on or after January 1, 2015, to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate. (b) A pupil who has engaged in an act of bullying, as defined in paragraph (1) of subdivision (r) of Section 48900, may also be referred to the school counselor, school psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, or for participation in a restorative justice program, pursuant to Section 48900.5.

Contact of Law Enforcement: EC 48902.

(a) The principal of a school or the principal's designee shall, before the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code.
(b) The principal of a school or the principal's designee shall, within one schoolday after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupil that may violate subdivision (c) or (d) of Section 48900.

Legal Action: EC 48905.

An employee of a school district whose person or property is injured or damaged by the willful misconduct of a pupil who attends school in such district, when the employee or the employee's property is (1) located on property owned by the district, (2) being transported to or from an activity sponsored by the district or a school within the district, (3) present at an activity sponsored by such district or school, or (4) otherwise injured or damaged in retaliation for acts lawfully undertaken by the employee in execution of the employee's duties, may request the school district to pursue legal action against the pupil who caused the injury or damage, or the pupil's parent or guardian pursuant to Section 48904.

Positive Incentives: "WOW" coupons are an incentive program designed to recognize positive behaviors on a daily basis in those individuals found upholding the Mustang Expectations as well as those going above and beyond what is expected of them. Teachers, staff, and administrators are responsible for distributing "WOW" cards to students who meet and/or exceed the building-wide expectations. The "WOW" coupons are used for a weekly drawing where students can win prizes from local area merchants, the front of the line passes, school merchandise, and more.

Sexual Harassment BP 5145.7

The Chula Vista Elementary School District recognizes that harassment on the basis of sex is a violation of both federal and state anti-discrimination laws. The District expects that all students will have a learning environment free from sexual harassment or the threat of sexual harassment. Sexual harassment will not be tolerated toward students by students or by adults during school-related activities.

Teachers shall inform students in age-appropriate ways of what sexual harassment is, that they do not have to endure it, and that it will not be tolerated. Teachers shall also inform students of the District's procedure for investigating complaints.

If any student perceives comments, gestures, or actions from any other student or adult during school-related or school-sponsored activities to be sexual harassment, the student may, but is not required to, inform directly the person engaging in such conduct that such conduct is offensive and must stop. If this approach is not taken and/or is not successful, the student should notify the classroom teacher and/or the school principal or any other available school employee. School staff who are aware, or who become aware, of sexual harassment or any allegations of sexual harassment shall inform the principal or a District Compliance Officer. The principal or a District Compliance Officer shall take immediate steps to investigate any complaints of sexual harassment in a manner that respects the privacy of all parties concerned to the extent practicable.

Any students in grades 4-6 found responsible for sexual harassment of anyone in or from the District will be subject to appropriate discipline as contained in the school's discipline policy. The severity of the disciplinary action will be based upon the circumstances of the infraction.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting or at a school-related activity, when made on the basis of sex and under any of the following conditions: (EC 212.5; 5 CCR 4916)

Search and Seizure Policy

The Search and Seizure Policy governs the district's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

The Governing Board is committed to maintaining an environment for students and staff which is safe and conducive to learning and working. The Board recognizes that incidents may occur where the health, safety, and welfare of students and staff are jeopardized and which necessitate the search and seizure of students and/or their property by school officials. The Board authorizes school officials to conduct a search of any student, his or her property, or District property under his or her control when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school. The types of student property school officials may search when it is reasonable, individualized suspicion includes, but are not limited to, backpacks, desks, lockers, purses, student vehicles located on the District's property, cellular phones, or other electronic communication devices. Any search of a student, his or her property, or District property under his or her control shall be reasonable in scope and limited to producing evidence related to the suspected violation that would jeopardize individual or general student safety. The Board urges that discretion, good judgment, and common sense be exercised in all cases of search and seizure. Searches shall be made in the presence of at least one other District employee. Employees shall not conduct strip searches or body cavity searches of any student. Education Code 49050

The parent/guardian of the student being searched shall be notified by the District as soon after the search as possible. In determining whether reasonable cause for a search exists, school officials shall consider:

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness in the school of the problem to which the search was directed.
3. The urgency requiring the search without delay.
4. The substantive value and reliability of the information used as a justification for the search.
5. The location of the student at the time of the incident which gave rise to reasonable suspicion.

Contraband Detection Dogs AR 5145.12

Contraband detection dogs may not be used in classrooms or other District facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog must be separated from the students and not allowed to sniff any individual. Prior to conducting an inspection, students must be asked to leave the room. No student may be required to leave personal items in the room for inspection unless the school officials have reasonable suspicion to search the items. Only the dog's official handler may determine what constitutes an alert by the dog. If the dog alerts on a particular item, the student who has used that item or has responsibility for it must be called to witness the inspection.

SCHOOL BUS AND PASSENGER SAFETY

Bus safety regulations are provided to all new students and students not previously transported by school bus. Students are required to practice good safety habits while riding and waiting for the bus. All school rules apply on the bus and at the bus stop.

Only authorized bus riders are permitted to ride the bus, and they will be required to get on and off at their designated stops. An authorized bus rider who wants to get off the bus at a stop other than the normal stop is required to have a note signed by his or her parent and endorsed by the school principal. Permission to get off at a different stop will only be granted if no change of bus is involved. Students who are not authorized bus riders will not be permitted to ride the bus even to accompany an authorized rider to or from school.

Bus Conduct: Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. (**Ref: 5 CCR 14103**). Children's conduct must allow the driver to remain alert to traffic without being distracted by student misbehavior. The safety of ALL children on the bus is important to us. School buses may be equipped with video cameras to ensure safety and deter misbehavior. Students who fail to observe these regulations will be denied school bus transportation.

The typical procedure is:

1st Offense – Counsel Student, parents/guardians notified.

2nd Offense – Counsel Student, parents/guardians notified.

3rd Offense – Parents/guardian notified that child will be denied school bus transportation for not less than five (5) or more than ten (10) school days.

4th Offense – Parents/guardians notified that the child will be denied school bus transportation for not less than ten (10) or more than twenty (20) school days.

Any behavior that is a serious violation related to bus safety may directly result in the initiation of the fourth procedure. Any questions regarding District transportation procedures should be directed to the principal.

Requesting Transportation for Your Child

If you would like to request transportation services for your general education student, please click on the link below to access the Transportation Application Form. Once complete, please review the School Bus Safety information with your child. Parents must apply for transportation yearly. Please complete the online application at:

https://www.cvesd.org/parents/my_childs_school/transportation_information and review the Parent Guide to Riding the School Bus.

The Chula Vista Elementary School District provides transportation for eligible students living beyond the following distances from their zoned schools:

- Kindergarten: 3/4 mile (Transportation is not provided for TK students, at this time.)
- 1st grade: 1 mile
- 2nd and 3rd grade: 1-1/4 miles
- 4th, 5th, and 6th grade: 1-1/2 miles

Kindergarten Students: Must not be left unattended at their bus stop. Kindergarten students not met or escorted by a sibling riding the same bus will remain on the bus and will be returned to school or taken to the Chula Vista Elementary School District, Education Service and Support Center located at 84 East "J" Street, Chula Vista. TMES has assigned upper grade escorts that walk students to and from the bus loop.

Undeliverable Student

If no one is available to meet your child receiving curbside accommodations, the child will be returned to school or will be taken to Pupil Services (619.425.9600 ext.1700) at the Chula Vista Elementary School District, Education and Support Center located at 84 East J Street, Chula Vista, where you should pick him/her up. The Chula Vista Police Department 619-5151 may be contacted. Continual problems regarding the delivery of a child may result in the suspension of riding privileges.

Bus Riders Safety Guide

All students in the Chula Vista Elementary School District are required to practice good safety habits and behave in an appropriate manner when riding a school bus, waiting at a bus stop, or going to and from a bus stop. A student's Individualized Educational Program (IEP) will establish the accommodations necessary for transportation-related services. These requirements are necessary to ensure that children will have a safe ride and that threatening or destructive acts will be avoided. Our drivers are trained to provide safe, prompt and courteous bus transportation. Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road Ref: 5 CCR 14103. Children's conduct must allow the driver to remain alert to traffic without being distracted by student misbehavior. The safety of ALL children on the bus is important to us. School buses may be equipped with video cameras to ensure safety and deter misbehavior. Please help make your child's travel to and from school a safe experience each day by reading this information and reviewing it with your child.

For the safety of all passengers, follow all instructions given by the bus driver.

- Immediately after boarding, sit down and face forward. Remain properly seated during the entire trip. Seating may be assigned.
- Keep hands, feet, and objects to yourself and out of the aisle.
- Talk quietly. Do not use obscene language or gestures.
- Eating, drinking, or gum chewing is not permitted on the bus.
- No live animals (including insects), except guide, signal, and service dogs, as specified in Civil Code 54.2.
- Large objects, skateboards, scooters, inflated balloons, weapons, glass, breakable containers, or any object which may cause injury to students are prohibited on the bus.

Important Information for Families of Bus Riders

Parents or guardians should provide the necessary supervision to ensure your child's safe and timely arrival to the designated stop. The a.m. bus stop time listed is the departure time of the bus for all service levels. Students are encouraged to be ready to board the bus at the designated neighborhood stop or curbside service address no earlier than five (5) minutes prior to the scheduled departure time. For example, if the bus departure time is 7:05 a.m., be ready to board the bus by 7:00 a.m. If a student is not present and ready to board, the driver will assume the student is not riding the bus to school. The bus driver will not honk the horn (VC 27001) or make phone calls. Bus drivers will not depart the morning bus stop prior to the scheduled departure time.

Friendly Reminders

Arrival times after school are considered more flexible than pickup times, and it is possible that some children might be delivered to their stops earlier than scheduled. This could occur when a driver gains time by bypassing bus stops of absent children. Except for kindergartners, students are not required to be met at a neighborhood bus stop regardless of grade level. Curbside service levels require a student to be met at the service address. Please be prepared and anticipate the arrival of your child to the bus stop at the school dismissal time.

Important Safety Reminder from the Chula Vista Elementary School District to California Motorists

California Vehicle Code 22112a states in part the following; The school bus driver shall operate the flashing red light signal system and stop signal arm, as required on the school bus, at all times when the school bus is stopped for the purpose of loading or unloading students." Upon arrival to the stop, the bus driver will operate the flashing "red light" system in accordance with Vehicle Code 22112.

California Vehicle Code (VC) 22454 states in part; Penalties: the unlawful passing of a school bus while the flashing red light signal system and stop signal arm are in operation is a minimum of \$150.00 up to \$1,000.00 fine.

The flashing "red light" system will operate in accordance with VC 22112 during the entire time the bus is stopped for loading and unloading passengers. Punctuality will help prevent excessive backup of traffic in front of and behind the school bus while at the bus stop.

Parents/Guardians: Please Discuss With Your Child

- Be on time. Leave home early enough to reach the bus stop at least 5 minutes before the bus is scheduled to arrive.
- Walk safely. Walk. Don't run. Stay on the sidewalk, or if there is no sidewalk, stay as far as possible away from traffic. Walk facing oncoming traffic. Cross streets only at intersections or crosswalks.
- Wait in a safe place. Stay at least 6 feet away from the edge of the roadway.
- No horseplay. Don't run around or play at the bus stop. Stay out of the street while waiting for the bus.
- Respect property. Don't run across or play in people's yards. Stay on the sidewalk at the bus stop.
- Respect others. Keep the noise down at the bus stop.
- No pets. Animals, including insects, are not allowed on the bus. Guide or service dogs may be transported as specified in Civil Ed Code 39839.
- Line up. Form a line facing the direction of the approaching bus. Please leave room for the bus to stop away from your child.
- Getting on the bus. Stay in line as the bus arrives. Move to the bus only after the door has opened.
- Take your seat. Take the first available seat. Do not skip seats. Face forward and remain seated at all times. Saving seats is not permitted. Students may be assigned seating.
- Getting off the bus. Wait until the bus has come to a complete stop and the door has opened before getting up from your seat. Wait until the people in the seats in front of you leave, before you get up.
- Get away from the bus. After leaving the bus, move away from the bus and out of the danger zone.

- Crossing the street. If you must cross the street the bus is upon, the bus driver **MUST** escort you. If your parent is there, the bus driver will escort you and your parent across the street. Follow the bus driver's instructions.
- Emergencies. Learn the locations of the bus emergency exits and equipment. In an emergency, stay calm, listen to the bus driver and follow instructions carefully.

THURGOOD MARSHALL ELEMENTARY SCHOOL
HOME/SCHOOL COMPACT: 2023/2024

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to your child's progress in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a STUDENT, I pledge to:

- Follow the school-wide Mustang Expectations/Rules: Be Safe, Be Respectful, and Be Responsible.
- Ask my teacher questions when I don't understand something.
- Be aware of how my behavior impacts others.
- Be kind to others.
- Come to school with all the necessary supplies.
- Go to my library at least once a week and read.
- Have a growth mindset and set goals.
- Limit my electronics usage and TV watching and read books instead.
- Never give up, always try, and ask for help when I am stuck.
- Share and discuss my classroom work with my parents.
- Show courtesy and respect to others.
- Think first before I make decisions.
- Work as hard as I can on my school assignments.
- Complete all assigned independent work.

As a PARENT, I pledge to:

- While arriving and departing campus, show respect towards safety patrol, site traffic guidelines, and follow all traffic laws.
- Encourage my child by reading to him/her and by reading myself.
- Consider volunteering in your child's classroom and/or other school-wide committees.
- Find out how my child is progressing by attending conferences, looking at schoolwork, or e-mailing/calling the school.
- Limit my child's electronics usage and TV viewing and select worthwhile programs.
- Monitor my child's internet usage and be sure they only use age-appropriate sites.
- Provide a time and a place for quiet study and encourage good study habits.
- Provide necessary materials to support my child's learning.
- Reinforce school and classroom rules/expectations.
- Send my child to school each day and on time.
- Talk with my child about his/her activities every day.
 - What was your best part of your day?
 - Share one thing you would change about today.
- Use appropriate language in front of my child.
- Ensure all assigned independent work is completed within the timelines provided.

As a TEACHER, I pledge to:

- Communicate and partner with each parent to ensure the best education possible.
- Solicit parent support when needed.
- Communicate regularly through e-mail, phone calls, or written notes/newsletters to students and parents regarding expectations for homework, class work, and behavior.
- Create and maintain a safe, positive, and healthy learning environment for the students.
- Encourage students to do their best.
- Explain my expectations, instructional goals, and grading system to students and parents.
- Have a growth mindset.
- Provide education to my students on appropriate internet usage and safety.
- Provide motivating and interesting learning experiences in my classroom.

As a PRINCIPAL, I pledge to:

- Act as the instructional leader by supporting teachers in their classrooms.
- Communicate to students and parents the school's mission and goals through Parent Forums and school messenger.
- Create a safe and welcoming environment for students and parents.
- Encourage parent involvement and education.
- Ensure a safe, orderly, and social/emotional learning environment.
- Provide appropriate in-services and training for teachers and parents.
- Reinforce the partnership between parent, student, and staff.
- Have a growth mindset.

AND, MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Parent

Teacher

Ricardo Cooke, Ed.D.

Student

Principal

PERSONALLY OWNED COMPUTING DEVICE ACCEPTANCE OF RESPONSIBILITY

The purpose of this document is to inform parents, guardians and students of the rules governing the use of personally owned computing devices while on or near school property, and at school-sponsored activities, as well as the district's technology resources via remote access.

Please read the following information carefully before signing the attached permission form.

INTRODUCTION

Thurgood Marshall Elementary School is pleased to offer students access to district computers, the internet and an array of technology resources to promote educational excellence. Each student is responsible for his/her use of technology whether personal or district provided. While using district or personal technology resources on or near school property, and at school-sponsored events, as well as using the district's technology resources via remote access, each student must act in a manner consistent with school, district and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

USING THURGOOD MARSHALL TECHNOLOGY RESOURCES

The information systems and internet access available through Thurgood Marshall are available to support learning, enhance instruction, and support school system business practices. Thurgood Marshall information systems are operated for the mutual benefit of all users. The use of the Thurgood Marshall network is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of other students or work of other Thurgood Marshall employees.

The Thurgood Marshall network is connected to the internet, a network of networks, which enables people to interact with millions of networks and computers. The school or office may restrict or terminate any user's access, without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems.

RESPECT FOR OTHERS

Users should respect the rights of others using the Thurgood Marshall network by:

- Using assigned workstations as directed by the teacher.
- Being considerate when using scarce resources.
- Always closing all programs after finishing work.
- Not deliberately attempting to disrupt system performance or interfere with the work of other users.
- Leaving equipment and room in good condition for the next user or class.

ETHICAL CONDUCT FOR USERS

It is the responsibility of the user to:

- Use only his or her account or password.
- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- Use the Thurgood Marshall network and resources in a manner that is consistent with the mission of the school system. The use of Thurgood Marshall network for personal use or private gain is prohibited.
- Refrain from using offensive, obscene, or harassing language when using Thurgood Marshall network systems.
- Abstain from accessing, changing, or deleting files belonging to others.
- All software on any personally owned computing device shall be properly licensed.

RESPECT PROPERTY

The only software, other than students' projects, to be used on school computers or the school network is those products that the school may legally use. Copying copyrighted software without full compliance with terms of a preauthorized license agreement is a serious federal offense and will not be tolerated. Modifying any copyrighted software or borrowing software is not permitted. In addition: Do not modify or rearrange keyboards, individual key caps, monitors, printers, or any other peripheral equipment. Report equipment problems immediately to a teacher or program manager. Leave workstations and peripherals in their designated places.

INTERNET SAFETY AND SECURITY

- Students using a personally owned device using a wireless connection are only permitted to connect to the Thurgood Marshall Wi-Fi network.
- Appropriate virus-checking software must be installed, updated, and made active prior to any personally owned computing device being placed on the Thurgood Marshall network.
- Operating system software must be the most current version and up-to-date with all relevant patches.
- No device placed on the Thurgood Marshall network will have software that monitors, analyzes, or may cause disruption to the Thurgood Marshall network.

- Information may not be posted if it: violates the privacy of others, jeopardizes the health and safety of students, is obscene or libelous, causes disruption of school activities, plagiarizes the work of others, is a commercial advertisement, or is not approved by the principal or teacher.
- Users will not change or delete files belonging to others.
- Real-time messaging and online chat may only be used with the permission of the principal or teacher.
- Students are not to reveal personal information (last name, home address, phone number) in correspondence with unknown parties.
- Users exercising their privilege to use the internet as an educational resource shall accept the responsibility for all material they seek.
- Users are responsible for reporting any inappropriate material they receive.
- Users are prohibited from viewing, sending, and accessing illegal material.
- Students have the responsibility to cite and credit all internet material used.

Any device placed on the Thurgood Marshall network is subject to discovery under the Freedom of Information Act (FOIA), and possible confiscation by school authorities. Thurgood Marshall reserves the right to monitor and investigate activities on personally-owned computing equipment on the Thurgood Marshall network.

Computer/Online Access & Responsibility

Vandalism of Electronics: Vandalism is defined as any malicious attempt to harm or destroy electronic hardware or software. This includes, but is not limited to defacing equipment; uploading or creating computer viruses; destruction of data of another user and/or any other agencies or systems that are connected to the network. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

Internet and Electronic Disciplinary Action: Being granted access to online services is a privilege and there are consequences for not taking responsibility for one's learning and behavior. Students who do not adhere to the user obligations and responsibilities as outlined in the "Computer/Internet User Agreement" shall be subject to revocation of their user privilege and disciplinary action. For a first time offense, the user account is revoked until a meeting takes place with the student, his or her parent/guardian, and a representative of the school district. On the basis of the offense, the user privilege may be revoked for the remainder of the semester or 30 days (whichever is more). For a second time offense, the parent/guardian is notified and the user privilege is revoked for the remainder of the quarter or 30 days (whichever is more) and may be revoked for the next semester. In addition to revoking the user privilege, the disciplinary account will result. Such action will be in accordance with procedures at the specific school site regarding messages indicating or suggesting pornography, unethical and/or illegal solicitation, racism, sexism, inappropriate language, and any other inappropriate use of technology, such actions are subject to school and district discipline. Vandalism shall result in revocation of user privilege, disciplinary action, and legal action as appropriate. Students are subject to all of the laws and regulations of the United States and are subject to legal action as appropriate.

Internet and Electronic Illegal Activity: Examples of illegal activity include but are not limited to participating in any electronic activities that promote or involve: obscenity, sexual harassment, cyberbullying, net stalking, hate propaganda, defamation and libel, computer hacking, drug trafficking, and violating any and all copyright laws

Thurgood Marshall Elementary

Bike Rider Permission Slip

2023/2024

Grade Level: K 1 2 3 4 5 6 First Name:

Last Name:

Teacher:

WALKING OR RIDING A BIKE TO SCHOOL-VC 21212

The District requests that parents or guardians of children who walk or ride their bike to school plan a safe route to school with their children. The route shall not involve shortcuts through private property and all students are expected to exhibit good behavior.

We now have bike racks at Thurgood Marshall and are permitting 4th, 5th and 6th graders to ride their bikes to school with your permission (students in grades K-3 may only ride if accompanied by their parent/s). All students must comply with the Thurgood Marshall Bike Rider guidelines. Please review the requirement agreement, sign and return it to the office. Only students with permission slips on file will be permitted to ride to school.

Requirements/Agreements:

- Students must wear a bike helmet (state law)
- Students must have a lock
- Students must walk their bike at all times on school grounds and across the crosswalks
- Students must obey all traffic laws and ride their bike in a safe manner
- Only one student per bike (no passengers on pegs or handlebars)
- The student must be in 4th, 5th or 6th grade (K-3 accompanied by a parent)
- A completed slip is in the office before riding to school.

(Print Student's Name): _____ has my permission to ride their bike to Thurgood Marshall. I have reviewed the requirements with my son/daughter. I understand that my son/daughter's participation depends on their adherence to the requirements.

Parent/Guardian Name and Signature

Date

I agree to comply with all the requirements and understand that my failure to comply will result in losing my bike riding privileges.

Student Name and Student Signature

Date



Thurgood Marshall Elementary School
Acknowledgment of Handbook Form/Additional Forms

2023/2024

I have read the information within the Parent/Student Handbook. I have reviewed this information with my student, including the Internet Policy, the Discipline/Homework/Behavior Policies, and the Home/School Compact.

PLEASE CHECK THE BOXES, SIGN, AND RETURN THIS SHEET TO YOUR STUDENT'S TEACHER.

- I have read and understood the school procedures and policies. Review the handbook online at <https://www.thurgoodmarshallmustangs.org/student-and-parent-handbook/>
- I have read and agree with the Home/School Compact. **Form attached.**
- I have read and understand the Attendance Expectations. **Form attached.**
- I understand and agree with the terms and conditions outlined in the Personally Owned Computing Device Acceptance of Responsibility. By checking this box, I understand that I will not hold Thurgood Marshall responsible for any loss/damages incurred (see Liability Release form for more details). **Form attached.**
- I have read (along with my child) the requirements/agreements of the Thurgood Marshall Bike Rider Permission Slip and agree with the policies. **Form attached.**
- I have read and signed the Media Release. **Form attached.**
- I have read (along with my child) the cell phone/watch phones expectations. Review the handbook online at <https://www.thurgoodmarshallmustangs.org/student-and-parent-handbook/>
- I understand and will abide by the terms and conditions outlined in the Internet Guidelines/Agreement, and will assume responsibility for appropriate use of the internet, including responsibility for reporting any misuse of the internet to appropriate District staff. Students agree to use all school programs and devices appropriately. Access to device/program use can be restricted. As the parent/guardian of the student user named below, I have read the Chula Vista Elementary (CVESD) Internet Use Guidelines/Agreement. **Families signed this document on-line for residency and enrollment.**
- All classes visit the library on a regular basis. Students are allowed to check out books. Please help your child or children remember to bring them back on their library day so they can check out more books. If books are lost or damaged beyond repair, families will need to pay for the replacement of the book.
- I have reviewed the optional student Accident Insurance. **Form attached.**
- I have completed the white Emergency Card. **Form attached.**

Grade: (Circle one) TK K 1 2 3 4 5 6

Parent/Guardian Name and Signature

Date:

Student Name and Signature

Date:

Teacher Name and Signature

Date: